

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 2

Growing a Strong Informative Response



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 Cluster 2

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Grade 3 Cluster 2

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 2, where you will grow your thinking like a tree. An Extended Constructed Response, or ECR, grows like a tree: nothing grows until the ground is ready. The ground is the passage and the prompt. The trunk is your thesis (central idea). The branches are a reason or way, evidence, and explanation.

You will read about Laura Ingalls Wilder, who wrote true stories about life on the American frontier, and about Carmen Lomas Garza, an artist who paints scenes of family life such as making tamales during the holidays. Both of them took ordinary days and made them worth remembering.

Remember our reminder: **Nothing grows until the ground is ready.** Before you write one word, you must know exactly what the prompt is asking.

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.	FIND IT - locate, name, identify.
 Emergent	I begin trying ideas independently.	CONNECT IT - link a clue to an idea.
 Visible	I connect ideas directly to text evidence.	EXPLAIN IT - show what evidence proves.
 Independent	I combine evidence with my own reasoning.	USE IT - apply the thinking on my own.
 Reflective	I connect evidence to broader understanding.	EXTEND IT - defend, evaluate, connect, or teach.

GROWING THE ECR TREE HIGHER

Level 1 names an idea. Level 2 adds a purpose but stops before explaining. Level 3 explains why it matters in the passage. Level 4 explains what I can learn or use in my own life. Level 5 explains why it matters to everyone. Grow a response up one level by adding a branch, not just more words.

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. The exact words you highlight become the evidence you grow on the branches of your ECR tree.

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 2



M O D U L E

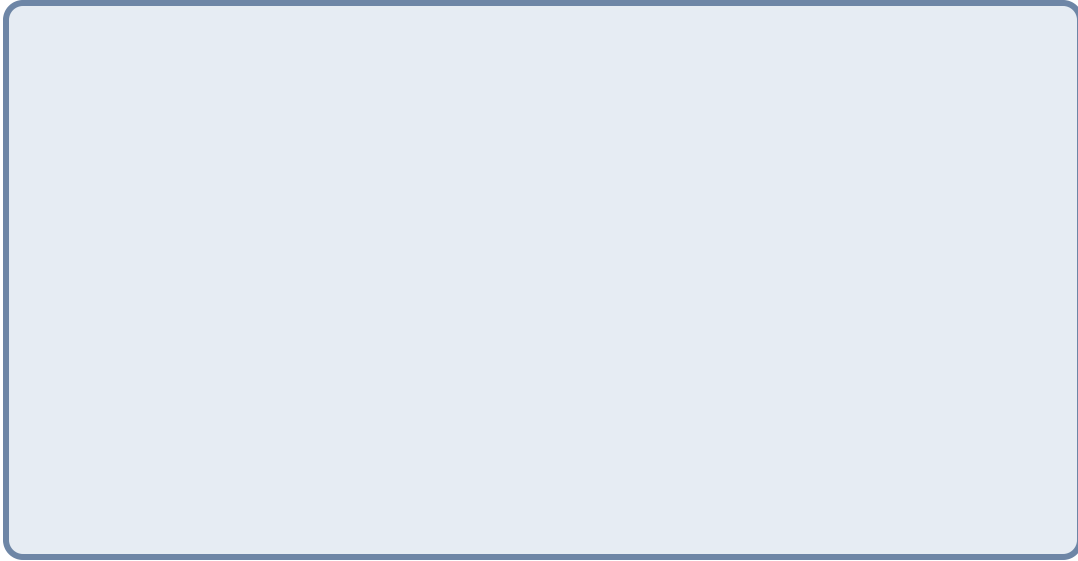


TREES and Shaping the Prompt

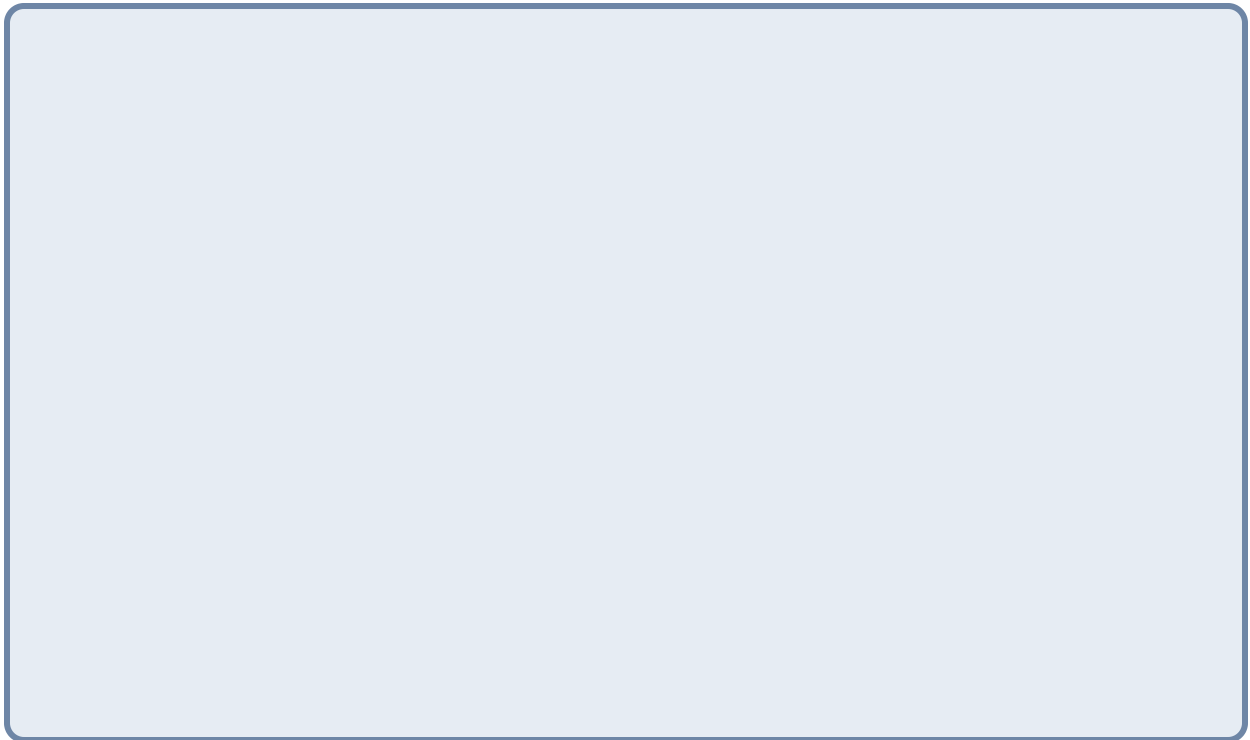
The Parts of the Growing Tree



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 prompt is the ground your whole answer grows in.

WHY THIS MODULE MATTERS

Nothing else in this cluster works until you can tell what a prompt is actually asking. An ECR prompt is usually a statement, not a question, and it carries a topic, a charge, and a clue word. The clue word decides whether your whole response will be built with WHY thinking or HOW thinking. By the end of this week you will take an unfamiliar prompt, mark its three parts, and say out loud what kind of answer it demands.

Essential Question

How do I know exactly what an ECR 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.
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Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

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- 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(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my writing with a clear structure that begins with an introduction.

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 an informative ECR built around one clear thesis (central idea).

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 an ECR: thesis (central idea), 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.

The Standards I Am Learning - Part 2

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(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose a stronger word to make my thinking 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 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(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)(ix) - Official Standard

edit drafts using standard English conventions, including proper nouns

HOW I SAY THE STANDARD!

I can capitalize proper nouns like Laura Ingalls Wilder and Wisconsin correctly.

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(C) - Official Standard

follow oral directions with accuracy

HOW I SAY THE STANDARD!

I can follow spoken directions carefully and accurately.

ELPS 1(E) - Official Standard

demonstrate listening comprehension from information presented orally during formal and informal classroom interactions 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(E) - Official Standard

narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal 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, organizing ideas, and making predictions, to develop comprehension

HOW I SAY THE STANDARD!

I can use reading habits like Dot, Discover, Drop to get ready to understand a passage.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The mark 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
Mark the topic with a red circle	a lot / a little / new	a lot / a little / new	a lot / a little / new
Mark the charge with a yellow box	a lot / a little / new	a lot / a little / new	a lot / a little / new
Mark the clue word with a green triangle	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name a prompt as WHY or HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain a prompt to a partner	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.

answer

Say it: AN-ser

What it means: What you say or write to respond to a question.

Try the frame: My _____ must match the prompt.

branch

Say it: BRANCH

What it means: A part that grows out from the trunk of a tree.

Try the frame: A branch grows out of the _____.

explain

Say it: ek-SPLAYN

What it means: To tell about something so others understand it.

Try the frame: I can _____ what the evidence shows.

family

Say it: FAM-uh-lee

What it means: The people you live with and belong to.

Try the frame: Garza painted her _____.

grow

Say it: GROH

What it means: To get bigger or develop over time.

Try the frame: My thinking can _____ like a tree.

mark

Say it: MARK

What it means: To make a sign on something so you can find it again.

Try the frame: I _____ the topic with a red circle.

Tier 1 Vocabulary - Everyday Words

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

proof

Say it: PROOF

What it means: Something that shows an idea is true.

Try the frame: My _____ comes from the passage.

reason

Say it: REE-zun

What it means: Why something happened or why something is true.

Try the frame: One _____ is _____.

shape

Say it: SHAYP

What it means: To give something a clear form.

Try the frame: First I _____ the prompt.

story

Say it: STOR-ee

What it means: A telling of what happened.

Try the frame: Laura wrote a _____ about the prairie.

tree

Say it: TREE

What it means: A tall plant with a trunk and branches.

Try the frame: A tree grows from the _____.

word

Say it: WURD

What it means: A group of letters that means something.

Try the frame: The clue _____ tells me why or how.

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 before I write.

charge

Say it: CHARJ

What it means: The verb of importance - the job the prompt gives you.

Try the frame: The _____ tells me to _____.

clue word

Say it: KLOO WURD

What it means: The word that shows whether the prompt wants why or how.

Try the frame: The clue word is _____, so this is a _____ prompt.

evidence

Say it: EV-uh-duhns

What it means: Proof taken straight from the passage.

Try the frame: My _____ comes from paragraph _____.

explanation

Say it: ek-spluh-NAY-shun

What it means: Telling what the evidence shows.

Try the frame: This _____ means _____.

informative

Say it: in-FOR-muh-tiv

What it means: Writing that gives true information about a topic.

Try the frame: This is an _____ response.

Tier 2 Vocabulary - Academic Words

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

prompt

Say it: PROMPT

What it means: The writing task that tells you what to write about.

Try the frame: The _____ tells me what to prove.

significance

Say it: sig-NIF-uh-kuhns

What it means: Why something matters.

Try the frame: The _____ of this idea is _____.

statement

Say it: STAYT-muhnt

What it means: A sentence that tells rather than asks.

Try the frame: An ECR prompt is usually a _____.

structure

Say it: STRUK-cher

What it means: The way the parts of writing are put together.

Try the frame: Good _____ helps my reader.

thesis (central idea)

Say it: THEE-sis

What it means: The sentence that gives your answer to the prompt.

Try the frame: My thesis (central idea) answers the _____.

topic

Say it: TAH-pik

What it means: The noun of importance - what the prompt is about.

Try the frame: The _____ is _____.

Tier 3 Vocabulary - Passage Words

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

adventures

Say it: ad-VEN-churs

What it means: Exciting or unusual experiences.

Try the frame: Laura remembered many interesting _____.

artwork

Say it: ART-wurk

What it means: Something made by an artist, such as a painting.

Try the frame: Garza's _____ uses bright colors.

celebration

Say it: sel-uh-BRAY-shun

What it means: A special event held to honor something.

Try the frame: Families making tamales is one kind of _____.

culture

Say it: KUL-cher

What it means: The customs, beliefs, and ways of life of a group.

Try the frame: These moments were important parts of _____.

frontier

Say it: frun-TEER

What it means: Land at the edge of a settled area.

Try the frame: Laura grew up on the American _____.

Mexican-American

Say it: MEK-si-kun uh-MER-i-kun

What it means: Describing people of Mexican heritage who live in the United States.

Try the frame: Garza is a _____ artist.

Tier 3 Vocabulary - Passage Words

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

neighbors

Say it: NAY-burs

What it means: People who live near you.

Try the frame: Laura's stories told about helping _____.

prairie

Say it: PRAIR-ee

What it means: A wide, flat area of land covered with grass.

Try the frame: Laura's family lived on the _____.

storytelling

Say it: STOR-ee-tel-ing

What it means: Sharing events as a story so others can picture them.

Try the frame: Laura's _____ was special.

tamales

Say it: tuh-MAH-lays

What it means: A Mexican food made of dough steamed in a corn husk.

Try the frame: Garza paints families making _____.

traditions

Say it: truh-DISH-uns

What it means: Ways of doing things passed down in a family or group.

Try the frame: Garza's books help people learn about _____.

wagon

Say it: WAG-un

What it means: A vehicle with wheels pulled by animals.

Try the frame: The family traveled by _____.

Growing the ECR Tree

Ground... Trunk... Branches! Nothing grows until the ground is ready.

**GROUND: PASSAGE
+ PROMPT**

**TRUNK: THESIS
(CENTRAL IDEA)**

**REASON /
WAY**

EVIDENCE

EXPLANATION

THE ECR TREE

Ground	Passage + Prompt - everything starts here.
Trunk	Thesis (Central Idea) - your main answer.
Branch 1	Reason or Way
Branch 2	Evidence
Branch 3	Explanation

SCR vs. ECR

SCR	ECR
Usually a question	Usually a statement
Short response	Extended response
One idea, briefly supported	A thesis (central idea) grown with reasons or ways, evidence, and explanation

Every ECR prompt in this cluster contains the word why or the word how.

REMEMBER

Nothing grows until the ground is ready. If we do not understand the passage and the prompt, our response falls apart too.

Shaping the Prompt

An ECR prompt is a statement to respond to - not a question to answer briefly.

MARK THE PROMPT

Red Circle	TOPIC - Noun of Importance: what the prompt is about.
Yellow Box	CHARGE - Verb of Importance: the job the prompt gives you.
Green Triangle	Clue Word: the WHY or HOW that names the ECR type.

PROMPTS ARE STATEMENTS

- Explain why Laura Ingalls Wilder's stories help readers understand history.
- Explain how Carmen Lomas Garza's artwork tells stories about family life.

Both are statements. Both name a WHY or a HOW.

ORAL REHEARSAL FRAME

The topic is _____

The charge is _____

The clue word is _____

so this is a _____ prompt.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the shapes chart as you mark a prompt. You still decide which words are the topic, charge, and 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.

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.

MY FIRST THINKING (DAY ONE)

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

How can I tell exactly what a prompt is asking before I write a single sentence?

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.

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: I can tell what a prompt wants when ____ because _____. Then write your own thinking.

Say your answer first or use this starter: I can tell what a prompt wants when ____ because _____. 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.

Laura Ingalls Wilder

Passage Reference 3 • Nonfiction

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: which words could grow into a thesis (central idea), evidence, and explanation?

[1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.

[2] As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

[3] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

[4] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.

[5] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive.

Laura Ingalls Wilder - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Laura Ingalls Wilder"	It fits because _____
T • Time	"born in 1867"	It fits because _____
S ▼ Scenery / Setting	"small houses on the prairie"	It fits because _____
A ▲ Actions	"her family moved many times"	It fits because _____
A ▲ Actions	"traveled by wagon"	It fits because _____
R ■ Reactions	"Many readers enjoyed learning about Laura"	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.

Laura Ingalls Wilder - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
K ♦ Key Knowledge	"the Little House books"	It fits because _____
S ▼ Scenery / Setting	"the wide fields, the small homes"	It fits because _____
A ▲ Actions	"she began to write about the experiences she had as a child"	It fits because _____
T • Time	"live on the prairie many years ago"	It fits because _____
R ■ Reactions	"Her books continue to inspire readers"	It fits because _____
K ♦ Key Knowledge	"remembered as an important author"	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.

Carmen Lomas Garza

Passage Reference 4 • Nonfiction

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: which words could grow into a thesis (central idea), evidence, and explanation?

[1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.

[2] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.

[3] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.

[4] Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.

[5] Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

Carmen Lomas Garza - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Carmen Lomas Garza"	It fits because _____
T • Time	"born in 1948"	It fits because _____
S ▼ Scenery / Setting	"Kingsville, Texas"	It fits because _____
A ▲ Actions	"cooking together, celebrating holidays"	It fits because _____
A ▲ Actions	"families making tamales during the holidays"	It fits because _____
C ★ Character, Concept, Creature	"important parts of culture"	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.

