

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 3

Writing Your Full TREES Response



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 Cluster 3

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Grade 3 Cluster 3

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 3, where every Extended Constructed Response (ECR) begins with a thesis, or central idea. This week you learn to SHAPE a prompt with your hands - a circle for the important nouns, a box for the important verb, and a triangle for the WHY or HOW clue word.

You will read a poem, "Why We Need Laws," and a drama, "The Lunchroom Discoveries." Both texts are built around a problem and how people solved it. You will use that conflict to write a thesis (central idea) that clearly and completely answers the prompt.

Remember our reminder: **a thesis (central idea) is only strong when it matches the prompt.** A true detail is not enough - your thesis (central idea) must answer the exact question.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

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

GROWING A THESIS (CENTRAL IDEA)

Level 1 states a topic from the text but no thesis (central idea). Level 2 tries a thesis (central idea) but it may not fully match the prompt. Level 3 writes a thesis (central idea) that connects directly to the conflict. Level 4 adds a reason and evidence that proves the thesis (central idea). Level 5 explains why the solution matters beyond the text. Grow your thesis (central idea) up one level by connecting it more precisely to the prompt and the conflict, not just by adding 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 used as the central idea
	Pastel Orange	K - Key Knowledge	important information not accounted for by 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. TRACKS marks the evidence in the passage; the hand shapes on the next page are used only to shape the prompt.

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 3



M O D U L E

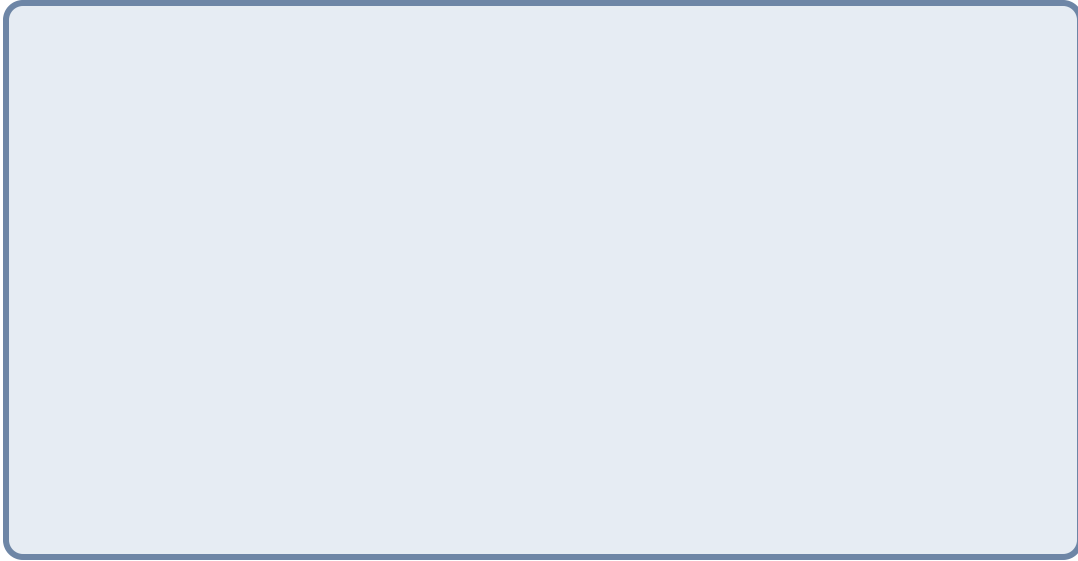


Shaping the Prompt and Thesis (Central Idea)

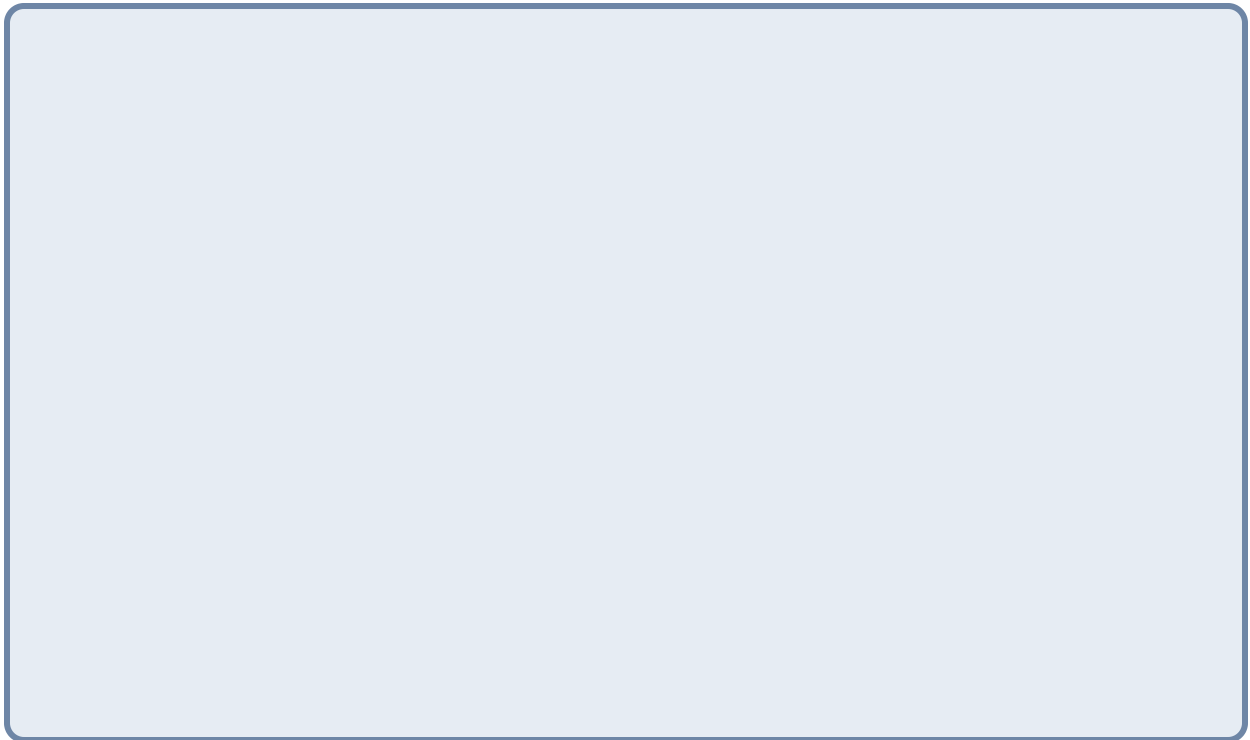
Finding What the Prompt Asks



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

You learn to shape a prompt and write a thesis (central idea) that truly answers it.

WHY THIS MODULE MATTERS

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

Essential Question

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

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
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Visual Conventions You Will See

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The Standards I Am Learning - Part 1

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

TEKS 3.11A(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can plan my first draft by shaping the prompt and choosing what my writing needs to do.

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 thesis (central idea) for an ECR that clearly answers the prompt.

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 of an ECR: thesis (central idea), reasons, evidence, explanation, and significance.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read 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 explain how my evidence supports my thesis (central idea) and choose precise words.

TEKS 3.11C(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise my thesis (central idea) so it is a complete, clear sentence.

TEKS 3.7(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 ELPS I Am Learning

Read the language goals that will help you show your thinking in this module.

ELPS: Listening, Speaking, Reading, and Writing

I can listen closely, speak clearly, read for evidence, and write to explain my thinking.

HOW I SAY THE STANDARD!

I use words, proof, and complete ideas to show what I know.

My Module 1 Learning Launchpad

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

I WILL

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

I CAN

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The part of shaping a prompt I will practice first is _____ because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Find the important nouns, verb, and clue word in a prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell whether a prompt asks WHY or HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name the problem or conflict in a text	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a thesis (central idea) that matches the prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Connect my thesis (central idea) to reasons, evidence, and explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

fair

Say it: FAIR

What it means: treating people in an equal and right way

Try the frame: Everyone should have a ____ chance.

food

Say it: FOOD

What it means: things people eat

Try the frame: Germs in ____ can make people sick.

grow

Say it: GROH

What it means: to get bigger or increase

Try the frame: Problems can ____ without rules.

help

Say it: HELP

What it means: to make something easier or better

Try the frame: Pasteur's discovery can ____ people.

milk

Say it: MILK

What it means: a drink that comes from animals

Try the frame: The ____ is pasteurized.

people

Say it: PEE-pul

What it means: men, women, and children

Try the frame: Laws can protect ____.

Tier 1 Vocabulary - Everyday Words

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

problem

Say it: PRAH-blum

What it means: something that needs to be solved

Try the frame: The problem in the poem was ____.

rules

Say it: ROOLZ

What it means: directions that tell people what to do

Try the frame: Rules can help people ____.

safe

Say it: SAYF

What it means: protected from danger or harm

Try the frame: Laws help communities stay ____.

show

Say it: SHOH

What it means: to make an idea clear

Try the frame: My evidence can ____ my thinking.

think

Say it: THINKK

What it means: to use your mind to understand an idea

Try the frame: I ____ about the problem first.

town

Say it: TOWN

What it means: a place where people live and work

Try the frame: The poem describes a ____.

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.

central idea

Say it: SEN-truhl eye-DEE-uh

What it means: the main point a writer wants the reader to understand

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

conflict

Say it: KAHN-flikt

What it means: a problem or struggle in a text

Try the frame: The ____ helps me write.

evidence

Say it: EV-uh-duhns

What it means: proof from the text that supports an idea

Try the frame: I find ____ in the text.

explanation

Say it: ek-spluh-NAY-shun

What it means: words that tell how evidence proves an idea

Try the frame: My ____ connects evidence to my thesis (central idea).

prompt

Say it: PRAHMPT

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

Try the frame: I shape the ____ before I write.

Tier 2 Vocabulary - Academic Words

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

reason

Say it: REE-zun

What it means: why something is true or happened

Try the frame: A WHY prompt needs a ____.

relationship

Say it: ree-LAY-shun-ship

What it means: the way ideas connect to each other

Try the frame: I explain the ____ between evidence and my thesis (central idea).

revise

Say it: ree-VYZ

What it means: to make writing clearer or better

Try the frame: I ____ my thesis (central idea).

significance

Say it: sig-NIF-ih-kunss

What it means: why an idea matters

Try the frame: I tell the ____ of the solution.

solution

Say it: suh-LOO-shun

What it means: an answer to a problem

Try the frame: Laws were a ____ to unfairness.

thesis (central idea)

Say it: THEE-sis (SEN-truhl eye-DEE-uh)

What it means: a sentence that clearly answers the prompt

Try the frame: My ____ answers the question.

Tier 3 Vocabulary - Passage Words

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

argued

Say it: AR-gyood

What it means: disagreed or spoke angrily about something

Try the frame: In the poem, people ____ over land and things.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people who live or work in the same place

Try the frame: Laws help a ____ grow safe and true.

discovery

Say it: dih-SKUHV-uh-ree

What it means: something new that a person finds out

Try the frame: Pasteur's ____ still helps people today.

fairness

Say it: FAIR-ness

What it means: the quality of treating people equally and rightly

Try the frame: Laws were made to protect ____.

germs

Say it: jermz

What it means: tiny living things that can make people sick

Try the frame: Heating liquids can kill harmful ____.

harmful

Say it: HARM-ful

What it means: able to cause hurt or danger

Try the frame: Heating milk kills ____ germs.