Carmen Lomas Garza - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
R ■ Reactions	"they can often imagine what the people in the picture are doing"	It fits because _____
K ♦ Key Knowledge	"written in both English and Spanish"	It fits because _____
A ▲ Actions	"written and illustrated children's books"	It fits because _____
T • Time	"during the holidays"	It fits because _____
R ■ Reactions	"shown in museums and schools across the United States"	It fits because _____
K ♦ Key Knowledge	"helped preserve important cultural stories"	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 - Seed or Sunlight? Sunlight cannot grow anything by itself.

WOULD YOU RATHER?

Would you rather be given a seed or a bag of sunlight? Sunlight is wonderful, but it cannot grow anything by itself. Today we grow something powerful in our classroom - we grow ideas.

SKETCH THE TREE

Sketch a tree from memory. Label the ground: PASSAGE AND PROMPT. Label the trunk: THESIS (CENTRAL IDEA). Label the branches: REASON / WAY, EVIDENCE, EXPLANATION.

STUDENT SUPPORT - Another Way to Show What You Know

If sketching is difficult, label a partner's tree or place word cards (ground, trunk, branches) in order, then say each part 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 - REVEAL

SCR is usually a question. ECR is usually a statement.

SAY IT WITH ME

- Ground = Passage + Prompt. Nothing grows until the ground is ready.
- Trunk = Thesis (Central Idea). This is your main answer.
- Branches = Reason/Way, Evidence, Explanation.

MODELING THE MARKS

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

Red circle - topic	Laura Ingalls Wilder's stories
Yellow box - charge	help
Green triangle - clue word	why

This prompt wants me to give a reason.

ECR PROMPTS ARE STATEMENTS - NOT QUESTIONS

SCR is usually a question. ECR is usually a statement, and it usually contains the word why or the word how.

DAY 1 CLOSING

The ground of an ECR is _____. The trunk is _____. The branches are _____.

Day 2 - ATTEMPT

BOOM BOOM GRAB. How to play.

THE GOAL

Listen to a sentence. Decide which tree part it is - Thesis (Central Idea), Evidence, or Explanation. Grab the matching card and be ready to justify your choice.

HOW TO PLAY

1. Sit facing your partner. Place the three tree cards face up between you.
2. Listen to the whole sentence. Do not touch a card until you hear BOOM BOOM GRAB.
3. The first person to grab the correct tree card gets one point.
4. If you grab the wrong card, put it back - your partner gets the point.
5. Check the answer key, then play all five sentences.

SUCCESS CHECK

Evidence comes straight from the passage. Explanation tells what the evidence shows. A thesis (central idea) answers the prompt.

BEFORE YOU CUT

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording page instead of cutting. Write the sentence number and the tree part it matches. You still justify each choice.

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 - BOOM BOOM GRAB - Tree Cards

Cut only on the dashed lines.

TREE CARD 1

THESIS (CENTRAL IDEA) - the trunk. It answers the prompt.

TREE CARD 2

EVIDENCE - a branch. It comes straight from the passage.

TREE CARD 3

EXPLANATION - a branch. It tells what the evidence shows.

SENTENCE CARD 1

Laura Ingalls Wilder wrote stories about her childhood on the American frontier.

Card Backs - BOOM BOOM GRAB - Tree Cards

Check only after the group commits.

B BRANCH Evidence	T TRUNK Thesis (Central Idea)
1 Evidence It comes straight from the passage.	B BRANCH Explanation

✂ CUT PAGE - BOOM BOOM GRAB - Sentence Cards

Cut only on the dashed lines.

SENTENCE CARD 2

This shows that Laura wanted people to understand what life was like long ago.

SENTENCE CARD 3

Laura Ingalls Wilder helped readers learn about history through storytelling.

SENTENCE CARD 4

Garza's paintings show families cooking together and celebrating holidays.

SENTENCE CARD 5

This helps people understand Mexican-American traditions.

Card Backs - BOOM BOOM GRAB - Sentence Cards

Check only after the group commits.

3

Thesis (Central Idea)

It answers the prompt.

2

Explanation

It tells what the evidence shows.

5

Explanation

It tells what the evidence shows.

4

Evidence

It comes straight from the passage.

BOOM BOOM GRAB - My Recording Sheet

No-cut pathway: record every sentence and say why each card is a thesis (central idea), evidence, or explanation.

Sentence	Tree Part	Why It Fits
1 - Laura Ingalls Wilder wrote stories...		
2 - This shows that Laura wanted...		
3 - Laura Ingalls Wilder helped readers...		
4 - Garza's paintings show families...		
5 - This helps people understand...		

NO-CUT PATHWAY

You do not have to cut the cards. Read each sentence, write its tree part in the table, and explain your choice aloud or in the last column.

STUDENT SUPPORT - Another Way to Show What You Know

Use the tree sorting cards as a reference. Point to the card that matches before you write the tree part.

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 - Prompt Marking Practice

Mark the red-circle topic with the class. Partners mark the yellow box and green triangle.

PROMPT

Explain how Carmen Lomas Garza's artwork tells stories about family life.

MARK IT

Circle the topic (noun of importance) in red:

Box the charge (verb of importance) in yellow:

Triangle the clue word in green:

WHY or HOW?

STUDENT SUPPORT - Another Way to Show What You Know

Mark the topic together as a class, then let partners take the charge and the clue word. You still decide each mark.

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

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

DISCUSSION QUESTIONS

- What helped you know that a sentence was evidence?
- How did you know when something was explanation?
- What does a thesis (central idea) do?
- Why do prompts use words like why and how?

WHAT WE NOTICED

Evidence comes directly from the text. Explanation connects the proof to the idea. The thesis (central idea) is the trunk of the tree - everything grows from it. The clue word tells your brain which road to take.

MY DISCUSSION NOTES

A word or phrase we examined:

What I noticed:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: This helped me know because _____. Talk it through before you write.

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 AGAIN: Prompt Shaping Practice

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

Prompt 1

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

Topic:

Charge:

Clue word:

WHY or HOW?

Prompt 2

Explain how Carmen Lomas Garza's artwork tells stories about family life.

Topic:

Charge:

Clue word:

WHY or HOW?

Module 1 Conventions Sweep

This is not a new paragraph. It is a quick quality check on a sentence you already wrote.

COPY ONE SENTENCE FROM YOUR PROMPT SHAPING PRACTICE

MARK AND CHECK

1. Underline the subject once and the verb twice; do they agree?
2. Circle a singular noun; box a plural noun.
3. Underline a common noun; capitalize proper nouns like Laura Ingalls Wilder and Wisconsin.
4. Check spelling of any high-frequency words.

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the subject, verb, and nouns with a partner or use an approved word list. 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 marked prompts.

GIVE YOURSELF CREDIT

Draw a small tree. On the roots write: I understood the prompt. On the trunk write: I wrote my thesis (central idea). On the branches write: Evidence and Explanation. Place a star on the trunk.

MY AWARD

One mark I am growing strong at is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one part and point to proof before writing. Rehearse: This mark is strong because I ____.

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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Day 4 - TARGET Your Next Growth

A useful target names the precise part you will grow next.

WHICH PART NEEDS MORE PRACTICE?

- ☐ Finding the topic ☐ Finding the charge
☐ Finding the clue word ☐ Naming WHY or HOW

BUILD A PRECISE TARGET

Next time I will _____ because

I will know I improved when

CURIOSITY QUESTIONS

How does understanding a prompt help us write stronger answers? Why do prompts use words like why and how?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how understanding a prompt could help you with a prompt you have never seen before.

Day 5 - EXPLAIN or Educate Others

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

TEACH-BACK FRAMES

- The topic is _____ because _____.
- The charge is _____ because _____.
- This is a WHY prompt because the clue word is _____.
- This is a HOW prompt because the clue word is _____.

MY TEACHING CARD

Prompt I am teaching:

Topic, charge, clue word:

WHY or HOW, and why:

LISTENER RESPONSIBILITIES

- Restate the three marks.
- Say whether the prompt is WHY or HOW.
- Ask: How do you know?
- 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

Explain why Carmen Lomas Garza painted everyday family moments.

MARK THE PROMPT

Circle the topic in red:

Box the charge in yellow:

Triangle the clue word in green:

WHY or HOW?

TELL A FRIEND

Write one sentence telling a friend what this prompt is asking you to do.

Day 5 - Tiny Tracks

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

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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☐ 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 how the ground, trunk, and branches of an ECR tree work together.

MY THINKING NOW

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

How can I tell exactly what a prompt is asking before I write 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 and name whether you marked the topic (red circle), the charge (yellow box), or the clue word (green triangle) best.

TARGET

Choose one: the topic, the charge, or the clue word to practice next, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how you marked the topic, the charge, and the clue word to grow your ECR tree.

I Can...	Not Yet	Getting Set	I Can Do It
Mark the topic with a red circle	☐	☐	☐
Mark the charge with a yellow box	☐	☐	☐
Mark the clue word with a green triangle	☐	☐	☐
Name a prompt as WHY or HOW	☐	☐	☐
Explain a prompt to a partner	☐	☐	☐

Day 5 - Writing Opportunity - Plan and Draft

Shape the prompt first. Shaping is not an extra step - it is the first step.

PROMPT

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

PLANNING SUPPORT

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

MY FIRST DECISION

Topic, charge, clue word:

This is a WHY or HOW prompt, so my thesis (central idea) will

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Mark it before you plan. Use the Shaping the Prompt chart 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.

Plan My ECR Tree

Grow meaning before you draft. Ground first, then trunk, then branches.

1. GROUND - Mark the prompt

Circle the topic. Box the charge. Triangle the clue word.

2. TRUNK - My thesis (central idea)

3. BRANCH - Evidence (the author's exact words)

4. BRANCH - Explanation (what the evidence shows)

STUDENT SUPPORT - Another Way to Show What You Know

Use the ECR Tree chart and the passage evidence hunts. You choose the exact quote and explain why it proves your 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.

ECR Draft - Page 1

Keep your thesis (central idea), evidence, and explanation connected.

MEANING CHECK

After each sentence, ask: Does this branch connect back to my trunk? Keep the parts that grow the 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 a straight edge on the right. There is no handwriting or other markings on the paper.

ECR Draft - Page 2

Continue only if you need more space.

PRECISION CHECK

Read your explanation. Does it tell what the evidence shows, or does it just repeat the quote? Adjust for meaning.

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 paper.

Revise, Edit, and Share

Improve one sentence, run the Conventions Sweep, then explain one decision.

REVISE

Read your sentence aloud. Does it answer the charge of the prompt? Replace one plain word with a stronger word.

Before:

After:

EDIT - Conventions Sweep

- ☐ Complete simple sentence ☐ Singular / plural nouns
☐ Common / proper nouns ☐ High-frequency spelling

SHARE

My partner heard my thesis (central idea) grow when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis (central idea) and strongest evidence-explanation connection to a partner. The feedback must name a specific branch.

Ready to Stretch? Take Your Thinking Further!

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

Proof of Transfer

Did every branch connect back to your trunk? Use proof.

PROOF OF TRANSFER

I knew I could shape a brand-new prompt because on page _____ I

READY TO STRETCH? - Tree Builder Challenge

Grow the whole tree from one prompt, including a significance leaf.

CHALLENGE PROMPT

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

GROW THE WHOLE TREE

Trunk - thesis (central idea):

Branch - reason or way:

Branch - evidence from the passage:

Branch - explanation:

Leaves - significance: why this matters to a reader today:

PRESENT IT

Read your tree from the trunk up. Find one branch a classmate built differently, and explain why theirs also works.

MOVE YOUR THINKING



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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...

MODULE 1 CLOSING IDEA

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

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 an ECR prompt is asking before I write?

My Answer

I mark the topic in a red circle, the charge in a yellow box, and the clue word in a green triangle - those three parts tell me the subject, the job, and the kind of thinking my response needs.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the shapes: The topic is ____, the charge is ____, and the clue word ____ tells me my response needs ____.

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 2



M O D U L E

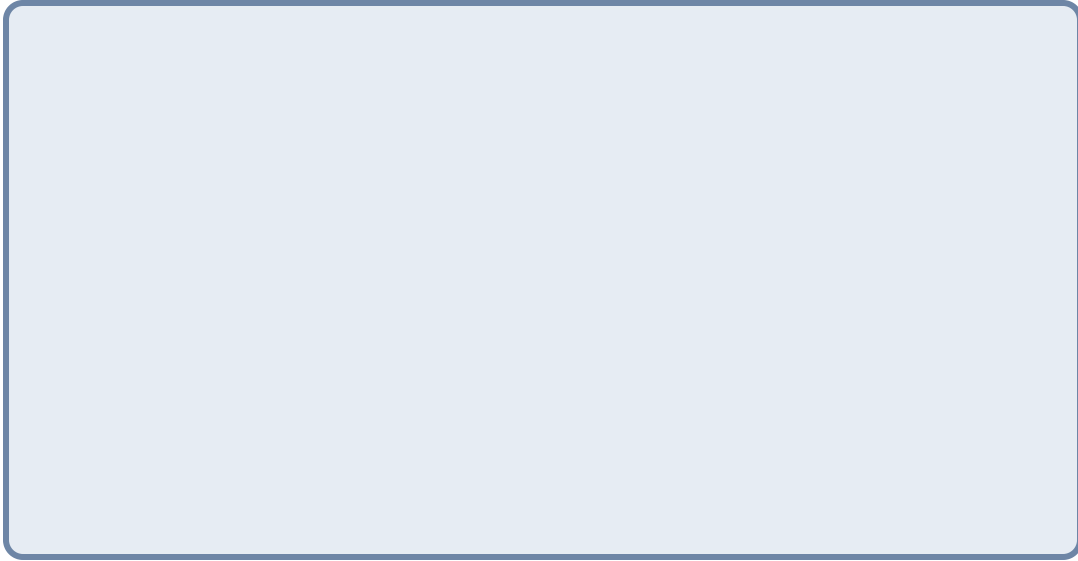


Writing the Thesis (Central Idea)

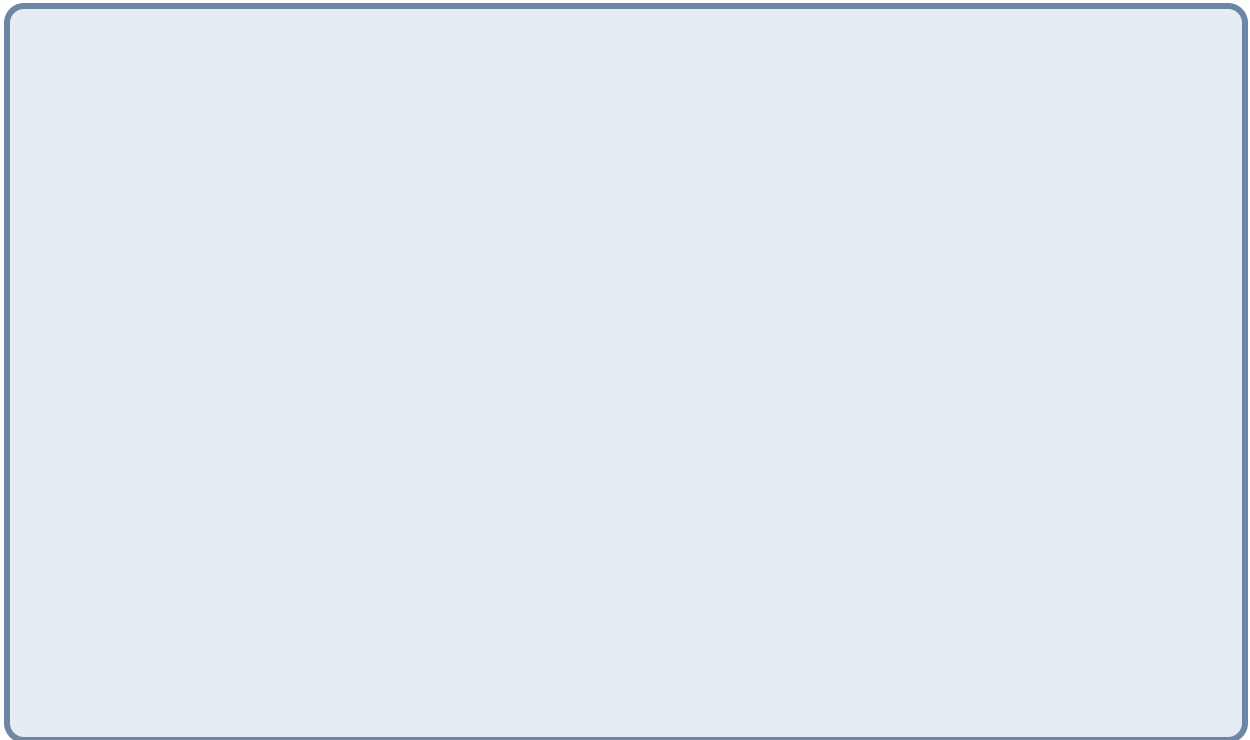
The Trunk of the Tree



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 shaped prompt is useless until it becomes a sentence.

WHY THIS MODULE MATTERS

This module matters because a shaped prompt is useless until it becomes a sentence. A thesis (central idea) always contains three parts - the noun of importance, the verb of importance, and your own answer - and the first two come from the prompt while the third can only come from thinking about the passage. The clue word decides the sentence structure: a WHY prompt needs a complex sentence built with a subordinator, and a HOW prompt needs a prepositional structure.

Essential Question

How do I write a thesis (central idea) that gives my reader the answer?

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 3.11B(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

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 brief informational 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 to make an informational response work well.

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 ideas are clearer and sound better.

TEKS 3.11C(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my response shows stronger thinking.

TEKS 3.11D(iv) - Official Standard

edit drafts using standard English conventions, including present tense verbs

HOW I SAY THE STANDARD!

I can check that my verbs are in present tense when they should be.

The Standards I Am Learning - Part 3

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

TEKS 3.11D(vii) - Official Standard

edit drafts using standard English conventions, including plural nouns

HOW I SAY THE STANDARD!

I can spell plural nouns correctly.

TEKS 3.11D(ix) - Official Standard

edit drafts using standard English conventions, including proper nouns

HOW I SAY THE STANDARD!

I can capitalize proper nouns correctly.

TEKS 3.11D(xxiv) - Official Standard

edit drafts using standard English conventions, including capitalization of geographical names and places

HOW I SAY THE STANDARD!

I can capitalize the names of real places.

TEKS 3.11D(xxv) - Official Standard

edit drafts using standard English conventions, including capitalization of geographical places only when part of a proper name

HOW I SAY THE STANDARD!

I can tell when a geography word needs a capital letter.

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 Standards I Am Learning - Part 4

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

TEKS 3.11D(xxx) - Official Standard

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

HOW I SAY THE STANDARD!

I can check Grade 3 spelling patterns.

The ELPS I Am Learning

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

ELPS 1(E) - Official Standard

demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and ask questions if I need more information.

ELPS 2(E) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking with more detail.

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 respond to what I hear in my own words.

ELPS 3(F) - Official Standard

derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports

HOW I SAY THE STANDARD!

I can understand the passage using clues and supports.

ELPS 4(F) - Official Standard

write to narrate, describe, explain, respond, or persuade with detail in the content areas

HOW I SAY THE STANDARD!

I can write with detail about what I learned.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

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

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 noun of importance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the verb of importance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Add my own answer	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match WHY or 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.

answer

Say it: AN-ser

What it means: What you say back to a question or task.

Try the frame: My _____ comes from my thinking.

author

Say it: AW-ther

What it means: A person who writes books.

Try the frame: Laura became an important _____.

build

Say it: BILD

What it means: To put parts together to make something.

Try the frame: I _____ my thesis (central idea) from three parts.

daily

Say it: DAY-lee

What it means: Happening every day.

Try the frame: She described _____ life.

history

Say it: HIS-tuh-ree

What it means: Events that happened in the past.

Try the frame: Laura wrote about _____.

match

Say it: MACH

What it means: To go together correctly.

Try the frame: The thesis (central idea) must _____ the prompt.

Tier 1 Vocabulary

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

paint

Say it: PAYNT

What it means: To make a picture with color.

Try the frame: Garza _____s family scenes.

part

Say it: PART

What it means: One piece of a whole thing.

Try the frame: A thesis (central idea) has three _____s.

sentence

Say it: SEN-tuhns

What it means: A group of words that tells a complete idea.

Try the frame: My thesis (central idea) is one _____.

strong

Say it: STRAWNG

What it means: Not weak; able to hold a lot.

Try the frame: A _____ thesis (central idea) holds my writing up.

trunk

Say it: TRUNGK

What it means: The thick main stem of a tree.

Try the frame: The _____ holds the tree up.

understand

Say it: un-der-STAND

What it means: To know what something means.

Try the frame: Readers _____ history through stories.

Tier 2 Vocabulary

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

coherent

Say it: koh-HEER-uhnt

What it means: Clear and holding together well.

Try the frame: My writing is _____ when the parts fit.

complex sentence

Say it: kum-PLEKS SEN-tuhns

What it means: A sentence with one complete idea and one part that cannot stand alone.

Try the frame: A WHY answer needs a _____.

noun of importance

Say it: NOWN uhv im-POR-tuhns

What it means: The topic word the prompt is about.

Try the frame: The _____ is _____.

preposition

Say it: prep-uh-ZISH-uhn

What it means: A word such as through, by, or with that shows a relationship.

Try the frame: I used the _____ through.

prompt

Say it: PROMPT

What it means: The writing task that tells you what to write about.

Try the frame: The _____ tells me what to prove.

restate

Say it: ree-STAYT

What it means: To say the same thing again in a new way.

Try the frame: A thesis (central idea) must not just _____ the prompt.

Tier 2 Vocabulary

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

simple sentence

Say it: SIM-puhl SEN-tuhns

What it means: A sentence with one complete idea.

Try the frame: A _____ has one subject and one verb.

structure

Say it: STRUK-cher

What it means: The way the parts of a sentence are put together.

Try the frame: The clue word decides my _____.

subordinator

Say it: suh-BOR-duh-nay-tor

What it means: A joining word such as because, since, or when that starts the part that cannot stand alone.

Try the frame: I used the _____ because.

support

Say it: suh-PORT

What it means: To hold up or prove an idea.

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

thesis (central idea)

Say it: THEE-sis

What it means: The sentence that gives your answer to the prompt.

Try the frame: My thesis (central idea) is _____.

verb of importance

Say it: VURB uhv im-POR-tuhns

What it means: The action word the prompt gives the topic.

Try the frame: The _____ is _____.

Tier 3 Vocabulary

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

chores

Say it: chorz

What it means: Small jobs done regularly around a home or farm.

Try the frame: Laura helped her family with daily _____.

community

Say it: kuh-MYOO-ni-tee

What it means: A group of people who live in the same place.

Try the frame: Garza's art shows her family and _____.

frontier

Say it: frun-TEER

What it means: Land at the edge of a settled area.

Try the frame: Laura wrote about life on the _____.

gatherings

Say it: GATH-er-ings

What it means: Times when people come together.

Try the frame: Garza painted family _____ and celebrations.

grasslands

Say it: GRASS-lands

What it means: Large open areas covered mostly in grass.

Try the frame: Wide, open _____ stretched near their home.

heritage

Say it: HAIR-i-tij

What it means: Traditions and history passed down in a family.

Try the frame: Garza's paintings show her family's cultural _____.

Tier 3 Vocabulary

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

illustrated

Say it: IL-us-tray-ted

What it means: Made pictures for a book.

Try the frame: Garza wrote and _____ children's books.

Kingsville

Say it: KINGZ-vil

What it means: The city in Texas where Carmen Lomas Garza was born.

Try the frame: Carmen Lomas Garza was born in _____, Texas.

museums

Say it: myoo-ZEE-ums

What it means: Buildings where art or history is displayed.

Try the frame: Garza's artwork is shown in _____ across the country.

prairie

Say it: PRAIR-ee

What it means: A wide, flat area of land covered with grass.

Try the frame: The Ingalls family lived on the wide, open _____.

settled

Say it: SET-uld

What it means: Moved to a place and made a home there.

Try the frame: The Ingalls family _____ in several different places.

techniques

Say it: tek-NEEKS

What it means: Special ways of doing something skillfully.

Try the frame: Garza learned new _____ as she studied art.

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.

Marking a Prompt: Topic, Charge, Clue

Read the prompt for clues before you build.

Mark	Meaning
Red Circle	Topic - Noun of Importance
Yellow Box	Charge - Verb of Importance
Green Triangle	Clue - WHAT / WHY / HOW

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

STUDENT SUPPORT - Another Way to Show What You Know

Mark the topic in red and the charge in yellow before you decide 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.

A Thesis (Central Idea) Has Three Parts

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

Part	What It Is
NOUN OF IMPORTANCE	the topic word the prompt is about (from the prompt)
VERB OF IMPORTANCE	the action word the prompt gives the topic (from the prompt)
STUDENT ANSWER	the writer's own thinking (from you)

SELF-CHECK

Can you point to all three parts in your thesis (central idea)? If I only have parts one and two, I have restated the prompt. I have not answered it.

NOUN + **VERB** + **ANSWER**

STUDENT SUPPORT - Another Way to Show What You Know

Point to the noun of importance and the verb of importance in the prompt before you add your own 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: WHY and HOW

The clue word tells you how to begin.

Prompt	Sentence HABIT	Clue Words
WHY	Complex sentence with a subordinator	because, since, when, so that
HOW	Simple sentence with a preposition	through, by, with, during

MODEL WHY

Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.

MODEL HOW

Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

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

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

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.

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.

Ready to Stretch? Take Your Thinking Further!

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

Laura Ingalls Wilder

Passage Reference 3 - Medium Stamina • Nonfiction • Part 1 of 1

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, place, actions, and the reasons events matter.

[1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.

[2] When Laura was growing up, there were not many towns on the prairie. Families had to work hard to build homes and take care of their farms. Many people grew their own food and made things they needed at home. Laura helped her family with chores and learned many skills that were important for frontier life.

[3] The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place was different, and Laura experienced many new things. Sometimes the family lived near forests. Other times they lived on wide, open grasslands. Moving was not always easy, but it gave Laura many stories to remember.

[4] As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

[5] Laura believed that everyday life could tell an important story. She wrote about simple moments that helped readers understand the past. Her books described family gatherings, school lessons, holiday celebrations, and daily chores. Through her writing, readers could learn about history while enjoying a story.

[6] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

[7] The Little House books became popular because they shared details about frontier life. Readers learned how families traveled, worked, and solved problems. The books showed how people depended on one another and worked together during difficult times.

[8] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.

[9] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. Even many years after they were written, her stories help people understand what life was like on the American frontier.

Laura Ingalls Wilder - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"She was born in 1867"	It fits because _____
R ■ Reactions	"readers learned how families traveled, worked, and solved problems"	It fits because _____
A ▲ Actions	"she began to write about the experiences she had as a child"	It fits because _____
C ★ Character, Concept, Creature	"Laura Ingalls Wilder"	It fits because _____
K ♦ Key Knowledge	"Wisconsin, Kansas, Minnesota, Iowa, and South Dakota"	It fits because _____
S ▼ Scenery / Setting	"lived in small houses on the prairie"	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.

Carmen Lomas Garza

Passage Reference 4 - Medium Stamina • Nonfiction • Part 1 of 1

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, place, actions, and the reasons events matter.

[1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.

[2] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.

[3] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.

[4] Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.

[5] Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

[6] As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned different ways to create paintings. Even as she learned new techniques, she remained focused on showing the experiences and traditions that were important to her family and community. She wanted her artwork to reflect real memories and everyday life.

[7] Many people enjoy looking at Garza's paintings because they recognize activities that are similar to experiences in their own families. Others learn about traditions they may not have known before. Her artwork helps people understand how families celebrate, work together, and spend time with one another.

[8] Museums often display Garza's paintings because they tell stories about culture and history. Teachers also use her books and artwork to help students learn about different communities. Through her work, Carmen Lomas Garza has helped people appreciate the importance of family traditions and cultural heritage.

[9] Today, her paintings continue to inspire new audiences. People of all ages can learn from the scenes she created and the stories they tell. By sharing her memories through art, Carmen Lomas Garza has helped preserve an important part of history for future generations.

Carmen Lomas Garza - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"She was born in 1948"	It fits because _____
R ■ Reactions	"they can often imagine what the people in the picture are doing"	It fits because _____
A ▲ Actions	"she continued to develop her artistic skills"	It fits because _____
C ★ Character, Concept, Creature	"Carmen Lomas Garza"	It fits because _____
K ♦ Key Knowledge	"written in both English and Spanish"	It fits because _____
S ▼ Scenery / Setting	"cooking together, celebrating holidays, visiting neighbors"	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: Freeze Game - Trunkless Tree

Without a trunk, a tree cannot stand tall.

Stand up. You are trees. Put your arms out as branches. Freeze. Sway with the wind. Now the trunk is taken away - sit down instantly. That is what happens to writing without a thesis (central idea). Without a trunk, a tree cannot stand tall. Without a thesis (central idea), an essay cannot stand strong.

Quick check: What happens to a tree with no trunk? (It falls down.)

FRESH RECALL

Close your notes. Tell a partner one clue word that usually signals WHY and one clue word that usually signals HOW.

STUDENT SUPPORT - Another Way to Show What You Know

Show WHY or HOW with a hand signal, then name 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 1 - REVEAL: Build the Trunk

Build from the three parts.

THE THREE PARTS

Part one is the noun of importance. Part two is the verb of importance. Part three is your own answer. The noun and the verb usually come straight from the prompt. But the answer must come from your thinking.

WHY

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

NOUN: Laura Ingalls Wilder's stories • VERB: help readers understand history •

ANSWER: because they describe daily life on the prairie.

Thesis (Central Idea): Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.

HOW

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

NOUN: Carmen Lomas Garza's artwork • VERB: tells stories about family life •

ANSWER: through colorful paintings of everyday moments.

Thesis (Central Idea): Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

STUDENT SUPPORT - Another Way to Show What You Know

Box the noun, underline the verb, and point to the answer.

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 - Auditory Engagement

Listen and fill in the missing word.

A thesis (central idea), or central idea, has THREE parts. The first part is the NOUN of importance. The second part is the VERB of importance. The third part is the STUDENT ANSWER. A WHY prompt needs a SUBORDINATOR such as because. A HOW prompt needs a PREPOSITION such as through.

Fill In	Completed
A thesis (central idea) has ____ parts.	THREE
The first part is the ____ of importance.	NOUN
The second part is the ____ of importance.	VERB
The third part is the ____ ____.	STUDENT ANSWER
A WHY prompt needs a ____.	SUBORDINATOR
A HOW prompt needs a ____.	PREPOSITION

STUDENT SUPPORT - Another Way to Show What You Know

Which part of the thesis (central idea) cannot be copied from the prompt? The student 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)/Prompt Memory Match

Shuffle. Flip two. Match and explain.

HOW TO PLAY

1. Work with one partner. Shuffle the eight prompt cards and eight thesis (central idea) cards together.
2. Place all sixteen cards face down in four rows of four.
3. Player 1 turns over two cards so both players can read them.
4. If the two cards are a prompt and the thesis (central idea) that answers it, Player 1 keeps the pair and takes another turn.
5. If they do not match, turn both cards face down again. Now it is Player 2's turn.
6. Before you keep a pair, say out loud which part of the thesis (central idea) is the student answer.
7. The player with more matched pairs wins.

QUICK CHECK

Did I keep the noun and verb? Did I find the answer? Does the connecting word match WHY or HOW?

STUDENT SUPPORT - Another Way to Show What You Know

No partner? Use the numbered no-cut pathway and match prompts to theses on paper instead.

Ready to Stretch? Take Your Thinking Further!

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

Partner Prompt Analysis

Mark the topic, the charge, and the clue words.

PROMPT

Explain why Carmen Lomas Garza's artwork is important to culture.

Topic (red circle):

Charge (yellow box):

Clue word (green triangle):

STUDENT SUPPORT - Another Way to Show What You Know

Mark the red-circle topic with the class, then mark the yellow box and green triangle yourself.

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 - Prompt Cards (1-8)

Dashed lines mean CUT.

PROMPT 1

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

PROMPT 2

Explain how Carmen Lomas Garza's artwork tells stories about family life.

PROMPT 3

Explain why Laura Ingalls Wilder became an important author.

PROMPT 4

Explain how Carmen Lomas Garza preserves cultural traditions through art.

PROMPT 5

Explain how Laura Ingalls Wilder made readers feel like they were part of her stories.

PROMPT 6

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

PROMPT 7

Explain why Carmen Lomas Garza painted everyday family moments.

PROMPT 8

Explain how Carmen Lomas Garza shares Mexican-American culture with others.

Prompt Cards - Card Backs

These backs mirror the card positions and stay the same for every card, so the game stays face-down fair.

THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.
THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.
THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.
THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching thesis (central idea) card.

✂ CUT PAGE - Thesis (Central Idea) Cards (1-8)

Dashed lines mean CUT.

THESIS (CENTRAL IDEA) 1 • WHY

Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.

THESIS (CENTRAL IDEA) 2 • HOW

Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

THESIS (CENTRAL IDEA) 3 • WHY

Laura Ingalls Wilder became an important author because she shared real experiences from life on the frontier.

THESIS (CENTRAL IDEA) 4 • HOW

Carmen Lomas Garza preserves cultural traditions through paintings that show family celebrations and traditions.

THESIS (CENTRAL IDEA) 5 • HOW

Laura Ingalls Wilder made readers feel like they were part of her stories by describing wide fields, small homes, and busy days on the farm.