Tier 3 Vocabulary - Passage Words

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

laws

Say it: lawz

What it means: rules made to keep people safe and treat people fairly

Try the frame: The town wrote fair ____ that everyone would obey.

liquids

Say it: LIK-widz

What it means: substances that flow, such as milk or water

Try the frame: Pasteur heated ____ to make them safer.

obey

Say it: oh-BAY

What it means: to follow a rule or law

Try the frame: Everyone agreed to ____ the fair rules.

Pasteur

Say it: pas-TOOR

What it means: Louis Pasteur, a scientist who studied germs and food safety

Try the frame: ____ discovered how to make milk safer.

pasteurized

Say it: PAS-chuh-rized

What it means: heated to kill harmful germs

Try the frame: The milk carton says it is ____.

protect

Say it: pruh-TEKT

What it means: to keep someone or something safe from harm

Try the frame: Rules ____ people from unfair actions.

Shaping the Prompt

Circle. Box. Triangle. Shape the prompt before you write.

THE PROMPT-SHAPING HABIT

 Circle	Important Nouns - the important ideas the prompt is about.
 Box	Important Verb - the action or thinking the prompt asks you to do.
 Triangle	Clue Word - WHY or HOW tells the kind of answer to write.

MODEL PROMPT

Explain WHY laws help communities stay safe and fair.

"I see the word 'WHY.' That tells me I need reasons." "I'm circling 'laws' and 'communities' because those are the important ideas." "I'm boxing 'help' because that tells me what action is happening."

MODEL THESIS (CENTRAL IDEA)

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

ECR (TREES) Thinking Chart

The prompt tells you what to think about. TREES tells you how to make your thinking visible.

THESIS (CENTRAL IDEA)

REASON / WAY

EVIDENCE

EXPLANATION

SIGNIFICANCE

THE TREES STRUCTURE

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

ORAL REHEARSAL FRAME: TREES

My thesis (central idea) is _____. One reason is _____. My evidence is _____. I explain it by _____. This matters because _____.

The DOT Reading Habit

Dot the word you are not sure about yet.

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

While you are reading, place a small dot above any word you are unsure about. This helps your brain keep track of words you are learning. Good readers notice the words they are still growing into.

ANCHOR CHART

A prompt is what we are asked to think about and answer. We SHAPE the prompt to understand it. Circle = important nouns. Box = important verb. Triangle = WHY or HOW clue.

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

My thinking level before we begin:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A writer shapes a prompt by ____ and then writes a thesis (central idea) that _____. 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.

Why We Need Laws

Passage 1 - Low Stamina • Poetry

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: What is the problem in this text, and how could it become my thesis (central idea)? Read the lines the way the poet arranged them. Line numbers help you point to exact evidence.

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

Why We Need Laws - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Long ago"	It fits because _____
R ■ Reactions	"Voices grew loud"	It fits because _____
A ▲ Actions	"Some took more food"	It fits because _____
C ★ Character, Concept, Creature	"Communities"	It fits because _____
K ♦ Key Knowledge	"laws to guide what people say and do"	It fits because _____
S ▼ Scenery / Setting	"across the town"	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.

The Lunchroom Discoveries

Passage 2 - Low Stamina • Drama

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: What is the problem in this text, and how could it become my thesis (central idea)? A drama is a play. Read the character names and the stage directions in (parentheses) as part of the meaning.

[1] Characters: NARRATOR, ALEX, JORDAN

[2] Scene 1: Lunchroom

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

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

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

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

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

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

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

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

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

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

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

The Lunchroom Discoveries - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"A long time ago"	It fits because _____
R ■ Reactions	"The two students realize"	It fits because _____
A ▲ Actions	"opens a milk carton; points to the milk carton"	It fits because _____
C ★ Character, Concept, Creature	"Louis Pasteur"	It fits because _____
K ♦ Key Knowledge	"heating liquids could kill harmful germs; milk is pasteurized now"	It fits because _____
S ▼ Scenery / Setting	"school cafeteria"	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

Imagine this: what if our classroom had no rules?

THINK ABOUT IT

What if our classroom had no rules? Would it be calm? Fair? Safe? Now, what if milk wasn't safe to drink? You are about to discover that both of our texts are built around a BIG idea - a PROBLEM and how people solved it. Today your brain is going to learn how to unlock prompts and build powerful thesis (central idea) statements.

VOCABULARY PREVIEW

Before we begin, preview the words you will see in today's lesson and passages. Good readers notice vocabulary before they begin reading or answering questions. DOT any unknown words as you read.

STUDENT SUPPORT - Another Way to Show What You Know

Preview the vocabulary pages with a partner before you read. Point to a word you already know and one you are still learning.

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

Watch how I think like a reader and writer.

DISPLAY

Explain WHY laws help communities stay safe and fair.

MODELED ANNOTATION

"I see the word 'WHY.' That tells me I need reasons." "I'm circling 'laws' and 'communities' because those are the important ideas." "I'm boxing 'help' because that tells me what action is happening." "Now I'm ready to write my thesis (central idea)."

MODEL THESIS (CENTRAL IDEA)

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

A thesis (central idea) answers the prompt clearly and completely.

EMBEDDED CHECK

Make the circle, box, and triangle movements as your teacher rereads the model prompt. Turn to a partner and say whether the prompt needs reasons or a way something happened.

Day 2 - ATTEMPT

Spin and Shape Showdown - How to play.

THE GOAL

Cut out the game cards and use an envelope or scrap paper to make a Practice Pocket. Play in pairs or groups of 2-4. Use a path-style gameboard with 12-20 spaces, a THESIS (CENTRAL IDEA) CHECK space every four squares, and a final MASTER OF THE PROMPT space. Each student selects a game marker.

THE STEPS

1. Spin WHY, HOW, or BOTH, then draw a prompt card.
2. Shape the prompt with hand motions.
3. Say the prompt type aloud: "This is a ____ prompt because ____."
4. Write a thesis (central idea).

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

REMEMBER

"I am not just looking for answers - I am listening for thinking." "Your thesis (central idea) must MATCH the prompt." "Tell me - where is the conflict in your thinking?"

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 sheet instead of cutting. Write the prompt type and your thesis (central idea) for each card. You still shape every prompt.

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 - Set 1

Cut only on the dashed lines.

PROMPT CARD 1 - WHY

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

PROMPT CARD 2 - HOW

Explain HOW problems grew without rules in the poem.

PROMPT CARD 3 - WHY

Explain WHY fairness was difficult before laws were created.

PROMPT CARD 4 - HOW

Explain HOW Pasteur's discovery solved a problem.

Card Backs - Prompt Cards - Set 1

Check only after the group commits.

H HOW PROMPT Give a way it happened	W WHY PROMPT Give reasons
H HOW PROMPT Give a way it happened	W WHY PROMPT Give reasons

✂ CUT PAGE - Prompt Cards - Set 2

Cut only on the dashed lines.

PROMPT CARD 5 - WHY

Explain WHY pasteurization helps people today.

PROMPT CARD 6 - HOW

Explain HOW the problem in the drama connects to safety.

PROMPT CARD 7 - WHY

Explain WHY strong voices created conflict in the poem.

PROMPT CARD 8 - HOW

Explain HOW laws changed the community.

Card Backs - Prompt Cards - Set 2

Check only after the group commits.

H HOW PROMPT Give a way it happened	W WHY PROMPT Give reasons
H HOW PROMPT Give a way it happened	W WHY PROMPT Give reasons

Spin and Shape Showdown - Answer Key

Compare your thesis (central idea) with a model answer.

Prompt	Prompt Type	Model Thesis (Central Idea)
Explain WHY laws were needed in "Why We Need Laws."	WHY	Laws were needed because people argued, fairness was lost, and problems grew without rules.
Explain HOW Pasteur's discovery solved a problem.	HOW	Pasteur solved the problem by discovering that heating liquids kills harmful germs.

TEACHER NOTE

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

Spin and Shape Showdown - My Recording Sheet

This is the no-cut pathway. Shape, say, and write for two prompts.

Prompt	Shape It (nouns / verb / clue)	My Thesis (Central Idea)

STUDENT SUPPORT - Another Way to Show What You Know

Use the TREES chart and the Shaping the Prompt page as a reference. Point to the shape that matches each part of the prompt 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 - DISCUSS

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

DISPLAY

Explain WHY laws were needed in the poem.

DISCUSSION

"What told you this was a WHY prompt?" - "The word WHY told me to give reasons."

"How did the conflict help you write your thesis (central idea)?" - "The problem helped me know what to explain." "Yes. The conflict is your anchor. Without it, your thinking floats."

TOGETHER

Circle the important nouns, box the important verb, and triangle WHY. Discuss the conflict: people argued, fairness was lost, and problems grew without clear rules.

My discussion notes:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: This is a ____ prompt because _____. The conflict in the poem 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 3 - USE (Independent Practice)

Now you will try this HABIT independently.

PROMPT

Explain WHY people gathered to create laws in the poem.

STUDENTS WILL

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

EMBEDDED CHECK

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the TREES chart. You still choose the reason and the exact words for 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.

My Thesis (Central Idea) - Draft Space

Shape the prompt, then write a complete thesis (central idea) that matches it.

SUCCESS CHECK

- ☐ I shaped the prompt ☐ My thesis (central idea) answers WHY or HOW ☐ My thesis (central idea) names the problem or reason ☐ My thesis (central idea) is a complete sentence

[illegible]

Day 4 - AWARD

The Moment They Figured It Out - you are the main character.

STAND AND STEP FORWARD

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

I WRITE

"I used the conflict to help me think because..."

"My thesis (central idea) shows I understand because..."

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

Day 4 - TARGET

Every great thinker has a next step.

REFLECT

One thing I did well:

One thing I will improve:

One question I still have:

REVISE THIS WEAK THESIS (CENTRAL IDEA) FOR CLARITY AND COMPLETENESS

"Laws are good."

POSSIBLE REVISION

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

CURIOSITY QUESTIONS

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

Day 5 - EDUCATE

Turn to someone near you and teach them.

TURN AND TEACH

How to shape a prompt. The difference between WHY and HOW. One thesis (central idea) you wrote. Teaching it out loud in your own words is how you prove you truly own it.

PARTNERS USE THE ECR (TREES) CHART

Explain where reasons, evidence, explanation, and significance would go after the thesis (central idea).

LISTENER RESPONSIBILITIES

- Restate the shape and what it marks.
- Name whether the prompt asked WHY or HOW.
- Ask: How does that thesis (central idea) match the prompt?

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner before the teach-back. Use the ECR (TREES) chart, 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

Shape the prompt, write a thesis (central idea), and underline the words that tell how.

PROMPT

Explain HOW Pasteur's discovery solved a problem.

ANSWER KEY

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

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



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: _____

Verbally explain: _____

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain the difference between a WHY prompt and a HOW prompt.

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

My Module 1 Progress Tracker

This is your very own progress tracker. Be honest with yourself - it shows how much you are growing.

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

One thing I am proud of:

One thing I want to get better at:

Day 5 - Writing Opportunity - Plan and Draft

Use the same HABIT to plan and draft a full ECR.

WRITING PROMPT

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

PLANNING SUPPORT

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

SUCCESS CRITERIA

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the ECR (TREES) chart step by step.
You still choose your own reason, evidence, and significance.

Ready to Stretch? Take Your Thinking Further!

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

Full ECR - Draft Space

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

MEANING CHECK

After each sentence, ask: Does this part support my thesis (central idea)? 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.

Revise, Edit, and Share

Improve one sentence, check conventions, then share with a partner.

REVISE

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

Before:

After:

EDIT

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

SHARE

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

READY TO STRETCH? - Think Like an Author, Write Like a Scholar

Deepen your thinking about relationships and conflict.

DUAL LENS THINKING (WHY vs HOW)

Display: Explain WHY AND HOW laws improved communities. Write a WHY thesis (central idea) (reasons) and a HOW thesis (central idea) (process).

WHY: Laws improved communities because they created fairness and reduced conflict.

HOW: Laws improved communities by setting clear rules that guided behavior and prevented disagreements.

CROSS-TEXT CONNECTION

Display: Explain HOW the problems in both texts are similar and WHY their solutions matter. Identify both conflicts, connect ideas across texts, and write one strong thesis (central idea).

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

WHAT IF CHALLENGE

"What if there were no laws today?" "What if milk was never pasteurized?" Write a thesis (central idea) that explains WHY or HOW this would affect people.

Example: If there were no laws today, communities would become unsafe because conflicts would increase and fairness would disappear.

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 shape a prompt by finding the important nouns, the important verb, and the WHY or HOW clue. I use the conflict in the text to form a complete thesis (central idea), and I connect it to reasons, evidence, explanation, and significance to build my ECR.

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

My Answer

I find the important nouns, the important verb, and the WHY or HOW clue word in the prompt, then I write one clear thesis (central idea) that I can grow into reasons, evidence, and explanation.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt: The important nouns are ___, the important verb is ___, and the clue word tells me ___.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 3



M O D U L E

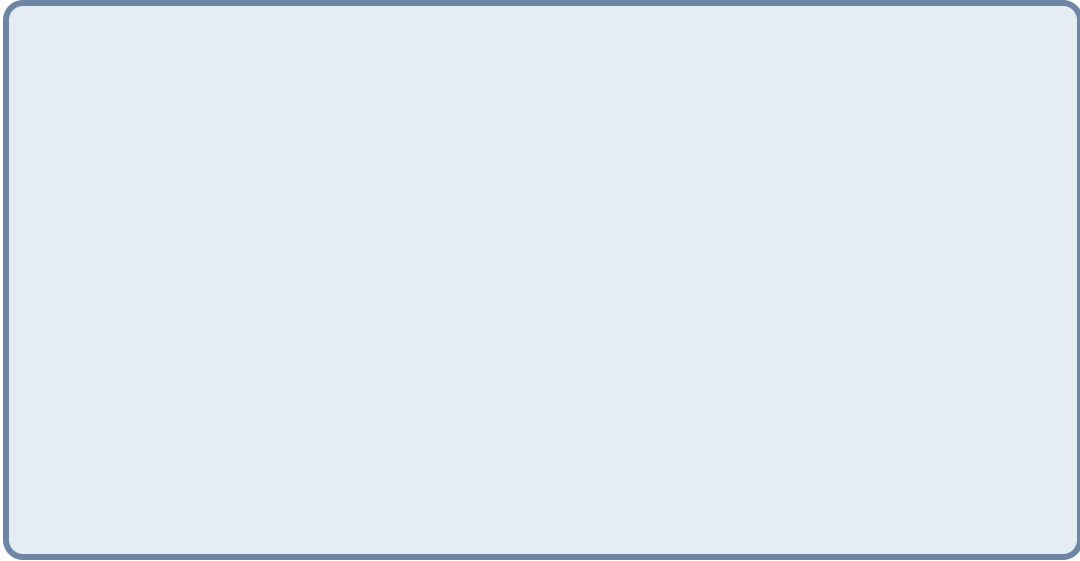


Reading Relational Prompts

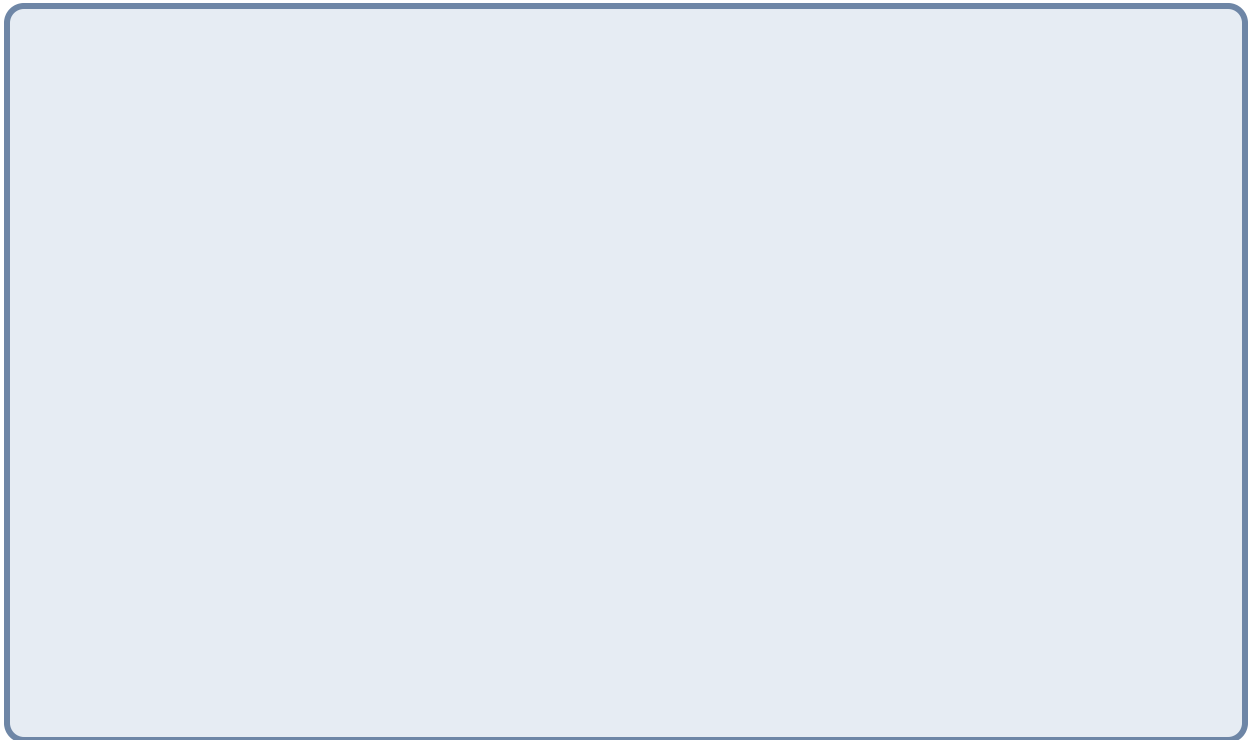
What Relationship the Prompt Wants



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 clue word reveals whether a prompt wants reasons or relationships.

WHY THIS MODULE MATTERS

In this module you learn to notice clue words that signal REASONS thinking (WHY-type: importance, significance, reasons, impact, purpose) or RELATIONSHIPS thinking (HOW-type: relationship, connection, influence, compare, link, interaction, effects) - even when a prompt never uses the words "why" or "how." You analyze prompts about the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries," then write a thesis (central idea) that explains importance, reasons, connections, effects, or relationships.

Essential Question

How do I know what kind of thesis (central idea) a prompt wants?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 3.11A - Official Standard

plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping

HOW I SAY THE STANDARD!

I can plan my draft by choosing my genre and using a HABIT like brainstorming or mapping.

TEKS 3.11C - Official Standard

revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my writing is clearer.

TEKS 3.12B - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 3.7(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.

INTERDISCIPLINARY CONNECTION (not graded as a writing standard)

SS 3.2A - identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being

SS 3.13A - identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others

The ELPS I Am Learning

Read the language goals that will help you show your thinking in this module.

ELPS: Listening, Speaking, Reading, and Writing

I can listen closely, speak clearly, read for evidence, and write to explain my thinking.

HOW I SAY THE STANDARD!

I use words, proof, and complete ideas to show what I know.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

- find clue words that tell what kind of thinking a prompt needs.
- decide whether a prompt asks for reasons or relationships.
- explain how the problems and solutions in the two texts connect.
- plan reasons, evidence, explanation, and significance for my ECR.

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The clue word I will practice noticing 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 clue word	a lot / a little / new	a lot / a little / new	a lot / a little / new
Decide reasons or relationships	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name the proving clue word	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a matching thesis (central idea)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Plan evidence, explanation, significance	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

clue

Say it: KLOO

What it means: something that helps a person figure something out

Try the frame: The word _____ helped me decide.

compare

Say it: kum-PAIR

What it means: to tell how things are alike or different

Try the frame: I can _____ the two texts.

connect

Say it: kuh-NEKT

What it means: to join ideas or show how they go together

Try the frame: I can _____ these ideas.

effect

Say it: ih-FEKT

What it means: something that happens because of an action or event

Try the frame: One _____ was _____.

Tier 1 Vocabulary

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

fair

Say it: FAIR

What it means: treating people equally and rightly

Try the frame: Laws can make life more _____.

law

Say it: LAW

What it means: a rule made for a community

Try the frame: A _____ can protect people.

problem

Say it: PROB-luhm

What it means: something that needs to be solved

Try the frame: The _____ was _____.

reason

Say it: REE-zuhn

What it means: an answer that tells why something matters or happened

Try the frame: One _____ laws matter is _____.

Tier 1 Vocabulary

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

rule

Say it: ROOL

What it means: a direction people are expected to follow

Try the frame: A _____ can prevent conflict.

safe

Say it: SAYF

What it means: protected from harm

Try the frame: Pasteurized milk is more _____.

sick

Say it: SIK

What it means: not feeling well or healthy

Try the frame: Germs can make people _____.

solution

Say it: suh-LOO-shuhn

What it means: an answer to a problem

Try the frame: A _____ can _____.

Tier 2 Vocabulary

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

analyze

Say it: AN-uh-lyz

What it means: to look closely at parts in order to understand

Try the frame: I _____ the clue words.

conflict

Say it: KON-flikt

What it means: a problem or struggle in a text

Try the frame: The _____ helps me understand the prompt.

connection

Say it: kuh-NEK-shuhn

What it means: a link between ideas

Try the frame: I can explain the _____.

evidence

Say it: EV-uh-duhns

What it means: proof from a text that supports an idea

Try the frame: My _____ proves my thinking.

Tier 2 Vocabulary

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

explanation

Say it: ek-spluh-NAY-shuhn

What it means: words that tell how evidence proves an idea

Try the frame: My _____ connects the proof and thesis (central idea).

impact

Say it: IM-pakt

What it means: a strong effect an action or idea has

Try the frame: Pasteur's discovery had an _____.

influence

Say it: IN-floo-uhns

What it means: the power to affect an idea or person

Try the frame: One idea can _____ another.

prompt

Say it: PROMPT

What it means: the question or task a writer is asked to answer

Try the frame: I analyze the _____ before I write.

Tier 2 Vocabulary

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

reasons

Say it: REE-zuhnz

What it means: explanations of why something matters or happens

Try the frame: Importance prompts need _____.

relationship

Say it: ree-LAY-shun-ship

What it means: the way two or more ideas connect

Try the frame: I describe the _____ between ideas.

significance

Say it: sig-NIF-uh-kuhns

What it means: why an idea matters

Try the frame: I explain the _____ of laws.

thesis (central idea)

Say it: THEE-sis

What it means: a sentence that clearly answers a prompt

Try the frame: My _____ matches the prompt.