THESIS (CENTRAL IDEA) 6 • WHY

Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive.

THESIS (CENTRAL IDEA) 7 • WHY

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

THESIS (CENTRAL IDEA) 8 • HOW

Carmen Lomas Garza shares Mexican-American culture with others through paintings and books about family traditions and celebrations.

Thesis (Central Idea) Cards - Card Backs

These backs mirror the card positions and stay the same for every card, so the game stays face-down fair.

THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.
THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.
THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.
THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.	THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH ? Find my matching prompt card.

Memory Match - Recording

Record two pairs you matched and their connecting word.

PAIR 1

Prompt Card: ____ Thesis (Central Idea) Card: ____ WHY / HOW

The student answer part is:

PAIR 2

Prompt Card: ____ Thesis (Central Idea) Card: ____ WHY / HOW

The student answer part is:

STUDENT SUPPORT - Another Way to Show What You Know

Say the connecting word 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

Why must the answer come from the writer, not the prompt?

- How did you know when to write a complex sentence?
- What helped you write the student answer?
- What happens if we forget the student answer?
- Compare two theses that use different connecting words. Why?
- Is "Laura Ingalls Wilder's stories help readers understand history" a thesis (central idea)? Defend your answer.

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.

Write Your Own Thesis (Central Idea) - WHY

Box the noun. Underline the verb. Add your answer.

PROMPT

Explain why Carmen Lomas Garza's artwork is important to culture.

Noun of Importance:

Verb of Importance:

Answer:

MY WHY THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part. 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.

Write Your Own Thesis (Central Idea) - HOW

Box the noun. Underline the verb. Add your answer.

PROMPT

Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.

Noun of Importance:

Verb of Importance:

Answer:

MY HOW THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part. 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

- Strong Trunk Award
- Noun Finder Award
- Verb Finder Award
- Three-Part Builder Award

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

MY TRUNK

My thesis (central idea) gives the answer! Underline the student-answer part of your own thesis (central idea) in green.

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 evidence-based next goal.

- ☐ Find the noun of importance faster.
- ☐ Check if the prompt says why or how before choosing my connecting word.
- ☐ Make sure my thesis (central idea) answers the prompt instead of repeating it.

MY TARGET

Next time I will

I chose it because

Ready to Stretch? Take Your Thinking Further!

Why do strong essays always begin with a clear thesis (central idea)? How does it guide the reader?

Day 5 - EXPLAIN TO OTHERS: Turn and Teach

Teach the three-part build in order.

ORAL FRAMES

First, find the noun of importance, which is _____

Second, find the verb of importance, which is _____

Third, add the student answer, which is _____

This prompt says why, so I need the subordinator _____

This prompt says how, so I need the preposition _____

THE ECR WRITING PROCESS POEM

Read with prosody, leave some tracks.

Shape the prompt and answer back.

Write the thesis (central idea), then convince -

Show them proof called evidence.

Bring together - signals find,

From the text and from my mind!

Relate it to all who read.

Let my writing meet a need!

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 Sweep

Apply four checks.

CHECK

1. Present verb tense is used consistently.
2. Plural nouns such as moments, paintings, and families are spelled correctly.
3. Proper nouns such as Carmen Lomas Garza are capitalized.
4. Geographical names such as Kingsville and Texas are capitalized.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking 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 5 - Exit Ticket

Show what you learned this week.

PROMPT

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

Noun of Importance:

Verb of Importance:

My Answer:

MY COMPLETE THESIS (CENTRAL IDEA):

Connecting word: _____ Type: WHY / HOW

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part 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 Noun + Verb + Answer makes a strong beginning.

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Circle your strongest thesis (central idea). Write what you are proud of and name the noun, the verb, or the answer that made it strong.

TARGET

Choose one: a stronger noun of importance, a stronger verb of importance, a clearer original answer, or matching the WHY/HOW structure. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how the noun, verb, and answer work together in your thesis (central idea).

Check the Learning

Point to the part of the thesis (central idea) that is the writer's own answer.

THESIS (CENTRAL IDEA)

Laura Ingalls Wilder made readers feel like they were part of her stories by describing wide fields, small homes, and busy days on the farm.

Underline the student-answer part.

Is this a WHY or a HOW thesis (central idea)? How do you know?

STUDENT SUPPORT - Another Way to Show What You Know

The student answer begins after the connecting word. You still decide which word that is.

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 - Writing Opportunity

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

PROMPT

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

Noun of Importance:

Verb of Importance:

Answer:

MY THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

Mark the noun and the verb. You still choose the 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 evidence and explain what it shows.

DETAIL 1

WHAT IT SHOWS

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 the passage, and a connecting word that matches WHY or HOW.

[illegible]

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 the passage, and a connecting word that matches WHY or HOW.

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.

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

☐ Does part three tell the reader something the prompt did not? ☐ word choice

EDIT

☐ present verb tense ☐ plural nouns ☐ proper nouns ☐ geographical names

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? - Double Thesis (Central Idea) Challenge

Carry two authors in one sentence.

PROMPT

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

REWRITE WITH A STRONGER PREPOSITION

EXPLAIN THE GROWTH

Which connecting word made your sentence clearer? Why?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

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

I turn a prompt into a sentence that gives the reader the answer by keeping the noun of importance and the verb of importance from the prompt and then adding my own answer, using a subordinator for a WHY prompt or a preposition for a HOW prompt.

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 gives my reader the answer?

My Answer

I keep the noun of importance and the verb of importance from the prompt and add my own answer - using a subordinator for a WHY prompt or a preposition for a HOW prompt.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt: The important noun is ____, the important verb is ____, 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.

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CLUSTER 2



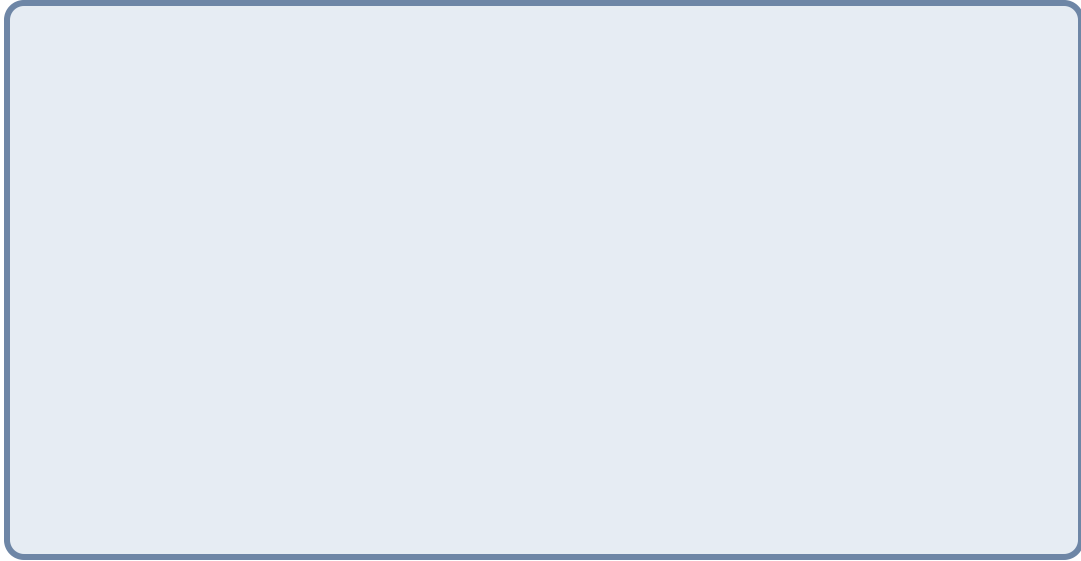
M O D U L E



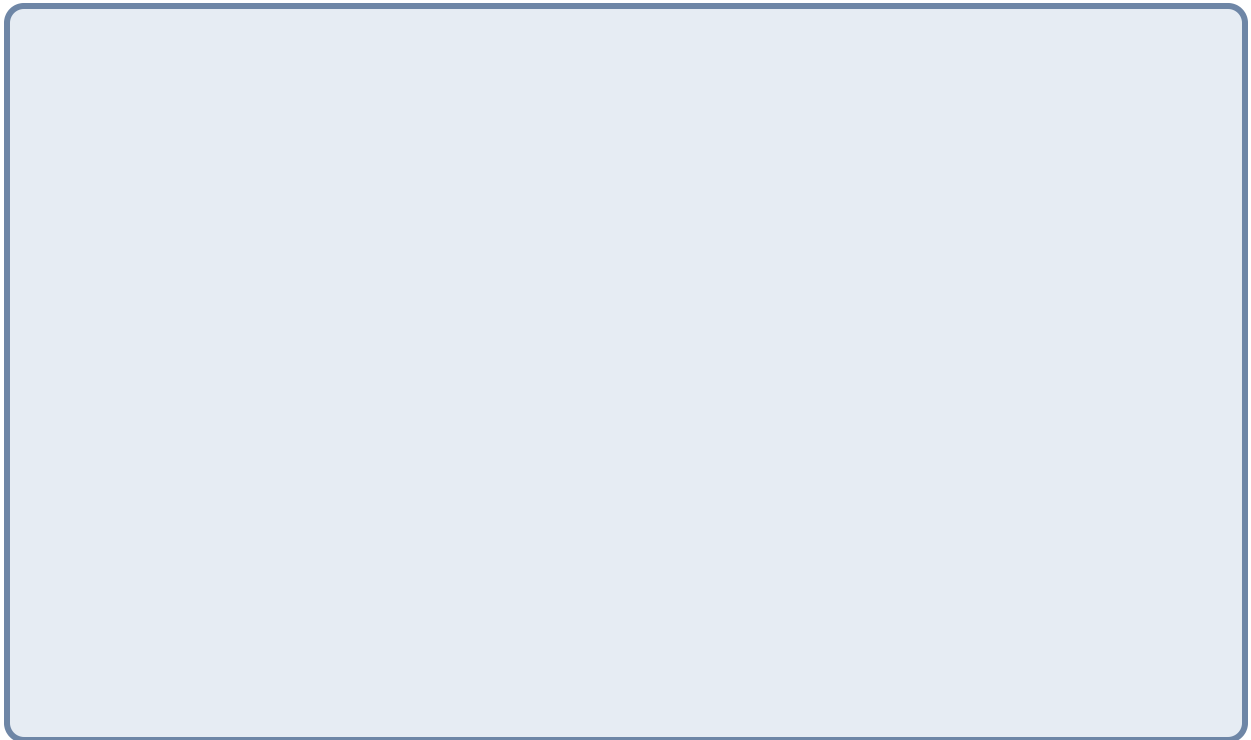
Reason or Way
The First Branch of the Tree



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 thesis (central idea) alone is a trunk with no branches.

WHY THIS MODULE MATTERS

This module matters because a thesis (central idea) alone is a trunk with no branches. You will magnify a passage for details, collect far more details than you will use, group related details into baskets, and turn each basket into a reason or a way statement. The hidden skill is the pause: you must generate before you select.

Essential Question

How do I turn a pile of details into reasons my reader can follow?

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 3.11B(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my writing on purpose, including an introduction.

TEKS 3.11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can grow an idea with details that truly belong.

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.

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 an informational 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 so my informational response works well.

TEKS 3.11C(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 3.11C(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose stronger words to open each reason.

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 Standards I Am Learning - Part 3

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

TEKS 3.11D(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences

HOW I SAY THE STANDARD!

I can write complete sentences.

TEKS 3.11D(vi) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can spell singular nouns correctly.

TEKS 3.11D(vii) - Official Standard

edit drafts using standard English conventions, including plural nouns

HOW I SAY THE STANDARD!

I can spell plural nouns correctly.

TEKS 3.11D(viii) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use lowercase for common nouns unless they start a sentence.

The Standards I Am Learning - Part 4

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

TEKS 3.11D(ix) - Official Standard

edit drafts using standard English conventions, including proper nouns

HOW I SAY THE STANDARD!

I can capitalize proper nouns correctly.

TEKS 3.11D(xxx) - Official Standard

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

HOW I SAY THE STANDARD!

I can check Grade 3 spelling patterns.

TEKS 3.11D(xxxii) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell high-frequency words correctly.

The ELPS I Am Learning

Read the official ELPS and 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 directions carefully.

ELPS 2(E) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking with more detail.

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 respond to what I hear in my own words.

ELPS 3(F) - Official Standard

derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports

HOW I SAY THE STANDARD!

I can understand the passage using clues and supports.

ELPS 4(F) - Official Standard

write to narrate, describe, explain, respond, or persuade with detail in the content areas

HOW I SAY THE STANDARD!

I can write with detail about what I learned.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The organizing 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
Magnify a passage for details	a lot / a little / new	a lot / a little / new	a lot / a little / new
Sort details into baskets	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name a basket that fits every card	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write three distinct reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check every reason against my thesis	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.

basket

Say it: BASK-it

What it means: A container used to hold things together.

Try the frame: Each _____ holds ideas that go together.

detail

Say it: DEE-tayl

What it means: A small piece of information.

Try the frame: One _____ from the passage is _____.

different

Say it: DIF-er-uhnt

What it means: Not the same.

Try the frame: My three reasons must be _____.

food

Say it: FOOD

What it means: What people eat.

Try the frame: Families grew their own _____.

group

Say it: GROOP

What it means: A set of things that belong together.

Try the frame: I put the details into a _____.

holiday

Say it: HOL-i-day

What it means: A special day people celebrate.

Try the frame: Garza painted a _____ celebration.

Tier 1 Vocabulary

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

home

Say it: HOHM

What it means: The place where a family lives.

Try the frame: They built a _____ on the prairie.

name

Say it: NAYM

What it means: The word we call something.

Try the frame: The _____ of this basket is _____.

neighbor

Say it: NAY-ber

What it means: A person who lives near you.

Try the frame: Laura's family helped a _____.

same

Say it: SAYM

What it means: Not different; alike.

Try the frame: These details belong to the _____ basket.

sort

Say it: SORT

What it means: To put things into groups.

Try the frame: I _____ the cards into baskets.

work

Say it: WURK

What it means: Jobs that people do.

Try the frame: Frontier families did hard _____.

Tier 2 Vocabulary

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

categorize

Say it: KAT-uh-guh-ryz

What it means: To put ideas into groups that share something.

Try the frame: I _____ the details.

coherence

Say it: koh-HEER-uhns

What it means: The quality of ideas holding together.

Try the frame: Grouping ideas gives my writing _____.

distinct

Say it: dis-TINKT

What it means: Clearly different from the others.

Try the frame: My reasons must be _____.

magnify

Say it: MAG-nuh-fy

What it means: To look very closely so small things become visible.

Try the frame: I _____ the passage to find details.

organize

Say it: OR-guh-nyz

What it means: To arrange ideas so they make sense.

Try the frame: I _____ my ideas before writing.

reason

Say it: REE-zuhn

What it means: A statement that tells why something is true.

Try the frame: One _____ is _____.

Tier 2 Vocabulary

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

relevant

Say it: REL-uh-vunt

What it means: Closely connected to the idea being discussed.

Try the frame: This detail is _____ because _____.

support details

Say it: suh-PORT DEE-taylz

What it means: Details that hold up a bigger idea.

Try the frame: My _____ prove my reason.

thesis (central idea)

Say it: THEE-sis

What it means: The sentence that gives your answer to the prompt.

Try the frame: Every basket must support my thesis (central idea).

topic

Say it: TOP-ik

What it means: What a group of ideas is about.

Try the frame: The _____ of this basket is _____.

topic sentence

Say it: TOP-ik SEN-tuhns

What it means: The sentence that names what a paragraph is about.

Try the frame: Each basket becomes a _____.

way

Say it: WAY

What it means: A statement that tells how something happens.

Try the frame: One _____ is _____.

Tier 3 Vocabulary

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

adapted

Say it: uh-DAPT-ed

What it means: Changed in order to fit a new situation.

Try the frame: Families _____ to different environments as they traveled.

arithmetic

Say it: uh-RITH-muh-tik

What it means: The study of numbers; math.

Try the frame: Students at the one-room school learned reading, writing, and _____.

blizzard

Say it: BLIZ-erd

What it means: A severe snowstorm with strong wind.

Try the frame: A powerful _____ made travel difficult.

exhibits

Say it: eg-ZIB-its

What it means: Displays of art or objects for people to view.

Try the frame: Garza's artwork is shown in museum _____.

fiddle

Say it: FID-ul

What it means: A stringed instrument played with a bow; a violin.

Try the frame: Laura loved listening to her father play the _____.

frontier

Say it: frun-TEER

What it means: Land at the edge of a settled area.

Try the frame: Laura wrote about life on the _____.

Tier 3 Vocabulary

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

gatherings

Say it: GATH-er-ings

What it means: Times when people come together.

Try the frame: Garza painted family _____ and celebrations.

generations

Say it: jen-uh-RAY-shuns

What it means: Groups of people born and living about the same time.