Tier 3 Vocabulary

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

arguments

Say it: AR-gyuh-ments

What it means: disagreements in which people strongly share different opinions

Try the frame: The poem begins with _____ over land and things.

community

Say it: kuh-MYOO-nuh-tee

What it means: people who live, work, or learn in the same place

Try the frame: Laws helped the _____ grow more safe and true.

discovery

Say it: dih-SKUHV-uh-ree

What it means: something new that a person finds out

Try the frame: Alex explained Pasteur's important _____.

fairness

Say it: FAIR-ness

What it means: the quality of treating people equally and rightly

Try the frame: The poem shows what happens when _____ is lost.

Tier 3 Vocabulary

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

germs

Say it: jermz

What it means: tiny living things that can make people sick

Try the frame: Heating milk can kill harmful _____.

illness

Say it: IL-niss

What it means: sickness or poor health

Try the frame: Tiny germs could spread _____.

modern

Say it: MOD-ern

What it means: connected to the present time

Try the frame: Pasteurized milk keeps _____ food safer.

Pasteur

Say it: pas-TOOR

What it means: Louis Pasteur, a scientist who studied germs and food safety

Try the frame: Louis _____ discovered that heating milk kills germs.

Tier 3 Vocabulary

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

pasteurized

Say it: PAS-chuh-rized

What it means: heated to kill harmful germs

Try the frame: The milk we drink today is _____.

protection

Say it: pruh-TEK-shun

What it means: being kept safe from harm

Try the frame: Both laws and science can offer _____.

resources

Say it: ree-SOR-siz

What it means: useful supplies or things people need

Try the frame: People argued over land and other _____.

scientific

Say it: sy-uhn-TIF-ik

What it means: connected to learning through careful study and testing

Try the frame: Pasteur made a _____ breakthrough that still helps people.

The DOT Reading Habit

Before you decide what a prompt asks, DOT any word you are unsure about.

Step	What It Means
D - Details	Notice words and lines that connect to importance, significance, reasons, impact, purpose, relationship, connection, influence, compare, link, interaction, or effects.
O - Organization	Track whether the prompt needs REASONS or RELATIONSHIPS, then organize your notes under the matching heading.
T - Thinking	Explain how the clue word determines the kind of thesis (central idea) you write.

WORDS TO REMEMBER

DOT unfamiliar words. Organize by REASONS or RELATIONSHIPS. Explain your Thinking.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the clue word, or tell a partner whether it points toward reasons or relationships.

Ready to Stretch? Take Your Thinking Further!

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

What Is the Prompt REALLY Asking?

Strong readers don't wait for the words WHY or HOW - they look for CLUES and CONNECTIONS.

REASONS (WHY-type clues)	RELATIONSHIPS (HOW-type clues)
importance	relationship
significance	connection
reasons	influence
impact	compare
purpose	link
	interaction
	effects

THE HIDDEN QUESTION

A prompt may never say "why" or "how." REASONS clues ask you to explain why something matters. RELATIONSHIPS clues ask you to explain how ideas connect, affect one another, compare, or work together.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the topic and circle the clue word.
Ask yourself: Why does this matter, or how do these ideas connect?

Ready to Stretch? Take Your Thinking Further!

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

Reasons or Relationships: The R in TREES

The ECR (TREES) chart tells you how to make your thinking visible.

TREES	What It Is	Question to Ask
T - Thesis (Central Idea)	the sentence that clearly answers the prompt	What is my central idea?
R - Reason/Relationship	the kind of thinking the clue word requires	Why is it true, or how are the ideas linked?
E - Evidence	text proof that supports the idea	Which detail proves my thinking?
E - Explanation	how the evidence proves the thesis (central idea)	How does this evidence prove it?
S - Significance	why the idea matters	Why should the reader care?

REASONS THINKING (WHY-Type)

If a prompt asks about importance, significance, reasons, impact, or purpose, it is asking for REASONS.

RELATIONSHIPS THINKING (HOW-Type)

If a prompt asks about relationship, connection, influence, compare, link, interaction, or effects, it is asking for RELATIONSHIPS.

STUDENT SUPPORT - Another Way to Show What You Know

Name the prompt type. You still choose the accurate 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.

The Prompt-to-Thesis (Central Idea) HABIT

Model the clue word before the thesis (central idea).

THE FIVE-STEP HABIT

1. Read the whole prompt.
2. Find the clue word.
3. Decide REASONS or RELATIONSHIPS.
4. Name the idea(s) the prompt is about.
5. Write a thesis (central idea) that directly answers that task.

READ ›

CLUE ›

TYPE ›

IDEAS ›

THESIS

MODEL 1 - RELATIONAL PROMPT

Prompt: Explain the relationship between pasteurized milk and illness.

Clue: relationship (RELATIONSHIPS). **Thesis (Central Idea):** Pasteurized milk helps people avoid illness by filtering out the harmful parts.

MODEL 2 - REASON-BASED PROMPT

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

Clue: importance (REASONS). **Thesis (Central Idea):** Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

MODEL 3 - CROSSOVER / PAIRED-PASSAGE PROMPT

Prompt: Explain the similarities between "Why We Need Laws" and "The Lunchroom Discoveries."

Clue: similarities (RELATIONSHIPS). **Thesis (Central Idea):** "Why We Need Laws" and "The Lunchroom Discoveries" are similar because both texts show how solving problems helps protect people and improve their communities.

STUDENT SUPPORT - Another Way to Show What You Know

Find the clue word first. You still build the sentence and 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

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

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

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

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

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: Two Mysteries

Both of these situations had a problem. But here's the real question - how are they connected?

MYSTERY 1

A town filled with arguments and unfairness.

MYSTERY 2

A cafeteria where milk used to make people sick.

TURN AND TELL

What do these two situations have in common? They both started with a problem... and ended with a solution that helped people. Today you will learn how to read prompts that ask you to think about TWO things: Reasons (WHY thinking) and Relationships (HOW thinking). But here's the challenge - the prompts won't tell you that directly. You have to figure it out.

AS YOU READ

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

STUDENT SUPPORT - Another Way to Show What You Know

Say what the two situations have in common with a partner 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 1 - REVEAL: The Two Types of Prompts

Strong readers don't wait for the words WHY or HOW - they look for CLUES and CONNECTIONS.

WHY-TYPE (Reason-Based Thinking)

importance • significance • reasons • impact • purpose

These ask: Why does this matter?

HOW-TYPE (Relational Thinking)

relationship • connection • influence • compare • link • interaction • effects

These ask: How are ideas connected?

EMBEDDED CHECK

Hold up a REASONS or RELATIONSHIPS card for one clue word at a time. Complete:

"This clue word asks for _____ because _____."

Try it with the clue word **significance**:

STUDENT SUPPORT - Another Way to Show What You Know

Listen for the distinction between importance and connection.

Ready to Stretch? Take Your Thinking Further!

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

Why We Need Laws

Passage 1 • Poem • Medium Stamina • approximately 300 words

AS YOU READ

Read the poem aloud. Use the DOT HABIT. TAP the TRACKS. Collect words that help you explain importance, reasons, connections, effects, or relationships.

[1] Long ago people argued over land and things,

[2] Voices grew loud like clashing, noisy rings.

[3] Without clear rules to guide what should be done,

[4] Many small problems quickly grew to one.

[5] Some took more food while others had too little,

[6] Strong voices won while quiet ones stayed brittle.

[7] Disagreements spread like storms across the town,

[8] And fairness often seemed to tumble down.

[9] So people gathered, searching for a way,

[10] To write fair rules that everyone would obey.

[11] With laws to guide what people say and do,

[12] Communities could grow more safe and true.

[13] The rules helped neighbors settle what was fair,

[14] And gave each person rights that all could share.

Why We Need Laws - TRACKS Evidence Hunt

Explain why each exact clue fits. Verbally explain why each clue fits.

Symbol	Evidence Type	Exact Evidence	Why It Fits
Ⓣ	T - Time	"Long ago"	It fits because _____
Ⓡ	R - Reactions	"Voices grew loud"	It fits because _____
Ⓐ	A - Actions	"Some took more food; people gathered"	It fits because _____
ⓒ	C - Character, Concept, Creature	"Communities"	It fits because _____
Ⓚ	K - Key Knowledge	"laws to guide what people say and do; rights that all could share"	It fits because _____
Ⓢ	S - Scenery / Setting	"across the town"	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.

The Lunchroom Discoveries

Passage 2 • Drama • Medium Stamina • Part 1 of 2

AS YOU READ

Read the drama aloud. Notice the characters, the scene, and the stage directions (in brackets). Use the DOT HABIT and TAP the TRACKS to collect ways Pasteur's discovery protects people.

Characters:

NARRATOR

ALEX

JORDAN

Scene 1: Lunchroom

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Lunchroom Discoveries - Continued

Passage 2 • Drama • Medium Stamina • Part 2 of 2

AS YOU CONTINUE READING

Keep marking clue-word evidence and exact TRACKS proof as the scene continues.

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

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

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

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

[21] **JORDAN:** That's pretty amazing.

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

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

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

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

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

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

[28] **JORDAN:** Kind of like Louis Pasteur did.

[29] **ALEX:** Exactly.

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

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

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

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

The Lunchroom Discoveries - TRACKS Evidence Hunt

Explain why each exact clue fits. Verbally explain why each clue fits.

Symbol	Evidence Type	Exact Evidence	Why It Fits
(T)	T - Time	"A long time ago; Sometimes it takes years"	It fits because _____
(R)	R - Reactions	"That's pretty amazing."	It fits because _____
(A)	A - Actions	"opens a milk carton; points to the milk carton"	It fits because _____
(C)	C - Character, Concept, Creature	"Louis Pasteur"	It fits because _____
(K)	K - Key Knowledge	"heating liquids could kill harmful germs; tiny germs could spread illness"	It fits because _____
(S)	S - Scenery / Setting	"school cafeteria"	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.

Game: Flip-Flap Prompt Sort

Read the prompt. Decide REASONS or RELATIONSHIPS. Prove it with the clue word.

HOW TO PLAY

1. Make a flip flap with two sections: "REASONS" and "RELATIONSHIPS."
2. Work with a partner. Your pair gets 12 prompt cards. Use a sized envelope or scrap paper as your Practice Pocket.
3. Read each prompt. Decide whether it asks for REASONS or RELATIONSHIPS.
4. Place it under the correct flap and underline the clue word that proves your choice.

ACCOUNTABILITY MOVE

Partners may not place a card until one student underlines the clue and the other completes: "This belongs under ___ because ___ asks for ___."

ANSWER KEY

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

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Point to each card by its number instead of cutting, say the accountability frame aloud, and record the same classification.

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 - Flip-Flap Prompt Sort Cards (Cards 1-6)

Dashed lines mean CUT.

CARD 1 • REASONS

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

Clue word: importance

Reasons or Relationships? _____

CARD 2 • RELATIONSHIPS

Describe the relationship between rules and fairness in the poem.

Clue word: relationship

Reasons or Relationships? _____

CARD 3 • REASONS

Explain the significance of people creating laws in the poem.

Clue word: significance

Reasons or Relationships? _____

CARD 4 • RELATIONSHIPS

Describe the connection between arguments and the need for laws.

Clue word: connection

Reasons or Relationships? _____

CARD 5 • REASONS

Explain the reasons fairness was difficult before laws existed.

Clue word: reasons

Reasons or Relationships? _____

CARD 6 • RELATIONSHIPS

Describe the relationship between germs and sickness in the drama.

Clue word: relationship

Reasons or Relationships? _____

Flip-Flap Prompt Sort - Card Backs (Cards 1-6)

Use each back to check the matching card.

RELATIONSHIPS

FLIP-FLAP PROMPT SORT

Prompt Card 2

REASONS • RELATIONSHIPS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 1

REASONS • RELATIONSHIPS

RELATIONSHIPS

FLIP-FLAP PROMPT SORT

Prompt Card 4

REASONS • RELATIONSHIPS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 3

REASONS • RELATIONSHIPS

RELATIONSHIPS

FLIP-FLAP PROMPT SORT

Prompt Card 6

REASONS • RELATIONSHIPS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 5

REASONS • RELATIONSHIPS

✂ CUT PAGE - Flip-Flap Prompt Sort Cards (Cards 7-12)

Dashed lines mean CUT.

CARD 7 • REASONS

Explain the impact of Pasteur's discovery on people's health.

Clue word: impact

Reasons or Relationships? _____

CARD 8 • RELATIONSHIPS

Describe the connection between Pasteur's discovery and modern safety.

Clue word: connection

Reasons or Relationships? _____

CARD 9 • REASONS

Explain the purpose of laws in solving conflict in the poem.

Clue word: purpose

Reasons or Relationships? _____

CARD 10 • RELATIONSHIPS

Describe the relationship between scientific discovery and protection.

Clue word: relationship

Reasons or Relationships? _____

CARD 11 • RELATIONSHIPS

Explain the effects of strong voices controlling resources in the poem.

Clue word: effects

Reasons or Relationships? _____

CARD 12 • RELATIONSHIPS

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

Clue word: connection

Reasons or Relationships? _____

Flip-Flap Prompt Sort - Card Backs

(Cards 7-12)

Use each back to check the matching card.

RELATIONSHIPS

FLIP-FLAP PROMPT SORT

Prompt Card 8

REASONS • RELATIONSHIPS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 7

REASONS • RELATIONSHIPS

RELATIONSHIPS

FLIP-FLAP PROMPT SORT

Prompt Card 10

REASONS • RELATIONSHIPS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 9

REASONS • RELATIONSHIPS

RELATIONSHIPS

FLIP-FLAP PROMPT SORT

Prompt Card 12

REASONS • RELATIONSHIPS

RELATIONSHIPS

FLIP-FLAP PROMPT SORT

Prompt Card 11

REASONS • RELATIONSHIPS

Flip-Flap Prompt Sort - Recording

Save at least two sorted prompts.

ROUND 1

Card: ____ Type: REASONS / RELATIONSHIPS

The clue word is:

This belongs under ____ because ____ asks for ____:

My thesis (central idea):

ROUND 2

Card: ____ Type: REASONS / RELATIONSHIPS

The clue word is:

This belongs under ____ because ____ asks for ____:

My thesis (central idea):

STUDENT SUPPORT - Another Way to Show What You Know

Say the clue word and the type 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

Relationships connect ideas. Reasons explain importance.

- What clue words helped you identify relationships?
- What makes a prompt ask for reasons instead of connections?
- How does conflict help you understand BOTH types?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The clue word ____ points to ____, so the prompt needs ____.

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: Clue Word Sorting (Interactive Notebook)

Step 1: Identify clue words. Step 2: Sort. Step 3: Reflect.

STEP 1 - IDENTIFY CLUE WORDS

Return to all 12 prompts and highlight the clue words.

REASONS	RELATIONSHIPS

STEP 3 - WRITTEN REFLECTION

I know a prompt is asking for reasons when...

I know a prompt is asking for relationships when...

ANSWER KEY

REASONS: importance, significance, reasons, impact, purpose

RELATIONSHIPS: relationship, connection, effects

STUDENT SUPPORT - Another Way to Show What You Know

Sort aloud with a partner first. You still decide which clues helped you most.

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis (Central Idea) Check

Underline the clue. Choose the type. Write the thesis (central idea).

PROMPT

Describe the connection between arguments and the need for laws.

The clue word is:

This prompt asks for (circle one): REASONS / RELATIONSHIPS

Underline both ideas the prompt connects.

MY THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

The clue word here is "connection." A relationship thesis (central idea) must connect both ideas, not discuss only one.

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 Fix It: Weak Theses

Repair each weak response so it answers the exact prompt.

WEAK RESPONSES

1. "Milk is safe."
2. "Laws are good."
3. "Pasteur helped."

For each response, name the missing clue word and the missing second idea, then revise using because or by only when that frame fits the prompt.

MY REVISED THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

Read a strong model thesis (central idea) aloud first. 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.

Day 4 - AWARD: The Connectors and the Reasoners

Some of you became experts at explaining WHY things matter. Some became experts at explaining HOW ideas connect. Some of you did BOTH.

AWARD

Complete: "I showed I understand relationships when ____." and "I showed I understand reasons when ____."

Class recognition: **Connection Champion** or **Reasoning Rockstar**

REVISE FOR CLARITY

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

TEACHER MODEL

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

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



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**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Strong thinkers ask one powerful question: Am I explaining a reason, or a relationship?

- ☐ Find the clue word more carefully.
- ☐ Tell reasons from relationships.
- ☐ Name both ideas in a relational thesis (central idea).
- ☐ Explain how evidence proves my thesis (central idea).
- ☐ Check conventions.

MY GOALS

One strength I showed:

One clue word I will look for:

One idea I want to improve:

Ready to Stretch? Take Your Thinking Further!

Can a prompt ask for BOTH reasons and relationships? How does understanding connections improve writing? Explain.

Day 5 - EDUCATE and EXPLAIN to Others

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

TEACH-BACK

Choose one REASONS clue word and one RELATIONSHIPS clue word. Explain each word, name its thinking type, and give an example prompt or thesis (central idea) to a partner.

TEACH-BACK CHECKLIST

- I name at least one REASONS clue word.
- I name at least one RELATIONSHIPS clue word.
- I use the ECR (TREES) chart to show where thesis (central idea), reason or relationship, evidence, explanation, and significance would go.

INDEPENDENT TRANSFER

Choose one prompt card, find the clue word, classify it, and defend the choice aloud without looking at the chart.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then teach 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 - Tiny Tracks

Teach, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Verbally explain: _____

Ready to Stretch? Take Your Thinking Further!

Explain why naming the clue word makes a stronger response.

Check the Learning

Self-check your thinking, then complete the exit ticket.

STUDENT SELF-CHECK

- I found the clue word.
- I decided whether the prompt needs reasons or relationships.
- I can explain how the clue proves my choice.
- My thesis (central idea) directly answers the task.
- I checked conventions.

EXIT TICKET

Describe the connection between past problems and present solutions in the drama. Identify the clue word, name the thinking type, write a thesis (central idea), and underline the two ideas being connected.

STUDENT SUPPORT - Another Way to Show What You Know

Say your exit-ticket answer aloud before you write it.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING



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EXTEND

MY MODULE CHECK-IN

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

AWARD

Circle your strongest thesis (central idea) from this module. Write what you are proud of and name the clue word that told you it needed reasons or relationships.

TARGET

Choose one: naming the clue word faster, matching REASONS or RELATIONSHIPS correctly, or writing a complete thesis (central idea) every time. 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 clue word told you whether to write reasons or show a relationship.

Day 5 - Writing Opportunity: Plan and Draft

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

PLANNING SUPPORT

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

RESPONSE FRAMES

Reason-type: ____ is important/significant because ____, ____, and ____.

Relationship-type: ____ and ____ are connected because ____.

STUDENT SUPPORT - Another Way to Show What You Know

Use evidence only from "Why We Need Laws" and "The Lunchroom Discoveries."

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.

MY THESIS (CENTRAL IDEA)

REASON OR RELATIONSHIP

EVIDENCE

EXPLANATION

SIGNIFICANCE

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). Match your structure to the prompt type.

DRAFTING FOCUS

Use a clear central idea, genre characteristics, and craft.

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 at the top and bottom edges. There is no handwriting or other markings on the page.

Informational Draft - Page 2

Begin with your thesis (central idea). Match your structure to the prompt type.

DRAFTING FOCUS

Use a clear central idea, genre characteristics, and craft.

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 at the top and bottom edges. There is no handwriting or other markings on the page.

Revise, Edit, and Share

Improve sentence structure and check conventions.

REVISE

Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice.

EDIT

- ☐ complete sentences
- ☐ capitalization
- ☐ punctuation
- ☐ subject-verb agreement
- ☐ verb tense

SHARE

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

STUDENT SUPPORT - Another Way to Show What You Know

Read a thesis (central idea) and a body sentence 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? - Connect Across Texts

Synthesize ideas across both texts and create a precise relational prompt.

PART 1 - CROSS-TEXT CONNECTION

Describe the connection between the problems in both texts.

PART 2 - CREATE A RELATIONAL PROMPT

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

PART 3 - PAIRED-THINKING CHALLENGE

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

MOVE YOUR THINKING



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**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 - In my own words

I look for clue words like importance, significance, reasons, impact, and purpose when a prompt wants me to give reasons, and words like relationship, connection, influence, compare, link, interaction, and effects when it wants me to explain how ideas connect. Once I name the clue word, I know what kind of thesis (central idea) to write, and I support it with evidence, an explanation, and why it matters.

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 know what kind of thesis (central idea) a prompt wants?

My Answer

I look for clue words - reason words like importance and impact, or connection words like relationship and effects - and the clue word tells me whether my thesis should give reasons or show how ideas connect.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the clue word: My prompt says ____, so it wants me to show ____.