Try the frame: Garza's paintings were passed down across _____.

harvest

Say it: HAR-vest

What it means: The crops gathered at the end of a growing season.

Try the frame: Frontier families depended on a good _____.

heritage

Say it: HAIR-i-tij

What it means: Traditions and history passed down in a family.

Try the frame: Garza's paintings show her family's cultural _____.

one-room school

Say it: wun-room skool

What it means: A small school where all ages learn in a single classroom.

Try the frame: One teacher might teach every age in a _____.

overlook

Say it: oh-ver-LOOK

What it means: To fail to notice something.

Try the frame: Carmen noticed details that other people might _____.

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.

Marking a Prompt: Topic, Charge, Clue

Read the prompt for clues before you build.

Mark	Meaning
Red Circle	Topic - Noun of Importance
Yellow Box	Charge - Verb of Importance
Green Triangle	Clue - WHAT / WHY / HOW

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

STUDENT SUPPORT - Another Way to Show What You Know

Mark the topic in red and the charge in yellow before you decide 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 ECR Tree and the Reason/Way Branch

The central idea is the trunk. The reasons or ways are the first strong branches.

THE ECR TREE

Trunk	the thesis (central idea) you will prove
Branch 1	the Reason or Way
Branch 2	the Evidence
Branch 3	the Explanation

MAGNIFY - COLLECT - GROUP - NAME

- Magnify the text to look closely for details.
- Collect many more details than you will use.
- Group related details into the same basket.
- Name each basket - the name becomes your reason or way.

WORDS TO REMEMBER

A reason answers a WHY prompt. A way answers a HOW prompt. Every basket must support the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Point to the trunk (the thesis), then name one branch. Say: This is a reason because it tells WHY, or a way because it tells HOW.

Ready to Stretch? Take Your Thinking Further!

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

Baskets: From a Pile of Details to a Reason

A basket is a category, and the name of the basket becomes the reason.

MODEL - LAURA INGALLS WILDER

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

Details collected: families traveling by wagon; building homes; growing food; cold winters; helping neighbors.

THE BASKETS

Basket 1 - Frontier Life	traveling by wagon; moving to new places
Basket 2 - Daily Work	building homes; growing food; cold winters
Basket 3 - Family and Community	helping neighbors; working together

REASON FROM BASKET 1

One reason is that Laura's stories show what frontier travel was like.

A BASKET NAME MUST FIT EVERY CARD

I will not name a basket Homes if it also holds growing food. Daily Work fits both, so Daily Work is the correct name.

STUDENT SUPPORT - Another Way to Show What You Know

Read one detail and ask which basket it belongs in. If it does not fit any basket, it may not prove 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 Learning Destination

Know what success will look and sound like.

BIG GOAL

I will magnify a passage to collect relevant details, group those details into baskets, and write a distinct reason or way statement for each basket.

SUCCESS CRITERIA

- Each basket contains at least two details that truly belong together.
- My three baskets do not overlap.
- Each reason statement is a complete sentence that supports my thesis.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

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.

MOVE YOUR THINKING

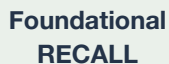
Foundational
RECALL

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.

Laura Ingalls Wilder

Passage Reference 3 - High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Notice ideas that could be sorted into the same basket.

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

[1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.

[2] When Laura was growing up, much of the American frontier was still being settled. Families often moved to new places hoping to find good land for farming. There were few stores, roads, or towns in many areas. People had to depend on their families and neighbors to help them solve problems. Laura's family worked hard to build homes and create a life on the prairie.

[3] The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place offered new opportunities and new challenges. Sometimes the family lived near forests where trees provided wood for homes and fires. Other times they lived on wide grasslands where there were very few trees. Laura experienced many different environments as she traveled with her family.

[4] Traveling during the late 1800s was not easy. Families often rode in wagons pulled by horses or oxen. Trips could take many days or even weeks. Roads were rough, and travelers sometimes had to cross rivers or travel through bad weather. Families packed only the supplies they needed because there was limited space in their wagons.

[5] Life on the frontier required hard work every day. Laura and her family helped with many chores around the home. They gathered firewood, cared for animals, planted gardens, and helped prepare meals. Children were expected to contribute to the family by helping with daily tasks. Everyone's work was important to the success of the household.

[6] Building a home on the frontier often took time and effort. Families sometimes lived in small cabins built from logs. In places where there were few trees, some families built homes from sod, which was made from thick pieces of grass-covered soil. These homes helped protect families from strong winds and cold weather.

[7] Weather often affected life on the prairie. Summers could be hot and dry, while winters could be long and cold. Laura wrote about powerful snowstorms that made travel difficult. Sometimes families stayed inside for days while they waited for storms to pass. The weather could affect crops, animals, and daily activities.

Laura Ingalls Wilder - Continued 2

Passage Reference 3 - 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.

[8] Even though frontier life could be challenging, Laura also remembered many happy moments. Families celebrated holidays, visited neighbors, and enjoyed spending time together. Laura loved listening to her father play music on his fiddle. She also enjoyed playing games and spending time with her sisters, Mary, Carrie, and Grace.

[9] Education was important to Laura's family. Laura attended school whenever one was available nearby. However, frontier schools were often small and simple. One teacher might teach students of many different ages in a single classroom. Students learned reading, writing, spelling, and arithmetic. Getting to school sometimes required walking long distances.

[10] As Laura grew older, she became interested in writing about her experiences. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

[11] Laura believed that ordinary people could tell important stories. She wrote about everyday events that helped readers understand the past. Her books described family dinners, school lessons, holiday celebrations, and daily chores. These details helped readers imagine what life was like on the frontier.

[12] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.

[13] The Little House series includes several books that follow Laura as she grows up. Readers learn about the places where her family lived and the challenges they faced. The stories show how families adapted to different environments and worked together to solve problems. Many readers felt connected to Laura because her experiences seemed real and believable.

[14] Laura's books became popular because they mixed history with storytelling. Readers could learn about the past while enjoying an interesting story. The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.

[15] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.

Laura Ingalls Wilder - Continued 3

Passage Reference 3 - 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.

[16] Over the years, Laura's books reached readers around the world. Teachers often used the stories to help students learn about frontier life. Families enjoyed reading the books together because they showed the importance of hard work, determination, and family support.

[17] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. Even many years after they were written, her stories help people understand what life was like on the American frontier.

[18] Through her writing, Laura preserved memories of a time when much of the United States was still being settled. Her stories allow readers to learn about history through the eyes of a child who lived it. Because of her books, people today can better understand the challenges, opportunities, and adventures of frontier life.

Laura Ingalls Wilder - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T ● Time	"She was born in 1867 in Wisconsin"	It fits because _____
R ■ Reactions	"Many readers felt connected to Laura because her experiences seemed real and believable"	It fits because _____
A ▲ Actions	"gathered firewood, cared for animals, planted gardens"	It fits because _____
C ★ Character, Concept, Creature	"her sisters, Mary, Carrie, and Grace"	It fits because _____
K ♦ Key Knowledge	"One teacher might teach students of many different ages in a single classroom"	It fits because _____
S ▼ Scenery / Setting	"small houses on the prairie"	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.

Carmen Lomas Garza

Passage Reference 4 - High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Notice ideas that could be sorted into the same basket.

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

[1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.

[2] Growing up in South Texas, Carmen spent time with family members, friends, and neighbors who were part of a close community. She enjoyed family gatherings, holiday celebrations, and special traditions that brought people together. These experiences helped shape the stories she would later tell through her paintings.

[3] When Carmen was young, she often noticed details that other people might overlook. She paid attention to the foods families prepared, the games children played, and the ways neighbors helped one another. She remembered these moments because they were important parts of everyday life. Years later, she used these memories to create artwork that showed the experiences of many Mexican-American families.

[4] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. Family members often gather around a table to prepare the ingredients and wrap the tamales together. While this may seem like a simple activity, it is also an important tradition that helps bring families together.

[5] Her paintings also show people celebrating birthdays, attending community events, and spending time with relatives. Many of the scenes are based on real memories from her childhood. By painting these moments, Garza helps preserve traditions that have been passed down from one generation to the next.

[6] These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated. She wanted people to understand that everyday experiences can tell meaningful stories about families and communities. Her artwork reminds viewers that history is not only about famous people or important events. History is also about the daily lives of ordinary people.

[7] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. Viewers may notice smiling faces, busy kitchens, colorful decorations, and families working together. These details help bring the scenes to life.

Carmen Lomas Garza - Continued 2

Passage Reference 4 - 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.

[8] In this way, Garza's art works almost like storytelling through pictures. Instead of writing long descriptions, she uses paint to show events and experiences. Each painting captures a moment in time and allows viewers to learn something about the people in the scene.

[9] Many people enjoy looking at Garza's artwork because it feels familiar and welcoming. Some viewers recognize traditions that are part of their own lives. Others learn about customs and celebrations they may never have experienced before. Her paintings help people appreciate both the similarities and differences that exist among communities.

[10] Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. She believed it was important for children to see stories that reflected their own experiences and cultures.

[11] Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations. Readers can learn about holidays, foods, family gatherings, and other customs that are important to many families. Through her stories and illustrations, Garza helps share cultural knowledge with younger generations.

[12] As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned new techniques that helped her become a stronger artist. She spent many years practicing and improving her work. Even as she learned new methods, she stayed focused on the memories and experiences that inspired her artwork.

[13] Garza understood that art can be a powerful way to communicate ideas. People from different backgrounds can look at the same painting and learn something new. Art can help people understand one another and build connections across communities. Garza hoped her work would encourage people to learn about cultures that might be different from their own.

[14] Museums across the United States have displayed Carmen Lomas Garza's artwork. Visitors of all ages come to see her paintings and learn about the stories they tell. Her artwork has also been featured in schools, libraries, and cultural centers. These displays help introduce new audiences to her work.

[15] Teachers often use Garza's paintings to help students learn about culture, history, and community life. Students can study the details in her artwork and discuss what they notice. They may identify traditions, customs, and activities shown in the paintings. This helps students better understand how art can preserve history.

Carmen Lomas Garza - Continued 3

Passage Reference 4 - 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.

[16] Garza's work is important because it captures moments that might otherwise be forgotten. Family gatherings, holiday celebrations, neighborhood events, and daily activities are all valuable parts of history. By painting these scenes, she helps ensure that future generations can learn about them.

[17] Her artwork also encourages people to share their own stories and traditions. Many viewers leave exhibitions thinking about their own family memories and experiences. In this way, Garza's work helps people recognize the importance of preserving their own cultural heritage.

[18] Today, Carmen Lomas Garza is recognized as an important artist, author, and storyteller. Her paintings and books continue to reach new audiences across the country. People admire her ability to capture everyday moments and transform them into meaningful works of art.

[19] Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also reminding them of the importance of family, community, and tradition.

[20] Carmen Lomas Garza's legacy continues to grow as more people discover her artwork. Her paintings show that even the simplest moments can have meaning. By sharing her memories and experiences, she has helped preserve an important part of American history and culture. Her work demonstrates how artists can contribute to cultural heritage by recording stories, traditions, and experiences that might otherwise be lost over time.

Carmen Lomas Garza - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"She was born in 1948 in Kingsville, Texas"	It fits because _____
R ■ Reactions	"Viewers may notice smiling faces, busy kitchens, colorful decorations"	It fits because _____
A ▲ Actions	"she studied art in school and learned new techniques"	It fits because _____
C ★ Character, Concept, Creature	"Carmen Lomas Garza"	It fits because _____
K ♦ Key Knowledge	"written in both English and Spanish"	It fits because _____
S ▼ Scenery / Setting	"family gatherings, holiday celebrations, and special traditions"	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: Sorting Challenge

What belongs together?

Six classroom objects can go into two groups. What did you use to decide which group each object belonged in? What they had in common. Yesterday we grew the trunk of our tree - our thesis (central idea). But a tree cannot grow tall with only a trunk. It needs branches.

FRESH RECALL

Tell a partner: what will you look for as you magnify a passage today?

STUDENT SUPPORT - Another Way to Show What You Know

Show one detail with your hand, then name which basket it might belong in.

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: Magnify - Collect - Group - Name

Grow the first branch of the tree.

THE SEQUENCE

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

MODEL - LAURA INGALLS WILDER

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history. Details collected: families traveling by wagon; building homes; growing food; cold winters; helping neighbors.

Basket 1 - Frontier Life: traveling by wagon, moving to new places. Basket 2 - Daily Work: building homes, growing food. Basket 3 - Family and Community: helping neighbors, working together.

Reason statement from Basket 1: One reason is that Laura's stories show what frontier travel was like.

A BASKET NAME MUST FIT EVERY CARD

I look at building homes and growing food. They are both jobs that had to be done every day, so I name the basket Daily Work, not Homes, because Homes leaves out growing food.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the central idea once and circle each basket you would keep. Then explain why they are different.

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 - Auditory Engagement: Listen and Fill In

Listen and fill in the missing word aloud, then write it on your notebook page.

LISTEN AND FILL IN

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

STUDENT SUPPORT - Another Way to Show What You Know

If a fill-in is hard, say the sentence slowly with a partner first, then write the missing word.

Ready to Stretch? Take Your Thinking Further!

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

ATTEMPT - Game: Basket Builder

How to play.

THE GOAL

Take fourteen detail cards from our two passages, sort them into three named baskets per passage, and check your basket names against the answer key.

HOW TO PLAY

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

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together, sort first, and check the card back after you commit.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on a sorting mat instead of cutting. You still sort and name the same way.

Ready to Stretch? Take Your Thinking Further!

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

Basket Builder - Sorting Mat (Laura Ingalls Wilder)

Sort the seven Laura Ingalls Wilder detail cards into three baskets.

FRONTIER LIFE

Cards I placed here:

DAILY WORK

Cards I placed here:

FAMILY AND COMMUNITY

Cards I placed here:

MY REASON FROM ONE BASKET

One reason is that

Basket Builder - Sorting Mat (Carmen Lomas Garza)

Sort the seven Carmen Lomas Garza detail cards into three baskets.

FAMILY TRADITIONS

Cards I placed here:

COMMUNITY LIFE

Cards I placed here:

STORYTELLING THROUGH ART

Cards I placed here:

MY REASON FROM ONE BASKET

One reason is that

✂ CUT PAGE - Basket Builder Detail Cards - Laura Ingalls Wilder

Cut on the dashed lines. Keep each detail inside its card.

DETAIL CARD 1
"traveling by wagon"
Which basket? Sort me.

DETAIL CARD 2
"cold winters"
Which basket? Sort me.

DETAIL CARD 3
"growing food"
Which basket? Sort me.

DETAIL CARD 4
"building homes"
Which basket? Sort me.

DETAIL CARD 5
"moving to new places"
Which basket? Sort me.

DETAIL CARD 6
"helping neighbors"
Which basket? Sort me.

DETAIL CARD 7
"working together"
Which basket? Sort me.

Card Backs - Basket Builder Detail Cards - Laura Ingalls Wilder

Check the basket only after your group commits.

Daily survival BASKET BUILDER · Laura Ingalls Wilder · Card 2	Frontier travel BASKET BUILDER · Laura Ingalls Wilder · Card 1
Daily survival BASKET BUILDER · Laura Ingalls Wilder · Card 4	Daily survival BASKET BUILDER · Laura Ingalls Wilder · Card 3
Family life BASKET BUILDER · Laura Ingalls Wilder · Card 6	Frontier travel BASKET BUILDER · Laura Ingalls Wilder · Card 5
	Family life BASKET BUILDER · Laura Ingalls Wilder · Card 7

✂ CUT PAGE - Basket Builder Detail Cards - Carmen Lomas Garza

Cut on the dashed lines. Keep each detail inside its card.

DETAIL CARD 8
"cooking tamales"
 Which basket? Sort me.

DETAIL CARD 9
"family celebrations"
 Which basket? Sort me.

DETAIL CARD 10
"visiting neighbors"
 Which basket? Sort me.

DETAIL CARD 11
"spending time outside"
 Which basket? Sort me.

DETAIL CARD 12
"painting everyday life"
 Which basket? Sort me.

DETAIL CARD 13
"bright colors"
 Which basket? Sort me.

DETAIL CARD 14
"detailed scenes"
 Which basket? Sort me.

Card Backs - Basket Builder Detail Cards

- Carmen Lomas Garza

Check the basket only after your group commits.

Family traditions BASKET BUILDER · Carmen Lomas Garza · Card 9	Family traditions BASKET BUILDER · Carmen Lomas Garza · Card 8
Community life BASKET BUILDER · Carmen Lomas Garza · Card 11	Community life BASKET BUILDER · Carmen Lomas Garza · Card 10
Storytelling through art BASKET BUILDER · Carmen Lomas Garza · Card 13	Storytelling through art BASKET BUILDER · Carmen Lomas Garza · Card 12
	Storytelling through art BASKET BUILDER · Carmen Lomas Garza · Card 14

Basket Builder - Answer Key Check

Check your basket names. Names may vary; the cards inside must match.