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 3



M O D U L E

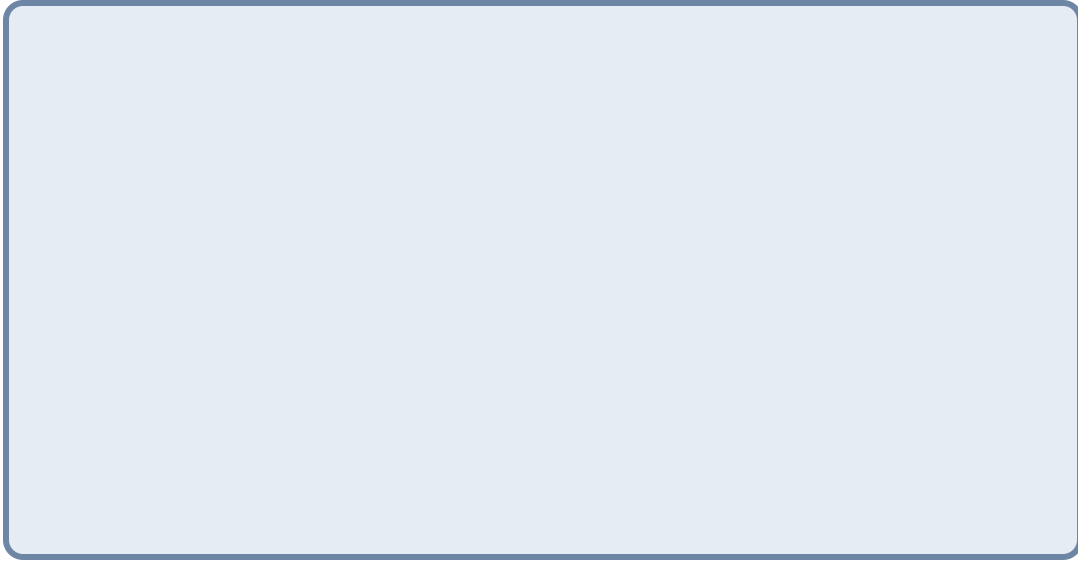


Magnifying Reasons

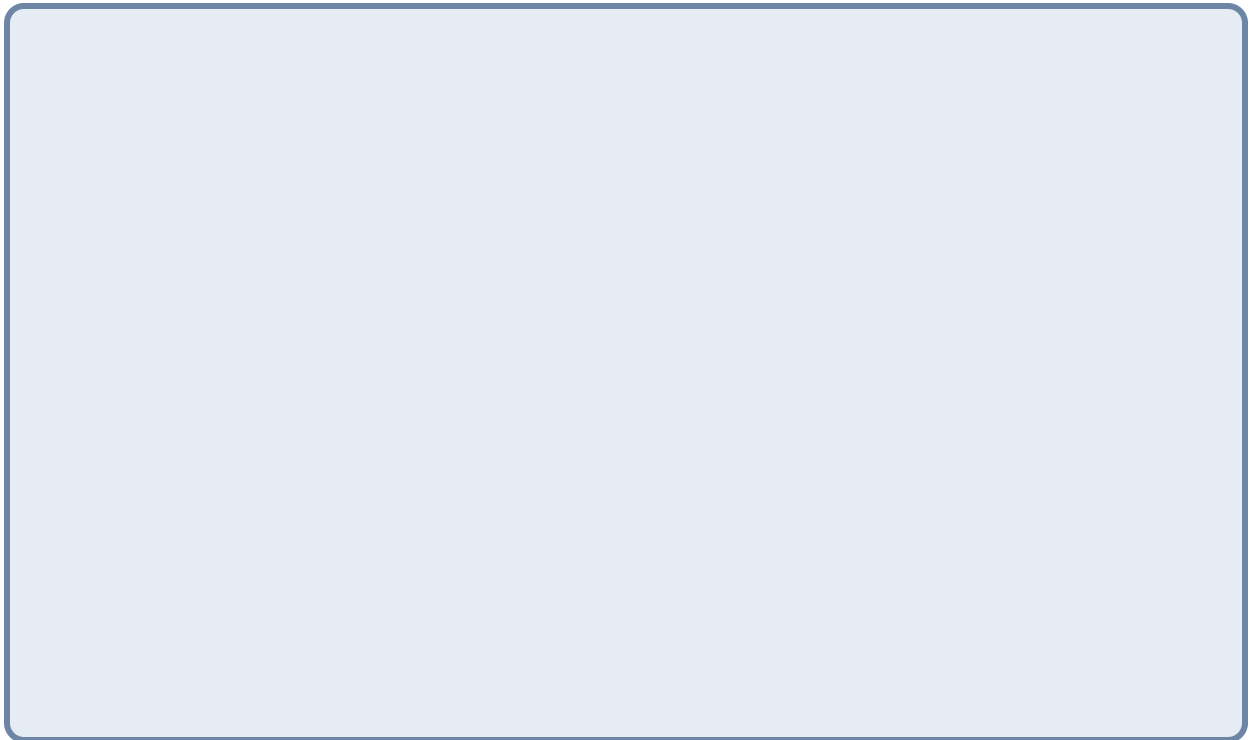
Turning Many Ideas into Three



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

Magnify your thinking - do not stop at the first idea.

WHY THIS MODULE MATTERS

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

Essential Question

How do I turn many ideas into three strong reasons?

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

TEKS 3.11A(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can plan my draft by brainstorming, grouping, and narrowing my reasons before I write.

TEKS 3.11C(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise a topic sentence so each reason is clear and different from the others.

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 topic sentences that clearly support my thesis (central idea).

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read 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 organize my three reasons as topic sentences for my body paragraphs.

TEKS 3.12B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can choose precise words and vary my topic sentences to make my ECR clearer.

TEKS 3.7(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.

INTERDISCIPLINARY CONNECTION (not graded as a writing standard)

SS 3.2A - identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being

SS 3.13A - identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others

The ELPS I Am Learning

Read the language goals that will help you show your thinking in this module.

ELPS: Listening, Speaking, Reading, and Writing

I can listen closely, speak clearly, read for evidence, and write to explain my thinking.

HOW I SAY THE STANDARD!

I use words, proof, and complete ideas to show what I know.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The magnifying 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
Brainstorm many reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Group like-minded reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Narrow each group to one idea	a lot / a little / new	a lot / a little / new	a lot / a little / new
Keep three distinct reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write three topic sentences	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

argue

Say it: AR-gyoo

What it means: to disagree, often with loud words

Try the frame: People may _____ without rules.

choose

Say it: CHOOZ

What it means: to pick

Try the frame: I will _____ the best reason.

fair

Say it: FAIR

What it means: treating people in an equal and right way

Try the frame: It is _____ when everyone gets a turn.

food

Say it: FOOD

What it means: things people eat

Try the frame: Some people took more _____.

group

Say it: GROOP

What it means: things that belong together

Try the frame: I put these in one _____.

Tier 1 Vocabulary

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

idea

Say it: eye-DEE-uh

What it means: a thought in your mind

Try the frame: One _____ I have is _____.

milk

Say it: MILK

What it means: a drink that can be made safer by heating

Try the frame: Pasteurized _____ is safer to drink.

reason

Say it: REE-zuhn

What it means: why something is true or happened

Try the frame: One _____ we need rules is _____.

rules

Say it: ROOLZ

What it means: directions that tell people what to do

Try the frame: _____ can help people stay safe.

safe

Say it: SAYF

What it means: protected from harm

Try the frame: Laws help people stay _____.

Tier 2 Vocabulary

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

brainstorm

Say it: BRAYN-storm

What it means: to gather many ideas

Try the frame: First, I ____.

central idea

Say it: SEN-truhl eye-DEE-uh

What it means: the main point a writer wants the reader to understand

Try the frame: My ____ answers the question.

conflict

Say it: KON-flikt

What it means: a problem or struggle in a text

Try the frame: The ____ gives me reasons to write.

evidence

Say it: EV-uh-duhns

What it means: proof from the text that supports an idea

Try the frame: I use ____ to support my reason.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: words that tell how evidence proves an idea

Try the frame: My ____ connects the proof.

magnify

Say it: MAG-nuh-fy

What it means: to make thinking clearer by looking closely

Try the frame: I ____ my reasons.

Tier 2 Vocabulary

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

narrow

Say it: NAIR-oh

What it means: to make an idea more focused

Try the frame: Next, I _____ the group.

relationship

Say it: ree-LAY-shun-ship

What it means: the way ideas connect

Try the frame: I explain the _____ between my reason and thesis (central idea).

revise

Say it: rih-VYZ

What it means: to make writing clearer or better

Try the frame: I _____ my topic sentence.

significance

Say it: sig-NIF-uh-kuhns

What it means: why an idea matters

Try the frame: I tell the _____.

thesis (central idea)

Say it: THEE-sis

What it means: a sentence that clearly answers the prompt

Try the frame: My _____ is my central idea.

topic sentence

Say it: TOP-ik SEN-tuhns

What it means: a sentence that tells the main idea of a paragraph

Try the frame: My _____ gives one reason.

Tier 3 Vocabulary

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

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people who live or work in the same place

Try the frame: The _____ needed rules to stay safe.

conflict

Say it: KON-flikt

What it means: a serious disagreement or problem

Try the frame: The _____ in the poem grew until people wrote laws.

discovery

Say it: dih-SKUHV-uh-ree

What it means: something new that a person finds out

Try the frame: Alex explained Pasteur's important _____.

fairness

Say it: FAIR-ness

What it means: the quality of treating people equally and rightly

Try the frame: Losing _____ made problems grow bigger in the poem.

germs

Say it: jermz

What it means: tiny living things that can make people sick

Try the frame: Heating milk can kill harmful _____.

guidance

Say it: GY-dens

What it means: help that shows what to do

Try the frame: People needed _____ to know what to do.

Tier 3 Vocabulary

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

harmful

Say it: HARM-ful

What it means: able to cause hurt or danger

Try the frame: Pasteur discovered that heat could destroy _____ germs.

illness

Say it: IL-nis

What it means: sickness

Try the frame: Pasteurization helps prevent _____ caused by germs.

laws

Say it: lawz

What it means: rules made to keep people safe and treat people fairly

Try the frame: _____ helped keep the community safe and fair.

order

Say it: OR-der

What it means: a peaceful, organized way things are kept

Try the frame: Laws created safety and _____ for everyone.

pasteurized

Say it: PAS-chuh-rized

What it means: heated to kill harmful germs

Try the frame: _____ milk is safer to drink.

protect

Say it: pruh-TEKT

What it means: to keep someone or something safe from harm

Try the frame: Rules help _____ people from unfair treatment.

The DOT Reading Habit

Details. Organization. Thinking.

Step	What I Do
D - Details	DOT any word I am unsure about, then collect possible reasons before I judge them.
O - Organization	Place like-minded possible reasons together under clear bucket names such as Conflict/Arguments, Fairness, or Safety/Order.
T - Thinking	Explain why a reason is paragraph-sized, not just a small detail, and why it is different from my other two reasons.

WORDS TO REMEMBER

Gather details. Organize like ideas. Think about which reasons are strong and distinct.

AS YOU READ

☐ Collect possible reasons ☐ Group like ideas ☐ Keep evidence apart from the big reason

STUDENT SUPPORT - Another Way to Show What You Know

If collecting reasons is difficult, talk through the poem or drama with a partner and name one possible reason aloud first.

Ready to Stretch? Take Your Thinking Further!

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

The TREES Framework and the Reasons Branch

The thesis (central idea) is the trunk. Module 3 grows the R - the Reasons.

ECR (TREES) THINKING CHART

T - Thesis (Central Idea)	clearly answers the prompt
R - Reason/Way	gives a distinct why or how
E - Evidence	gives text proof
E - Explanation	connects the proof to the thesis (central idea)
S - Significance	states why the idea matters

THE REASONS BRANCH

- A reason is the big idea that explains why the thesis (central idea) is true.
- Evidence is the specific proof - it is not the reason.
- Module 3 grows the R by turning many small details into three distinct reasons.

WORDS TO REMEMBER

A reason is the big idea. Evidence is the proof. Keep only the best three reasons.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the trunk (the thesis, or central idea), then name one reason. Say: This is a reason because it is a big idea, not a single detail.

Ready to Stretch? Take Your Thinking Further!

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

The Magnifying Process for WHY Prompts

Magnifying helps you take many ideas and organize them into three strong reasons.

Step	Writer Action	What It Means
1 - Brainstorm	Open hands wide	Gather many possible reasons. Do not judge yet.
2 - Group It	Bring like-minded cards together	Place like-minded reasons together.
3 - Narrow It	Bring hands close	Name the big idea hiding in each group.
4 - Choose Three	Hold up three fingers	Select the best three, clearest, and most different reasons.
5 - Say It	Point to notebook	Turn each big idea into a topic sentence.

WORDS TO REMEMBER

Brainstorm wide. Group like ideas. Narrow to the best three.

OUR CHANT

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

STUDENT SUPPORT - Another Way to Show What You Know

Say the five steps in order to a partner. You still brainstorm, group, narrow, choose, and say it on your own.

Ready to Stretch? Take Your Thinking Further!

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

Grouping Ideas into Buckets - A Model

Group like reasons together, then narrow each bucket into a paragraph-sized idea.

MODEL - LAWS

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

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

THE BUCKETS

Red Bucket - Arguments and Conflict

Narrowed idea: Laws were needed to stop growing arguments and conflict.