LAURA INGALLS WILDER

Frontier Life	traveling by wagon; moving to new places
Daily Work	building homes; growing food; cold winters
Family and Community	helping neighbors; working together

CARMEN LOMAS GARZA

Family Traditions	cooking tamales; family celebrations
Community Life	visiting neighbors; spending time outside
Storytelling Through Art	painting everyday life; bright colors; detailed scenes

STUDENT SUPPORT - Another Way to Show What You Know

Say each basket name aloud before checking. Your names may differ if the cards inside match.

Ready to Stretch? Take Your Thinking Further!

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

Partner Prompt Analysis

Mark the topic, the charge, and the clue words.

PROMPT

Explain how Carmen Lomas Garza's artwork tells stories about family life.

Topic (red circle):

Charge (yellow box):

Clue word (green triangle):

STUDENT SUPPORT - Another Way to Show What You Know

Mark the red-circle topic with the class, then mark the yellow box and green triangle yourself.

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

Why do organized reasons make writing easier for a reader to follow?

- How did magnifying the passage help us?
- Why do we group ideas into baskets?
- How do baskets help us write reasons?
- Compare two groups' basket names. They are different words but the same cards. How can both be correct?
- A student writes two reasons: "She helped people" and "She made things better." Are those two reasons or one? Defend your answer.

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: Magnifying helped because ____.
Baskets help because ____.
Different baskets help because ____.

Ready to Stretch? Take Your Thinking Further!

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

Build Your Own Baskets

Magnify the Carmen Lomas Garza passage. Draw three baskets. Name each basket. Write one reason statement for each.

PROMPT

Explain how Carmen Lomas Garza's artwork tells stories about family life.

MY BASKETS

Basket 1 name:

Details I placed here:

Basket 2 name:

Details I placed here:

Basket 3 name:

Details I placed here:

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage and gather ideas. You decide which basket each idea belongs in.

Ready to Stretch? Take Your Thinking Further!

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

My Three Reason Statements

Turn each basket name into a complete reason statement.

SUCCESS CHECK

☐ Reasons prove the thesis ☐ Reasons come from different baskets ☐ Off-topic ideas removed

Reason 1:

Reason 2:

Reason 3:

Day 4 - AWARD Yourself

What does my tree look like now that it has branches?

DRAW YOUR BRANCHES

Draw three branches on your tree diagram. The first big branch is labeled Reason/Way. Add smaller branches for Reason 1, Reason 2, and Reason 3. Write one basket name on each smaller branch.

MY AWARD

One idea I organized well today was

This basket will make a strong body paragraph because

STUDENT SUPPORT - Another Way to Show What You Know

Choose one basket and point to proof before writing. Rehearse: I award this basket because it ____.

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 evidence-based next goal.

- ☐ Look for details before writing reasons ☐ Group ideas more carefully
☐ Check that each basket has a clear topic ☐ Choose different angles

CURIOSITY QUESTIONS

- How does grouping ideas help readers understand writing?
- Why do good writers organize ideas before writing?
- What happens if reasons are not organized?

MY TARGET

Next time I will _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Use the 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 TO OTHERS: Turn and Teach

Give all four steps in order and use one example from our passages.

ORAL FRAMES

First I _____ the text.

Then I _____ details.

Next I group ideas into _____

Finally I turn each basket into a _____

My basket is named _____ because every card inside it is about

This is a WHY prompt, so I say reason. This is a HOW prompt, so I say way.

THE ECR WRITING PROCESS POEM

Read with prosody, leave some tracks.

Shape the prompt and answer back.

Write the thesis (central idea), then convince -

Show them proof called evidence.

Bring together - signals find,

From the text and from my mind!

Relate it to all who read.

Let my writing meet a need!

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 3 Conventions Sweep

Apply the checks from this module.

CHECK

1. Every reason is a complete simple sentence.
2. Singular nouns are spelled correctly.
3. Plural nouns such as reasons, families, and details are spelled correctly.
4. Common nouns such as basket and passage are lowercase unless they begin a sentence.
5. Proper nouns such as Laura Ingalls Wilder and Carmen Lomas Garza are capitalized.
6. Words follow Grade 3 spelling patterns.
7. High-frequency words are spelled correctly.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking 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 5 - Exit Ticket

Show what you learned this week.

PROMPT

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

1. List three details from the passage that could answer this prompt.

2. Group two of those details into one basket.

3. Name the basket.

4. Write one reason statement using the basket name.

5. Write one sentence explaining why your two details belong together.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each detail before you sort. You still choose the basket name and 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 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



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 using the frame, explain why organized thinking comes before organized writing.

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Informal, low-stakes ways to show what you understand.

VERBAL - FIST TO FIVE

Show 0-5 fingers for how sure you are that you can name the four steps: Magnify, Collect, Group, Name.

My number today: _____

VISUAL - SORT AND SHOW

In Basket Builder, place a card in a basket and name why it belongs there.

My card and basket:

WRITTEN - TWO FROM TWO

Write two reasons or ways from two different baskets.

1.

2.

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say your steps aloud, show a labeled basket, or hand in a Build Your Own Baskets page.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Circle your favorite basket. Write what you are proud of and name one detail you grouped well.

TARGET

Choose one: collecting more details, sorting a detail into the right basket, or naming a basket clearly. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how you magnified the passage, sorted your details into baskets, and named each basket.

I Can...	Not Yet	Getting Set	I Can Do It
Magnify a passage for details	☐	☐	☐
Sort details into a basket	☐	☐	☐
Name a basket that fits every card	☐	☐	☐
Write three distinct reasons	☐	☐	☐
Check every reason against my thesis	☐	☐	☐

Day 5 - Writing Opportunity - Plan and Draft

Explain how Laura Ingalls Wilder helped readers picture daily life on the prairie.

PROMPT

Explain how Laura Ingalls Wilder helped readers picture daily life on the prairie.

CONNECTION TO THIS MODULE

This is a HOW prompt, so your thesis (central idea) names a way, not a reason. You build the trunk again, then add the first branch.

PLANNING

1. Write a thesis (central idea) for this prompt at the top.

2. Magnify the passage and list at least six details.

3. Draw three baskets and sort your details. Name each basket with the way it shows.

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage and gather ideas. You decide which basket each idea belongs in.

Ready to Stretch? Take Your Thinking Further!

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

Additional Writing Draft - Page 1

Begin with your thesis (central idea). Keep each way connected to it.

DRAFTING FOCUS

Use a clear thesis (central idea), accurate details from the passage, and two or three ways from different baskets.

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 paper.

Additional Writing Draft - Page 2

Begin with your thesis (central idea). Keep each way connected to it.

DRAFTING FOCUS

Use a clear thesis (central idea), accurate details from the passage, and two or three ways from different baskets.

[illegible]

Revise, Edit, and Share

Add and delete for coherence, run the conventions sweep, then explain one decision.

REVISING - the Cluster 2 revising focus

Read your three ways aloud. Could any one replace another? If so, change one. Open each way with a different transition. Check that every way still supports your thesis.

EDITING - the Cluster 2 editing focus

Every way is a complete simple sentence. Singular and plural nouns are correct. Common nouns are lowercase; proper nouns are capitalized. Words follow Grade 3 spelling patterns.

SHARE

My partner heard organized thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis and your final ways to a partner. The feedback must name a specific basket.

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? - Master Basket Challenge

Build baskets big enough to hold details from BOTH passages.

DIRECTIONS

Explain how Laura Ingalls Wilder and Carmen Lomas Garza both help people understand everyday life. Read both passages. Collect at least four details from each. Create three baskets that each hold details from BOTH passages. Name each basket. Write one reason statement for each, opening each with a different transition.

EXEMPLAR RESPONSE

- Basket 1 - Family life: helping neighbors (Wilder); family celebrations (Garza).
- Basket 2 - Daily work: growing food (Wilder); cooking tamales (Garza).
- Basket 3 - Cultural traditions: holiday celebrations (Wilder); Mexican-American traditions (Garza).

MY THREE BASKETS THAT HOLD BOTH AUTHORS

1.

2.

3.

DEFEND

Explain to a partner why each basket works for both authors, and name one basket they would have built differently.

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...

MODULE 3 CLOSING IDEA

I turn a pile of details into reasons a reader can follow by magnifying the passage to collect many details, grouping the related ones into baskets, and then naming each basket, because the name of the basket becomes the reason or way statement.

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 turn a pile of details into reasons my reader can follow?

My Answer

I magnify the passage to collect many details, group the related ones into baskets, and then name each basket - because the name of the basket becomes my reason or way.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the details: I collected ____, grouped them into ____, and named that basket ____.

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 2



M O D U L E

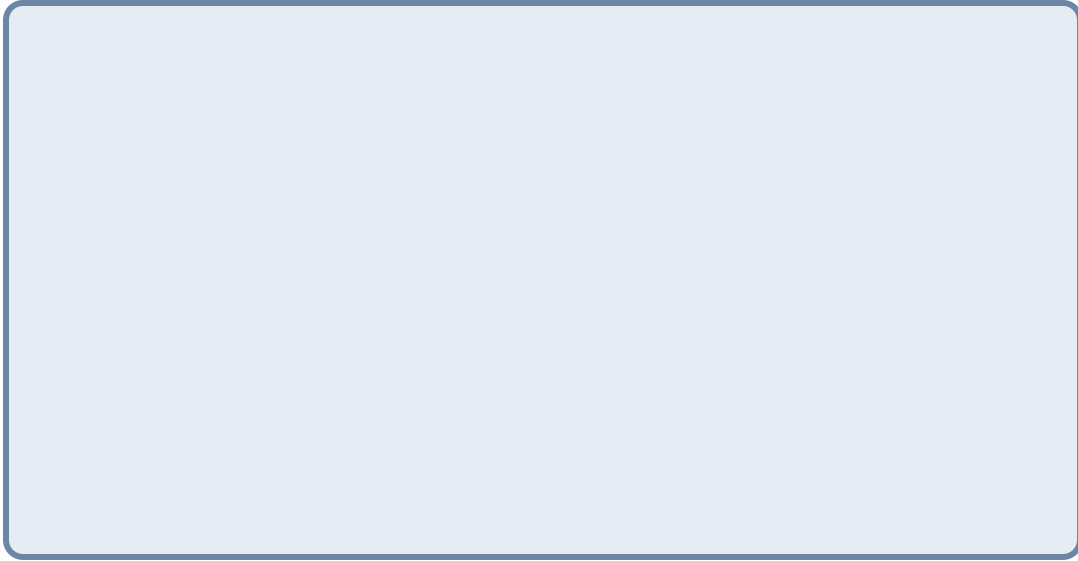


Evidence

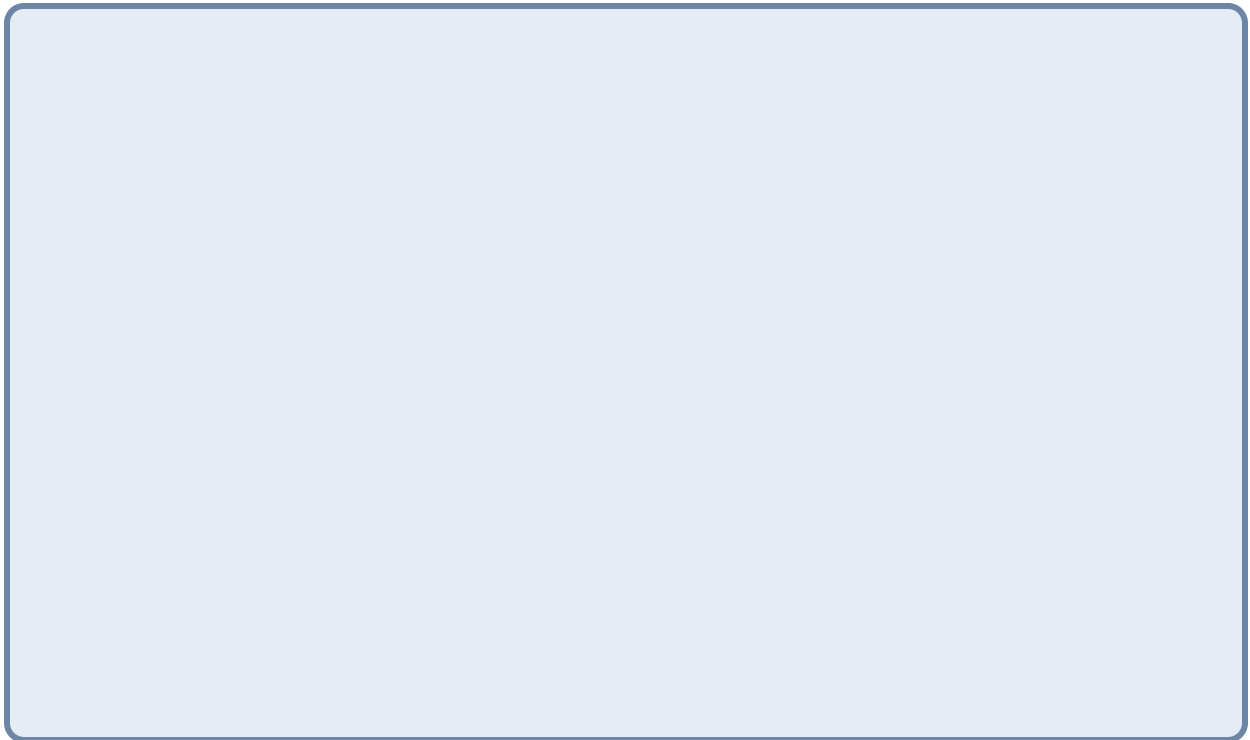
The Second Branch of the Tree



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.

WHY THIS MODULE MATTERS

A reason without proof is only an opinion. This module matters because evidence must prove the specific reason it sits under, not merely come from the same passage. You will learn the CSI HABIT as the way to organize proof. By the end of the week you will take a reason you wrote yourself, find the sentence in the passage that proves it, and explain what that sentence shows.

Essential Question

How do I prove that a reason is true?

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 3.11B(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

TEKS 3.11B(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

HOW I SAY THE STANDARD!

I can develop my idea with evidence that truly proves my reason.

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 make sure every piece of evidence supports my one 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 brief informational response.

The Standards I Am Learning - Part 2

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

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 CSI to turn a piece of evidence into proof.

TEKS 3.11C(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add the missing Infer sentence so my evidence is fully explained.

TEKS 3.11C(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can delete evidence that does not prove its reason.

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 Standards I Am Learning - Part 3

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

TEKS 3.11D(iii) - Official Standard

edit drafts using standard English conventions, including past tense verbs

HOW I SAY THE STANDARD!

I can check past-tense verbs in my writing.

TEKS 3.11D(v) - Official Standard

edit drafts using standard English conventions, including future tense verbs

HOW I SAY THE STANDARD!

I can check future-tense verbs in my writing.

TEKS 3.11D(x) - Official Standard

edit drafts using standard English conventions, including comparative adjectives

HOW I SAY THE STANDARD!

I can use comparative adjectives correctly when I compare two things.

TEKS 3.11D(xi) - Official Standard

edit drafts using standard English conventions, including superlative adjectives

HOW I SAY THE STANDARD!

I can use superlative adjectives correctly when I compare three or more things.

The ELPS I Am Learning

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

ELPS 2(E) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking with more detail.

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 respond to what I hear in my own words.

ELPS 3(F) - Official Standard

derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports

HOW I SAY THE STANDARD!

I can understand the passage using clues and supports.

ELPS 3(G) - Official Standard

demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions

HOW I SAY THE STANDARD!

I can show I understand what I read by connecting or retelling it.

ELPS 4(E) - Official Standard

write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense

HOW I SAY THE STANDARD!

I can check my capitalization, punctuation, and verb tense.

My Module 4 Learning Launchpad

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

I CAN

- choose precise text evidence and use CSI to show what it proves.
- tell strong evidence from weak evidence.
- Connect evidence to a reason, Support it with a detail, and Infer what it shows.

I WILL

- use the passage, speak about my thinking, and record my work.
- choose evidence that matches the reason, not just any true fact.
- quote the important part of a detail accurately.

LEARNING DESTINATION

I will grow an Evidence Branch: choose a reason, find proof in the passage, and complete Connect-Support-Infer.

MY LAUNCHPAD PROMISE

The evidence 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 strong evidence from weak	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match evidence to a reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Complete Connect, Support, Infer	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 put parts together.

Try the frame: I _____ my answer piece by piece.

copy

Say it: KOP-ee

What it means: To write something exactly as it appears.

Try the frame: I _____ the sentence from the passage.

find

Say it: FYND

What it means: To discover where something is.