Blue Bucket - Unfairness

Narrowed idea: Laws were needed to protect fairness for everyone.

Green Bucket - Safety and Order

Narrowed idea: Laws were needed to create safety and order in the community.

FINAL THREE TOPIC SENTENCES

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

STUDENT SUPPORT - Another Way to Show What You Know

Read one reason and ask which bucket it belongs in. If two reasons sound almost the same, keep the stronger one.

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

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

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

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

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 at the top and bottom edges.

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:
Magnifying my thinking helps because ____.

Then write your own thinking.

Say your answer first or use this starter:
Magnifying my thinking helps 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.

Why We Need Laws

Passage 1 • Poem • High Stamina

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

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

Why We Need Laws - TRACKS Evidence Hunt

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

Symbol	Evidence Type	Exact Evidence	Why It Fits
(T)	T - Time	"Long ago"	It fits because _____
(R)	R - Reactions	"Voices grew loud"	It fits because _____
(A)	A - Actions	"Some took more food; people gathered"	It fits because _____
(C)	C - Character, Concept, Creature	"Communities"	It fits because _____
(K)	K - Key Knowledge	"laws to guide what people say and do; rights that all could share"	It fits because _____
(S)	S - Scenery / Setting	"across the town"	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 it supports.

Ready to Stretch? Take Your Thinking Further!

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

The Lunchroom Discoveries

Passage 2 • Drama • High Stamina • Part 1 of 3

AS YOU READ

Read the drama aloud. Notice the characters, the scene, and the stage directions (in brackets). Use the DOT HABIT and TAP the TRACKS to collect ways Pasteur's discovery protects people.

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

Characters:

NARRATOR

ALEX

JORDAN

MAYA

Scene 1: Lunchroom

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

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

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

[4] **JORDAN:** Really? What kind of problem?

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

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

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

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

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

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

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

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

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

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

The Lunchroom Discoveries - Continued

2

Passage 2 • Drama • High Stamina • Part 2 of 3

AS YOU CONTINUE READING

Keep marking clue-word evidence and exact TRACKS proof as the scene continues.

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

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

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

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

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

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

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

[21] **JORDAN:** That's pretty amazing.

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

[23] [Maya walks over carrying her lunch tray.]

[24] **MAYA:** What are you two talking about?

[25] **JORDAN:** Louis Pasteur.

[26] **MAYA:** Oh, I remember learning about him. He studied germs, right?

[27] **ALEX:** Yes. His research helped people understand that germs can make people sick.

[28] **MAYA:** My teacher said that many people did not believe that at first.

[29] **JORDAN:** Really?

[30] **MAYA:** Yes. Some people thought illnesses happened for completely different reasons.

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

[32] **NARRATOR:** Maya sits down and opens her lunch.

[33] **MAYA:** Scientists must have been excited when they learned more about germs.

The Lunchroom Discoveries - Continued

3

Passage 2 • Drama • High Stamina • Part 3 of 3

AS YOU CONTINUE READING

Keep marking clue-word evidence and exact TRACKS proof as the scene continues.

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

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

[35] **JORDAN:** It sounds like one discovery can lead to many others.

[36] **MAYA:** That's true. Scientists often build on what other people have learned.

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

[38] **JORDAN:** What other things do we use because of scientists?

[39] **MAYA:** Medicine is one example.

[40] **ALEX:** Vaccines too.

[41] **JORDAN:** I never realized how many things started with someone trying to solve a problem.

[42] **MAYA:** That's what makes discoveries important.

[43] **NARRATOR:** Alex takes another drink of milk.

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

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

[46] **ALEX:** Exactly. But people like Louis Pasteur helped make that possible.

[47] **MAYA:** It shows how one person's work can help lots of other people.

The Lunchroom Discoveries - TRACKS Evidence Hunt

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

Symbol	Evidence Type	Exact Evidence	Why It Fits
(T)	T - Time	"A long time ago"	It fits because _____
(R)	R - Reactions	"That's pretty amazing.; did not believe that at first."	It fits because _____
(A)	A - Actions	"opens a milk carton; Maya walks over"	It fits because _____
(C)	C - Character, Concept, Creature	"Louis Pasteur; MAYA"	It fits because _____
(K)	K - Key Knowledge	"heating liquids could kill harmful germs; Vaccines"	It fits because _____
(S)	S - Scenery / Setting	"school cafeteria"	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 it supports.

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

Imagine you are standing in a giant room full of ideas.

THE GIANT ROOM OF IDEAS

Ideas are everywhere. Some are loud. Some are tiny. Some are repeated. Some belong together. Some do not. Now imagine you are holding a giant magnifying glass. Your job is not to grab every idea and keep it. Your job is to notice, sort, narrow, and choose.

WRITERS GATHER FIRST

Writers do not just think of one reason and stop. Writers gather many reasons first. Then they magnify them. Today, we become idea collectors, idea sorters, and idea narrowers.

OUR CHANT

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

BEFORE WE READ

Preview the vocabulary, then DOT any unfamiliar words as you read "Why We Need Laws" and "The Lunchroom Discoveries" at high stamina.

STUDENT SUPPORT - Another Way to Show What You Know

Say the chant with a partner. You still name your own possible reasons.

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

Good writers do not just repeat the thesis (central idea) over and over.

THE HABIT IS CALLED THE MAGNIFYING PROCESS

How to Magnify a Reason or a Way: 1. Brainstorm many reasons. 2. Group like-minded reasons. 3. Narrow each group. 4. Choose the best three. 5. Turn them into topic sentences.

SAMPLE THESIS (CENTRAL IDEA)

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

TEACHER MODEL - BRAINSTORM

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

GROUPING

Red Bucket: Arguments and conflict. Blue Bucket: Unfairness. Green Bucket: Safety and order. Now my reasons are no longer floating everywhere - they are grouped, so my thinking is becoming organized.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the thesis (central idea) once and name one possible reason. Then explain why it is a big idea, not a single 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 2 - ATTEMPT: Build a Rules Flap

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

THE FOUR-FLAP FOLDABLE

Fold a foldable across two notebook pages with four flaps: Think About It (WHY), Sort It (Group Ideas), Shrink It (Big Idea), and Say It (Topic Sentence).

FLAP 1 - THINK ABOUT IT (WHY)

WHY do we need rules? Draw or write three simple ideas.

FLAP 2 - SORT IT (GROUP IDEAS)

Group arguing/yelling/fighting; unfairness/not sharing/taking turns; and safety/not getting hurt/following rules.

FLAP 3 - SHRINK IT (BIG IDEA)

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

Flap 4 - Say It (Topic Sentence)

One reason we need rules is because _____.

WRITE A COMPLETE TOPIC SENTENCE FOR EACH BIG IDEA

1.

2.

3.

TEACHER LISTEN-FORS

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

STUDENT SUPPORT - Another Way to Show What You Know

Say one topic sentence aloud with a partner before you write it.

Ready to Stretch? Take Your Thinking Further!

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

Flip the Flap - Why Rules Matter - How to Play

Sort each reason card into the bucket where it belongs.

THE GOAL

Take the law brainstorm, sort every reason card into the bucket where it belongs, then choose the strongest reason from each bucket to become a topic sentence.

HOW TO PLAY

1. Cut out the 15 reason cards and make a Practice Pocket from an envelope or scrap paper.
2. Play in pairs or small groups. Move your marker along the gameboard path toward Topic Sentence Tower as your group agrees on each card.
3. Read each card and decide: Conflict/Arguments, Fairness, or Safety/Order.
4. Place the card in the matching colored bucket, then flip it to self-check.
5. Choose the strongest card from each bucket and turn it into a topic sentence.

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

No scissors? Point to each card by its number instead of cutting. You still decide the bucket and explain your 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 - Flip the Flap Reason Cards - Conflict / Arguments

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

REASON CARD 1

“people argued over land”
Which bucket? Group me.

REASON CARD 2

“people argued over things”
Which bucket? Group me.

REASON CARD 3

“voices grew loud”
Which bucket? Group me.

REASON CARD 4

“small problems grew bigger”
Which bucket? Group me.

REASON CARD 5

“disagreements spread”
Which bucket? Group me.

Card Backs - Flip the Flap Reason Cards - Conflict / Arguments

Check the bucket only after your group commits.

CONFLICT / ARGUMENTS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 2

CONFLICT / ARGUMENTS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 1

CONFLICT / ARGUMENTS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 4

CONFLICT / ARGUMENTS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 3

CONFLICT / ARGUMENTS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 5

CUT PAGE - Flip the Flap Reason Cards - Fairness

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

REASON CARD 6

“some took more food”
Which bucket? Group me.

REASON CARD 7

“others had too little”
Which bucket? Group me.

REASON CARD 8

“strong voices won”
Which bucket? Group me.

REASON CARD 9

“quiet voices were ignored”
Which bucket? Group me.

REASON CARD 10

“fairness fell apart”
Which bucket? Group me.

Card Backs - Flip the Flap Reason Cards - Fairness

Check the bucket only after your group commits.

FAIRNESS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 7

FAIRNESS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 6

FAIRNESS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 9

FAIRNESS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 8

FAIRNESS

FLIP THE FLAP - WHY RULES MATTER
Reason Card 10

✂ CUT PAGE - Flip the Flap Reason Cards - Safety / Order

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

REASON CARD 11

“people needed guidance”
Which bucket? Group me.

REASON CARD 12

“communities needed safety”
Which bucket? Group me.

REASON CARD 13

“people wanted a fair way to live”
Which bucket? Group me.

REASON CARD 14

“rules could help everyone know what to do”
Which bucket? Group me.

REASON CARD 15

“laws could protect people”
Which bucket? Group me.

Card Backs - Flip the Flap Reason Cards - Safety / Order

Check the bucket only after your group commits.

SAFETY / ORDER

FLIP THE FLAP - WHY RULES MATTER

Reason Card 12

SAFETY / ORDER

FLIP THE FLAP - WHY RULES MATTER

Reason Card 11

SAFETY / ORDER

FLIP THE FLAP - WHY RULES MATTER

Reason Card 14

SAFETY / ORDER

FLIP THE FLAP - WHY RULES MATTER

Reason Card 13

SAFETY / ORDER

FLIP THE FLAP - WHY RULES MATTER

Reason Card 15

Flip the Flap - My Recording Sheet

Record your buckets, your keepers, and your three final topic sentences.

Bucket	Cards I Grouped Here	My Keeper
Conflict / Arguments		
Fairness		
Safety / Order		

MY THREE FINAL TOPIC SENTENCES

1.

2.

3.

STUDENT SUPPORT - Another Way to Show What You Know

Say each keeper aloud before recording.
Make sure your three topic sentences come from different buckets.

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

Talk about what happened to your thinking.

TALK IT THROUGH

Why is brainstorming many reasons helpful before choosing only three?

How did grouping your reasons help your thinking become clearer?

Why should your three final reasons come from separate groups?

How did the problem and conflict in the text help you think of strong reasons?

CONNECT TO THE ESSENTIAL QUESTION

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: Brainstorming helps because _____. Grouping helps because _____. Three distinct reasons 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.

Day 3 - USE: Magnify My Reasons (Laws)

Now you do the magnifying process on your own, in your interactive notebook.

SECTION 1 - THESIS (CENTRAL IDEA)

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

SECTION 2 - BRAINSTORM

Write as many reasons as possible.

SECTION 3 - GROUP MY REASONS

Conflict | Fairness | Safety/Order - sort your reasons into three labeled boxes.