Try the frame: I _____ my proof in paragraph _____.

match

Say it: MACH

What it means: To go together correctly.

Try the frame: My evidence must _____ my reason.

mean

Say it: MEEN

What it means: To have a certain meaning.

Try the frame: This _____s that _____.

paragraph

Say it: PAIR-uh-graf

What it means: A group of sentences about one idea.

Try the frame: My proof is in _____ 3.

Tier 1 Vocabulary

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

picture

Say it: PIK-cher

What it means: An image that shows something.

Try the frame: Her _____s tell stories.

proof

Say it: PROOF

What it means: Something that shows an idea is true.

Try the frame: My _____ comes from the passage.

show

Say it: SHOH

What it means: To let someone see something.

Try the frame: This sentence _____s that _____.

strong

Say it: STRAWNG

What it means: Powerful; hard to argue against.

Try the frame: _____ evidence proves my reason.

true

Say it: TROO

What it means: Correct; not made up.

Try the frame: Evidence must be _____.

wagon

Say it: WAG-un

What it means: A vehicle with wheels pulled by animals.

Try the frame: Families traveled by _____.

Tier 2 Vocabulary

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

claim

Say it: KLAYM

What it means: A statement a writer is trying to prove.

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

coherence

Say it: koh-HEER-uns

What it means: The quality of ideas holding together.

Try the frame: Deleting an unrelated detail improves _____.

connect

Say it: kuh-NEKT

What it means: To join one idea to another.

Try the frame: I _____ my proof to the prompt.

details

Say it: DEE-taylz

What it means: Small pieces of information in a text.

Try the frame: The _____ prove my point.

evidence

Say it: EV-ih-dens

What it means: Proof taken straight from the passage.

Try the frame: My _____ is _____.

infer

Say it: in-FUR

What it means: To figure out something the text does not say directly.

Try the frame: I can _____ that _____.

Tier 2 Vocabulary

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

quote

Say it: KWOHT

What it means: Words copied exactly from a text.

Try the frame: I used a _____ from paragraph _____.

relevant

Say it: REL-uh-vunt

What it means: Closely connected to the idea being proved.

Try the frame: This evidence is _____ because _____.

significance

Say it: sig-NIF-ih-kuns

What it means: Why something matters.

Try the frame: The _____ of this proof is _____.

support

Say it: suh-PORT

What it means: To hold up or prove an idea.

Try the frame: This evidence _____s my reason.

textual evidence

Say it: TEKS-choo-ul EV-ih-dens

What it means: Proof that comes from the words of the text.

Try the frame: My _____ comes from paragraph _____.

thesis (central idea)

Say it: THEE-sis

What it means: The sentence that gives your answer to the prompt.

Try the frame: All my evidence supports my thesis (central idea).

Tier 3 Vocabulary

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

adaptations

Say it: ad-ap-TAY-shuns

What it means: Versions of a story made for television, film, or another form.

Try the frame: Television _____ helped share Laura's stories with larger audiences.

covered wagon

Say it: KUV-erd WAG-un

What it means: A wagon with a cloth top used for long journeys.

Try the frame: They traveled west in a _____.

cultural heritage

Say it: KUL-cher-ul HAIR-i-tij

What it means: The traditions and history a group passes down.

Try the frame: Garza's art preserves her family's _____.

documented

Say it: DOK-yoo-men-ted

What it means: Recorded so it can be remembered.

Try the frame: Family traditions are _____ in her paintings.

drought

Say it: drowt

What it means: A long period with very little rain.

Try the frame: Farmers worried when a _____ damaged the crops.

influential

Say it: in-floo-EN-shul

What it means: Having the power to affect others.

Try the frame: Laura Ingalls Wilder was an _____ author.

Tier 3 Vocabulary

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

Long Winter

Say it: long WIN-ter

What it means: The name given to a season of severe storms Laura wrote about.

Try the frame: Laura wrote about the _____.

oxen

Say it: OK-sen

What it means: Strong cattle used to pull heavy loads.

Try the frame: Families used _____ to pull the wagon.

perseverance

Say it: per-suh-VEER-uns

What it means: Continuing to try even when something is hard.

Try the frame: Frontier families needed _____ to survive hard winters.

preserve

Say it: pre-ZERV

What it means: To keep something safe so it is not lost.

Try the frame: Garza's paintings _____ family memories.

symbolic

Say it: sim-BOL-ik

What it means: Standing for something larger than itself.

Try the frame: The tamales in Garza's painting are _____ of family tradition.

translated

Say it: TRANS-lay-ted

What it means: Changed into another language.

Try the frame: Her books were _____ into many languages.

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 Evidence Branch

Evidence is proof from the passage. Good writers do not just say it - they prove it.

ECR Tree Part	What It Is
Roots	Passage + Prompt
Trunk	Thesis (Central Idea)
Branch 1	Reason
Branch 2	Evidence

Reason -> Evidence -> Explanation

Evidence comes from the text. Explanation comes from me.

WHAT COUNTS AS STRONG EVIDENCE

It comes from the text • it proves this exact reason, not merely the same passage • it is specific, not vague.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the reason first. Then ask: which exact detail proves THIS reason?

Ready to Stretch? Take Your Thinking Further!

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

CSI for Evidence

Connect it. Support it. Infer it.

Letter	What Writers Do
C - Connect	Connect to the prompt.
S - Support	Support my thesis (central idea) with a specific detail from the passage.
I - Infer	Infer more ideas - say what that evidence shows.

THE STRONG EVIDENCE TEST

Is it in the passage? Does it prove THIS reason? Did I say what it shows?

ORAL REHEARSAL - CSI FRAME

My reason is about _____

The passage says, “ _____ ”

This shows _____

STUDENT SUPPORT - Another Way to Show What You Know

Physically point to the detail before you say what it shows.

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 Evidence Branch

See how CSI turns a detail into proof.

REASON

Garza shows family traditions.

CONNECT

The passage explains an example of this tradition.

SUPPORT

It says that families make tamales together during holidays.

INFER

This shows that Garza's artwork celebrates family traditions.

CHECK THE CONNECTION

Which reason does the Support detail match?

What does the Infer sentence add that the quote alone does not?

STUDENT SUPPORT - Another Way to Show What You Know

Read one CSI part at a time. You still explain how the Infer sentence connects to 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.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does a writer prove that a reason is true?

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: A writer proves a reason is true 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.

Laura Ingalls Wilder

Passage Reference 3 - Very High Stamina • Nonfiction • Part 1 of 4

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail could prove a reason.

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

[1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin. When Laura was a little girl, her family moved many times as they searched for places to live and farm. They traveled by wagon and lived in small homes on the prairie. Life was often difficult, but Laura remembered many adventures and experiences that later became the basis for her famous books.

[2] When Laura was growing up, much of the United States was still being settled. Families moved west in search of land and opportunities. Many people believed they could build better lives by moving to new areas. However, life on the frontier required courage, determination, and hard work. There were few towns, stores, or roads in many places. Families often had to build everything they needed themselves.

[3] Laura's parents were Charles and Caroline Ingalls. Laura often called her father "Pa" and her mother "Ma" in her books. Pa was known for his adventurous spirit and willingness to move to new places. Ma worked hard to care for the family and create a comfortable home wherever they lived. Laura also had sisters named Mary, Carrie, and Grace. The family remained close and depended on one another throughout many challenges.

[4] The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each move brought new experiences. Sometimes they lived near forests where trees provided wood for building homes and fires. Other times they lived on wide grasslands where the horizon seemed to stretch forever. Laura learned to adapt to different environments and ways of life.

[5] Traveling during the late 1800s was very different from traveling today. Families often rode in covered wagons pulled by horses or oxen. Roads were rough, and some areas had no roads at all. Travelers crossed rivers, traveled through mud, and faced changing weather conditions. A journey that takes only a few hours today might have taken days or weeks during Laura's childhood.

[6] Life on the frontier required constant work. Families could not simply visit a store whenever they needed something. Instead, they often made many items themselves. They grew food, sewed clothing, built furniture, and repaired tools. Every family member had responsibilities. Children helped with chores and learned skills that would help them as adults.

Laura Ingalls Wilder - Continued 2

Passage Reference 3 - Very High Stamina • Nonfiction • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[7] Laura often wrote about the importance of farming. Families planted crops such as corn, wheat, and vegetables. The success of a harvest could determine whether a family had enough food for the winter. Farmers watched the weather carefully because droughts, floods, insects, and storms could damage crops. Growing food required patience and effort throughout the year.

[8] The Ingalls family sometimes faced difficult conditions. One challenge was dealing with harsh weather. Winters on the prairie could be extremely cold. Snowstorms sometimes lasted for days and made travel impossible. Families stayed inside their homes and depended on stored food and firewood to survive until conditions improved.

[9] Laura later wrote about a series of severe winter storms that became known as the Long Winter. During this time, trains carrying supplies could not reach the town because of deep snow. Food became scarce, and families had to be careful about how much they used each day. These experiences showed how important planning and preparation were for frontier families.

[10] The prairie itself was both beautiful and challenging. Laura described endless grasslands filled with wildflowers and wildlife. She enjoyed watching animals and exploring nature. At the same time, prairie fires, blizzards, and other natural events could create dangerous situations. People had to learn how to live with the environment around them.

[11] Education was important to Laura's family. Laura attended school whenever one was available nearby. Frontier schools were often simple one-room buildings. Students of different ages learned together in the same classroom. A single teacher might teach reading, writing, spelling, arithmetic, geography, and history to all students.

[12] Getting to school was not always easy. Some children walked long distances each day. Weather conditions sometimes made travel difficult. Despite these challenges, many families believed education was important because it helped children prepare for the future.

[13] Laura enjoyed learning, but she also understood the responsibilities of helping her family. Children on the frontier often balanced schoolwork with chores. Before and after school, they might help feed animals, gather wood, carry water, or assist with farm work.

[14] Family life was an important part of Laura's childhood. Even though frontier life was difficult, families found ways to enjoy time together. Laura loved listening to Pa play his fiddle. Music, storytelling, and games helped families relax after long days of work. Holidays and special celebrations brought communities together and created lasting memories.

Laura Ingalls Wilder - Continued 3

Passage Reference 3 - Very High Stamina • Nonfiction • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[15] Neighbors often depended on one another for help. When a family needed assistance building a barn, harvesting crops, or caring for someone who was sick, neighbors frequently worked together. Cooperation helped communities survive and grow. Laura learned the importance of helping others and being part of a strong community.

[16] As Laura grew older, she continued to remember the experiences of her childhood. Many years later, she decided to write about them. She wanted readers to understand what life had been like on the frontier. Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors. She also wrote about challenges such as cold winters, long journeys, crop failures, and hard work.

[17] Laura's writing was different from many history books. Instead of simply listing facts, she told stories from a child's point of view. Readers could experience events alongside Laura and her family. This approach made history feel more personal and easier to understand.

[18] Her first Little House book was published in 1932. More books followed, creating the popular Little House series. The books told stories about Laura's life from early childhood through young adulthood. Readers enjoyed following her adventures and learning about life during the late 1800s.

[19] The Little House books became popular because they combined historical information with engaging storytelling. Readers learned about transportation, farming, education, family life, and frontier communities while enjoying interesting stories. Many people felt connected to Laura because she faced challenges, made mistakes, and learned important lessons.

[20] Teachers often used Laura's books to help students learn about American history. The stories provided details about daily life that were not always included in textbooks. Students could better understand what it was like to travel by wagon, attend a one-room school, or live without modern technology.

[21] Over time, the books became famous around the world. They were translated into many languages and introduced new generations of readers to frontier life. Television programs and other adaptations also helped share Laura's stories with larger audiences.

[22] Laura's storytelling was special because she helped readers picture the past. People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores. Her descriptions helped bring history to life.

Laura Ingalls Wilder - Continued 4

Passage Reference 3 - Very High Stamina • Nonfiction • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[23] Readers often admired the values shown in the books. Hard work, perseverance, responsibility, and family support were important themes throughout the series. Laura's stories showed how people could overcome difficulties by working together and remaining hopeful.

[24] Today, Laura Ingalls Wilder is remembered as one of America's most important children's authors. Her books continue to inspire readers of all ages. Even though the events took place more than a century ago, the stories still connect with modern readers because they focus on family, determination, and personal growth.

[25] Historians, teachers, and students continue to study Laura's work because it provides a window into the past. Her books help readers understand how geography, weather, transportation, and community shaped life on the American frontier.

[26] Through her writing, Laura preserved memories of a time when much of the United States was still developing. Her stories allow people today to learn about history through the experiences of someone who lived it. Because of her books, generations of readers have been able to explore the challenges, opportunities, and adventures of frontier life.

[27] Laura Ingalls Wilder's legacy continues to live on through her stories. Her books remind readers that history is not only about important events and famous leaders. It is also about ordinary families who worked hard, faced challenges, and built communities. By sharing her experiences, Laura helped keep an important part of American history alive for future generations.

Laura Ingalls Wilder - TRACKS Evidence Hunt

Study the exact words, then verbally explain which reason each detail could prove.

TRACKS	Exact Evidence	Which Reason It Could Prove
T • Time	"born on February 7, 1867"	It proves _____
C ★ Character, Concept, Creature	"Laura's parents were Charles and Caroline Ingalls"	It proves _____
S ▼ Scenery / Setting	"wide grasslands where the horizon seemed to stretch forever"	It proves _____
A ▲ Actions	"she decided to write about them"	It proves _____
R ■ Reactions	"Teachers often used Laura's books to help students learn about American history"	It proves _____
K ♦ Key Knowledge	"Her first Little House book was published in 1932"	It proves _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could prove _____. You still choose the reason it matches.

Ready to Stretch? Take Your Thinking Further!

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

Carmen Lomas Garza

Passage Reference 4 - Very High Stamina • Nonfiction • Part 1 of 4

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail could prove a reason.

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

[1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.

[2] Growing up in South Texas, Carmen was surrounded by family traditions and community celebrations. She spent time with relatives, neighbors, and friends who gathered for holidays, birthdays, and other special occasions. These experiences became an important part of her childhood. Although she may not have realized it at the time, many of these memories would later appear in her paintings.

[3] As a young girl, Carmen enjoyed observing the world around her. She noticed the colors, sounds, and activities that filled each day. She watched family members prepare meals, tell stories, and work together. She saw children playing outside and neighbors visiting one another. These everyday moments helped her understand the importance of family and community.

[4] Carmen also enjoyed drawing from an early age. She often used art to express her thoughts and ideas. As she grew older, she continued practicing and developing her artistic skills. She learned that art could be used to tell stories and share experiences with others.

[5] When Carmen became an artist, she decided to focus on subjects that were meaningful to her. Instead of painting famous people or large historical events, she chose to paint scenes from everyday life. She believed that ordinary experiences were important and deserved to be remembered.

[6] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. Family members often gather around a table to prepare ingredients, wrap tamales, and spend time together. While this activity may seem simple, it represents an important tradition shared by many families.

[7] Her artwork also includes scenes of children playing games, families attending celebrations, and neighbors helping one another. These paintings show how people connect through shared experiences and traditions. By capturing these moments, Garza helps preserve memories that might otherwise fade over time.

Carmen Lomas Garza - Continued 2

Passage Reference 4 - Very High Stamina • Nonfiction • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[8] Many of the events shown in her artwork are based on real memories from her childhood. She often painted scenes that reminded her of family gatherings and special occasions. Through her work, she wanted to share these experiences with others and help people understand their importance.

[9] These simple moments may seem ordinary, but Garza believed they were valuable parts of culture and history. She understood that history is not only found in textbooks or museums. History can also be found in family traditions, community celebrations, and everyday experiences. Her paintings remind viewers that the actions of ordinary people help shape the story of a community.

[10] One reason many people enjoy Garza's artwork is that it feels familiar. Viewers often recognize activities that are similar to those in their own lives. Some remember family traditions they experienced as children. Others learn about customs and celebrations that are new to them. In both cases, the artwork creates opportunities for learning and understanding.

[11] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. Viewers may notice smiling faces, colorful decorations, and busy family gatherings. These details help bring each scene to life.

[12] Garza carefully includes objects and activities that help tell the story of a painting. A table full of food, children playing a game, or family members working together can reveal important information about the people in the picture. These details allow viewers to learn about traditions and customs through observation.

[13] In this way, Garza's art works almost like storytelling through pictures. Instead of writing long descriptions, she uses paint to communicate ideas and experiences. Each painting captures a moment that helps viewers better understand a culture, a family, or a community.

[14] Storytelling has always been an important way for people to share information. Long before books and computers existed, people passed stories from one generation to the next. These stories helped preserve traditions, values, and important events. Garza's artwork continues this tradition by telling stories through visual images.

[15] Many people visit museums to see Garza's paintings. Museums display her work because it helps visitors learn about Mexican-American life and culture. Through her paintings, viewers gain insight into experiences that may be different from their own.

Carmen Lomas Garza - Continued 3

Passage Reference 4 - Very High Stamina • Nonfiction • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[16] Students often study Garza's artwork in school. Teachers use her paintings to start discussions about traditions, families, and communities. Students may examine details in the artwork and talk about what they notice. They might compare the traditions shown in the paintings to traditions in their own families.

[17] Garza's work encourages people to think about their own experiences and memories. After viewing her paintings, some people remember family celebrations, special meals, or community events from their childhood. Others begin asking relatives questions about family traditions and history.

[18] In addition to painting, Carmen Lomas Garza became an author. She wrote and illustrated children's books that shared many of the same themes found in her artwork. Her books help readers learn about traditions, family life, and community experiences.

[19] Many of her books are written in both English and Spanish. This allows more readers to enjoy the stories and connect with the experiences being shared. Bilingual books can help readers develop language skills while also learning about different cultures.

[20] Garza believed that children should see themselves reflected in books and artwork. She wanted young readers to recognize familiar experiences and traditions. At the same time, she hoped her books would introduce other readers to customs and celebrations they had never encountered before.

[21] Her books and paintings work together to tell stories about culture and community. Both forms of art help preserve traditions and pass them on to future generations. Readers and viewers learn about family life while also gaining a greater appreciation for cultural diversity.

[22] As Carmen continued her education, she studied art and learned new techniques. She spent years practicing and improving her skills. Becoming a successful artist required dedication, patience, and hard work. Like many artists, she experimented with different ideas before developing her own style.

[23] Even as her career grew, Garza remained committed to the subjects that mattered most to her. She continued painting scenes from everyday life because she believed they contained important stories worth sharing. Her focus on family and community became a defining feature of her work.

Carmen Lomas Garza - Continued 4

Passage Reference 4 - Very High Stamina • Nonfiction • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[24] Over time, museums, schools, and cultural organizations began recognizing the value of Garza's contributions. Her artwork was displayed in exhibitions across the United States. Visitors appreciated the way her paintings celebrated family traditions and community experiences.

[25] Many people view Garza as both an artist and a historian. Although she does not record history through written documents, she preserves historical experiences through her artwork. Her paintings provide a visual record of customs, celebrations, and everyday life.

[26] Future generations can learn from her work because it captures moments that might otherwise be forgotten. A family preparing food together, children playing outside, or neighbors gathering for a celebration all become part of a larger story about community life. These scenes help preserve important cultural knowledge.

[27] Garza's artwork also demonstrates the importance of representation. When people see their experiences reflected in books and artwork, they feel recognized and valued. Representation helps individuals understand that their stories matter and deserve to be shared.

[28] Her paintings remind viewers that every community has traditions worth preserving. Whether a tradition involves food, music, celebrations, or family gatherings, it contributes to the identity of a group of people. By documenting these traditions, Garza helps ensure they remain part of the historical record.

[29] Today, Carmen Lomas Garza is recognized as one of the most important Mexican-American artists in the United States. Her paintings and books continue to inspire students, teachers, families, and museum visitors. People of all ages learn from the stories she tells through her artwork.

[30] Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also highlighting the importance of family, community, and tradition.

[31] Carmen Lomas Garza's legacy continues to grow as more people discover her artwork. Her paintings show that history can be found in everyday experiences and that even simple moments can have lasting meaning. By sharing her memories through art, she has preserved an important part of American cultural history and helped future generations better understand the lives, traditions, and experiences of Mexican-American communities.

Carmen Lomas Garza - TRACKS Evidence Hunt

Study the exact words, then verbally explain which reason each detail could prove.

TRACKS	Exact Evidence	Which Reason It Could Prove
T • Time	"She was born in 1948 in Kingsville, Texas"	It proves _____
C ★ Character, Concept, Creature	"Carmen Lomas Garza is a Mexican-American artist"	It proves _____
S ▼ Scenery / Setting	"Growing up in South Texas"	It proves _____
A ▲ Actions	"Carmen also enjoyed drawing from an early age"	It proves _____
R ■ Reactions	"Visitors appreciated the way her paintings celebrated family traditions"	It proves _____
K ♦ Key Knowledge	"Many of her books are written in both English and Spanish"	It proves _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could prove _____. You still choose the reason it matches.

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: Quick Mystery - Prove It

Make me prove it.

Somebody in here has been reading. Do not believe it yet - make me prove it. Point to the proof. We already grew the first branch of our tree, the reason branch. But a branch cannot hold leaves unless something strong supports it. Today we grow the Evidence Branch. Evidence is the proof that our ideas are true.

Informal check: What made the claim believable? (You could point to something real.)

STUDENT SUPPORT - Another Way to Show What You Know

Point to something real before you agree with a claim.

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: Reason -> Evidence -> Explanation

Evidence comes from the text. Explanation comes from me.

THE PATTERN

Reason -> Evidence -> Explanation. Evidence comes from the text. Explanation comes from me.

THE CSI HABIT

C - Connect to the prompt. S - Support my thesis (central idea). I - Infer more ideas.

MODEL - WILDER

Reason: Laura Ingalls Wilder shows what life was like on the frontier. Evidence: the passage explains that families traveled by wagon and built small homes on the prairie. Does that evidence represent all three CSI parts?

MODEL - GARZA

Reason: Garza shows family traditions. Connect: the passage explains an example of this tradition. Support: it says that families make tamales together during holidays. Infer: this shows that Garza's artwork celebrates family traditions.

STUDENT SUPPORT - Another Way to Show What You Know

Say each model aloud. Point to the exact words before you say what they show.

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 - Auditory Engagement

Listen and fill in the missing word.

Proof from the text is called EVIDENCE. The C in CSI means CONNECT to the prompt. The S in CSI means SUPPORT my thesis (central idea). The I in CSI means INFER more ideas. Evidence must prove the exact REASON it sits under.

Fill In	Completed
Proof from the text is called _____.	EVIDENCE
The C in CSI means _____ to the prompt.	CONNECT
The S in CSI means _____ my thesis (central idea).	SUPPORT
The I in CSI means _____ more ideas.	INFER
Evidence must prove the exact _____ it sits under.	REASON

STUDENT SUPPORT - Another Way to Show What You Know

Which CSI move says something the passage did not say directly? Infer.

Ready to Stretch? Take Your Thinking Further!

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

Evidence Grab

Lay the reasons out. Reveal the evidence. Decide together.

HOW TO PLAY

1. Work with one partner. Lay the four reason cards face up in a row.
2. Shuffle the four evidence cards and place them face down in a pile.
3. Player 1 turns over the top evidence card and reads it aloud.
4. Both players decide silently which reason it proves. Count to three, then both point.
5. If you both point at the same reason, place the evidence card under it.
6. If you point at different reasons, each player says one sentence beginning “It proves this reason because” before deciding together.
7. Continue until all four evidence cards are placed. Check your matches against the answer key.
8. Play again, saying the Infer sentence aloud for each match.

FAST CHECK

Strong evidence matches the reason, comes from the text, and is specific. A true detail can still be weak if it is off topic.

STUDENT SUPPORT - Another Way to Show What You Know

No partner? Use the numbered no-cut pathway and match each reason to its evidence on paper instead.

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 Grab Cards (Reason 1-4, Evidence A-D)

Cut only on the dashed lines.

REASON CARD 1 Laura Ingalls Wilder shows daily frontier life.	REASON CARD 2 Carmen Lomas Garza shows family traditions.
REASON CARD 3 Garza tells stories through artwork.	REASON CARD 4 Laura Ingalls Wilder describes family experiences.
EVIDENCE CARD A Families traveled by wagon to new places.	EVIDENCE CARD B Her paintings show families making tamales during holidays.
EVIDENCE CARD C Her artwork uses bright colors and detailed scenes.	EVIDENCE CARD D Laura wrote about helping neighbors and working together.

Evidence Grab Cards - Card Backs

These backs stay identical so the deck stays face-down fair.

EVIDENCE GRAB ? Reason or Evidence Card	EVIDENCE GRAB ? Reason or Evidence Card
EVIDENCE GRAB ? Reason or Evidence Card	EVIDENCE GRAB ? Reason or Evidence Card
EVIDENCE GRAB ? Reason or Evidence Card	EVIDENCE GRAB ? Reason or Evidence Card
EVIDENCE GRAB ? Reason or Evidence Card	EVIDENCE GRAB ? Reason or Evidence Card

Evidence Grab - Recording

Record each match and complete CSI.

ROUND 1

Reason Card: ____ Evidence Card: ____

Connect / Support / Infer:

ROUND 2

Reason Card: ____ Evidence Card: ____

Connect / Support / Infer:

ANSWER KEY

Reason 1 with Evidence A - both are about how frontier families lived day to day.

Reason 2 with Evidence B - tamales at holidays is a family tradition.

Reason 3 with Evidence C - colors and detail are how the art tells the story.

Reason 4 with Evidence D - helping neighbors is a family experience.

STUDENT SUPPORT - Another Way to Show What You Know

Say: The evidence proves this reason because _____. You still point to the exact detail.

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

Why is true evidence sometimes still the wrong evidence?

- What helped you know which evidence matched the reason?
- Why do writers include evidence?
- How does CSI help us?
- Compare Evidence A and Evidence D. Both are about Laura. Why can't they trade places?
- A student writes “Laura was born in 1867” to prove the reason “Laura describes family experiences.” Is that good evidence? Defend your answer.

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: This detail matches _____. It is strong because _____. It reveals _____.

Ready to Stretch? Take Your Thinking Further!

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

Write a CSI Response - Garza

Read the prompt and the reason. Write three sentences: Connect, Support, Infer.

PROMPT

Explain how Carmen Lomas Garza tells stories about family life.

REASON

Garza shows family traditions.

MY CSI RESPONSE

STUDENT SUPPORT - Another Way to Show What You Know

Sentence one Connects to the prompt.
Sentence two Supports with proof from the passage. Sentence three Infers what the proof shows.

Ready to Stretch? Take Your Thinking Further!

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

Write a CSI Response - Wilder

Read the prompt and the reason. Write three sentences: Connect, Support, Infer.

PROMPT

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

REASON

Laura Ingalls Wilder shows what life was like on the frontier.

MY CSI RESPONSE

STUDENT SUPPORT - Another Way to Show What You Know

Point to the exact detail before you write.
You still choose the 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 4 - AWARD Yourself

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

CHOOSE

- Evidence Expert - my evidence matches the reason.
- Precise Prover - I chose a specific detail, not a vague one.
- CSI Complete - I finished Connect, Support, and Infer.

THE LEAFED BRANCH

Draw a leaf on your evidence branch. Label it: Proof from the text. Write the paragraph number of your proof on the leaf. Add one more leaf labeled Infer and write what your proof shows.

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest evidence and circle the signal phrase 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 evidence target from this module.

- ☐ Connect more directly.
- ☐ Quote accurately.
- ☐ Choose more specific evidence.
- ☐ Infer more deeply.

MY TARGET

Next time I will

I chose it because

CURIOSITY QUESTIONS

Why does writing need proof from the text? How does evidence make writing more convincing? What happens if a writer forgets to include evidence?

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches 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 TO OTHERS: Turn and Teach

Teach CSI with evidence.

ORAL FRAMES

First I identify the _____

Then I find proof in the _____

Then I use CSI to _____, _____, and _____

My evidence proves this reason because _____

I can infer that _____

SAMPLE TURN AND TEACH

First I identify the reason: Garza shows family traditions. Then I find proof in the passage: it says families make tamales together during holidays. Then I use CSI to connect, support, and infer. My evidence proves this reason because making tamales together is a tradition a family repeats. I can infer that Garza wanted people to see traditions as worth remembering.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Use the frame, 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 Sweep

Revise for coherence, then edit for conventions.

TEKS 3.11D(iii) - Official Standard

edit drafts using standard English conventions, including past tense verbs

HOW I SAY THE STANDARD!

I can check past-tense verbs in my writing.

TEKS 3.11D(v) - Official Standard

edit drafts using standard English conventions, including future tense verbs

HOW I SAY THE STANDARD!

I can check future-tense verbs in my writing.

REVISE

- ☐ Delete evidence that does not prove its reason.
- ☐ Add the missing Infer sentence.

EDIT

- ☐ past-tense verbs
- ☐ future-tense verbs
- ☐ comparative adjectives
- ☐ superlative adjectives

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking 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 5 - Exit Ticket

Show what you learned this week.

PROMPT / REASON

Laura Ingalls Wilder shows that frontier families depended on one another.

1. Copy one sentence from the passage that proves this reason.

2. Write the paragraph number where you found it: _____

3. Write your Connect sentence.

4. Write your Infer sentence.

5. Explain why your evidence proves this reason and not a different one.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each part before you write your complete CSI response.

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 frame, explain why a reason needs strong evidence.

MY THINKING NOW

Answer the module question again.

How does a writer prove that a reason is true?

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

Circle your strongest piece of evidence. Write what you are proud of and explain why that detail proves your reason.

TARGET

Choose one: more specific evidence, a stronger connection to the reason, or a clearer inference. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how you used Connect, Support, and Infer on that page.

I Can...	Not Yet	Getting Set	I Can Do It
Tell strong evidence from weak	☐	☐	☐
Match evidence to a reason	☐	☐	☐
Complete Connect, Support, Infer	☐	☐	☐
Check conventions	☐	☐	☐

Check the Learning

Is 'Laura was born in 1867' good evidence that Laura describes family experiences?

ITEM

A student writes: “Laura was born in 1867” to prove the reason “Laura describes family experiences.”

Is this good evidence? Circle: YES / NO

Explain your answer.

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason and the evidence together as one idea. Does the mismatch sound off?

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 - Writing Opportunity

Choose one reason and build an Evidence Branch.

CHOICE 1

Reason: Laura Ingalls Wilder shows what life was like on the frontier.

Suggested evidence: "Families often rode in covered wagons pulled by horses or oxen."

CHOICE 2

Reason: Garza's work is respected today.

Suggested evidence: "her artwork is shown in museums and schools."

MY CHOICE

Choice: ____ What the evidence proves:

STUDENT SUPPORT - Another Way to Show What You Know

Read both choices aloud. Choose the evidence whose meaning you can explain most clearly.

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 Branch

Find a detail, then complete CSI.

1. FIND - a detail from the passage that connects to your reason

2. CSI - Connect, Support, Infer

3. CHECK - is it in the passage? Does it prove THIS reason? Did I say what it shows?

STUDENT SUPPORT - Another Way to Show What You Know

Use the signal phrases. You still decide which detail is strongest.

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 Branch Draft - Page 1

Prove your reason with strong evidence and CSI.

DRAFTING FOCUS

Reason -> Evidence -> CSI. Choose the detail that truly proves the reason.

[illegible]

Additional Evidence Branch Draft - Page 2

Prove your reason with strong evidence and CSI.

DRAFTING FOCUS
Reason -> Evidence -> CSI. Choose the detail that truly proves the reason.

Reason -> Evidence -> CSI. Choose the detail that truly proves the reason.

[illegible]

Revise, Edit, and Share

Improve the inference, check conventions, then explain one choice.

REVISE

☐ inference says what the evidence shows ☐ evidence matches the reason ☐ detail is specific

EDIT

☐ past tense ☐ future tense ☐ comparative adjectives ☐ superlative adjectives

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason, evidence, and inference aloud. You still decide 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? - Two Pieces, Two Angles

Prove one reason with two different details.

REASON

Choose one reason, then find two different supporting details.

EVIDENCE 1

Write a CSI response for the first detail.

EVIDENCE 2

Write a CSI response for the second detail.

COMPARE

How does each detail prove the idea from a different angle?

Study Three CSI Exemplars

Notice how evidence moves from off topic to strong.

PROMPT

For the reason “Garza shows family traditions,” choose strong evidence and complete CSI.

LOW

“Garza was born in 1948 in Kingsville, Texas. This is from the passage.”

Why does this response stop after finding a true sentence?

MEDIUM

“The passage says families make tamales together during holidays. This proves that Garza shows family traditions.”

Why does the second sentence only repeat the reason instead of inferring?

HIGH

“The passage explains an example of this tradition. It says that families make tamales together during holidays. This shows that Garza's artwork celebrates traditions families repeat year after year.”

How does the Infer sentence say something the passage never stated directly?

STUDENT SUPPORT - Another Way to Show What You Know

Underline Connect, Support, and Infer 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 prove that a reason is true by finding the exact place in the passage that shows it, connecting that proof to the prompt, using it to support my thesis (central idea), and then inferring what it means - because proof that is not explained is only a quotation.

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 prove that a reason is true?

My Answer

I find the exact place in the passage that shows it, connect that proof to the prompt, use it to support my thesis (central idea), and infer what it means - because proof that is not explained is only a quotation.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the proof: My evidence is ____, and it proves my reason because ____.

Ready to Stretch? Take Your Thinking Further!

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