SECTION 4 - MY FINAL 3 TOPIC SENTENCES

1.

2.

3.

STUDENT SUPPORT - Another Way to Show What You Know

Reread the poem to gather ideas. You decide which group each reason belongs in and which three to keep.

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: Magnify My Reasons (Pasteurized Milk)

Repeat the magnifying process for a new thesis (central idea).

THESIS (CENTRAL IDEA)

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

BRAINSTORM

Write as many reasons as possible about safety, preventing sickness, and continued protection.

GROUP AND NARROW

Name your groups, then narrow each to one big idea.

MY FINAL 3 TOPIC SENTENCES

1.

--

2.

--

3.

--

Day 4 - AWARD Yourself

You did not just write. You magnified your thinking.

CELEBRATE

You gathered many ideas instead of settling for one. You grouped your thoughts like a writer. You narrowed them with purpose. And then you built topic sentences that are ready to become body paragraphs.

RECOGNITION

- ☐ Reason Gatherer ☐ Bucket Boss
☐ Magnifying Master ☐ Topic Sentence Builder

Circle the step you did best: brainstorming, grouping, narrowing, or topic sentence writing.

MY AWARD

One idea I magnified well today was

STUDENT SUPPORT - Another Way to Show What You Know

Choose one topic sentence and point to proof before writing. Rehearse: I award this reason 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: Revise the Repeated Sentences

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

REVISE THIS REPEATED SET OF TOPIC SENTENCES

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

My revised set of three different topic sentences:

I STILL WANT TO STRENGTHEN...

One thing I did well as a writer today was...

Next time I want to get better at...

I still need help with...

One question I still have is...

One HABIT I will keep using is...

CURIOSITY QUESTIONS

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

Day 5 - EDUCATE and EXPLAIN to Others

Teaching helps your brain hold on to the HABIT.

TURN AND TEACH

Teach a partner: what the magnifying process is, why brainstorming comes first, how grouping helps, and how to create the final three topic sentences.

SENTENCE FRAMES

"First, I brainstorm many reasons because..."

"Next, I group like-minded ideas by..."

"Then, I narrow each group into..."

"Finally, I turn the best three ideas into..."

TEACHER LISTEN-FORS

- I use brainstorm, group, narrow, and topic sentence.
- I explain that the three final reasons should be different.
- I connect topic sentences back to the thesis (central idea).

USE THE ECR (TREES) CHART

With your partner, identify the evidence, explanation, and significance you could add to one topic sentence.

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 frames, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

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: _____

Verbally explain: _____

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain why magnifying keeps writers from settling for the first idea.

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Check the Learning

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

EXIT TICKET

Pasteurized milk is important for people's health because it removes harmful germs that can cause illness. Brainstorm at least six ideas, group them, and write three distinct topic sentences. Underline the topic sentence that most clearly connects to safety.

STUDENT SELF-CHECK

- I brainstormed enough ideas before narrowing.
- I grouped like-minded reasons correctly.
- I chose three reasons that are truly different.
- My topic sentences connect to my thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Say your exit-ticket answer aloud before you write it.

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 bucket-building page. Write what you are proud of and name one idea you magnified well.

TARGET

Choose one: brainstorming more ideas, grouping ideas into buckets, or narrowing to three truly different reasons. 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 brainstormed, grouped, and narrowed your ideas into three reasons.

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

Day 5 - Writing Opportunity: Plan and Draft

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

CONNECTION TO THIS MODULE

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

PLANNING SUPPORT

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

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud, then reread the poem before you begin brainstorming.

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.

MY THESIS (CENTRAL IDEA)

MY THREE TOPIC SENTENCES

EVIDENCE + EXPLANATION FOR EACH

SIGNIFICANCE - WHY DO LAWS MATTER?

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt and the Magnifying Process page. You still choose the groups and the keepers.

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

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

REASON CHECK

After each topic sentence, ask: Is it a big reason (not a detail), and is it different from the others?

[illegible]

Informational Draft - Page 2

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

REASON CHECK

After each topic sentence, ask: Is it a big reason (not a detail), and is it different from the others?

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

Revise, Edit, and Share

Improve one topic sentence, then check conventions.

REVISE

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

EDIT

☐ complete sentences ☐ capitalization ☐ punctuation ☐ subject-verb agreement ☐ correctly spelled grade-appropriate high-frequency words

SHARE

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

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis (central idea) and your three topic sentences to a partner. The feedback must name a specific reason or group.

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? - Magnify Across Texts

Synthesize ideas across both texts and write paired-passage topic sentences.

PAIRED THESIS (CENTRAL IDEA)

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

STUDENT TASK

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

POSSIBLE GROUPINGS

Protection	laws protect fairness; pasteurized milk protects health
Problem-Solving	laws solve conflict; pasteurization solves sickness caused by germs
Better Community Life	laws improve community safety; pasteurization improves daily health and safety

MY THREE PAIRED-PASSAGE TOPIC SENTENCES

1.

2.

3.

STUDENT SUPPORT - Another Way to Show What You Know

Look for the relationship between the texts, then let each group of ideas lead you to a stronger reason.

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE ESSENTIAL QUESTION - ANSWERED

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

I brainstorm many reasons, group like-minded ideas, narrow each group to a paragraph-sized big idea, and choose three different ideas to write as clear topic sentences. Each topic sentence can then be developed with evidence, explanation, and significance to build the body of an ECR.

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 many ideas into three strong reasons?

My Answer

I brainstorm a lot of reasons, group the ones that go together, narrow each group to one big idea, and choose three different ideas as my topic sentences - so each reason becomes its own focused paragraph.

STUDENT SUPPORT - Another Way to Show What You Know

Start by sorting: My three strongest reasons are ____, ____, and ____, and each one will be its own paragraph.

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 3



M O D U L E

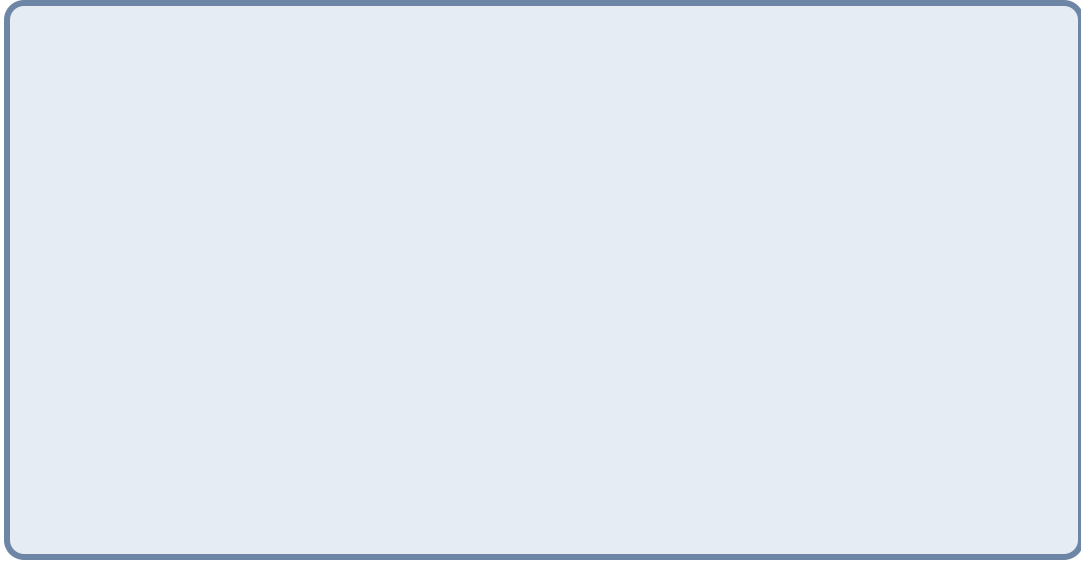


Matching Reasons, Evidence, and Explanation

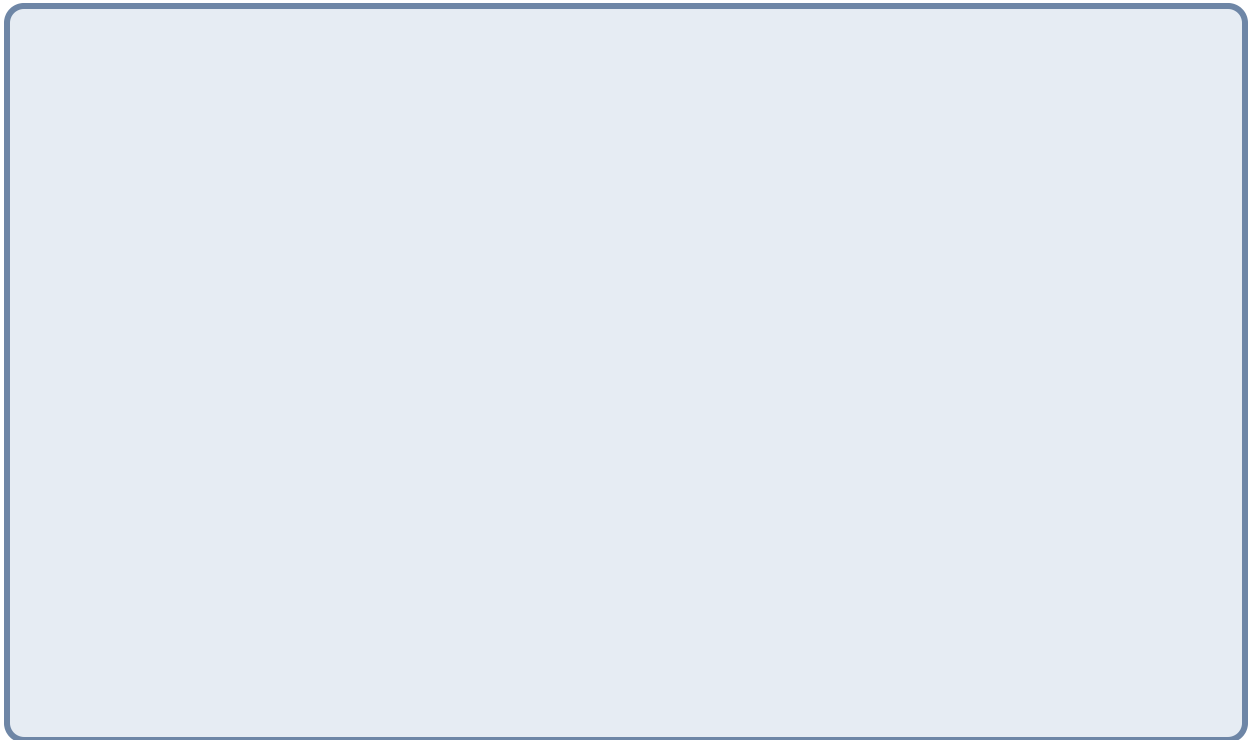
Putting the Response Together



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 proves the reason. Explanation shows what the evidence means.

WHY THIS MODULE MATTERS

A reason makes a claim. Evidence proves that claim. Explanation tells how the evidence proves it. This module matters because evidence has a job to do, and explanation gives it a voice - so you stop writing to fill space and start writing to prove your ideas.

Essential Question

How do I prove my reason with the right evidence?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 3.11A(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can plan my first draft by choosing my genre and using a HABIT that fits my topic, purpose, and audience.

TEKS 3.11C(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can revise my sentences so my ideas are clearer and sound better.

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 (thesis).

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: thesis, reasons, evidence, explanation, and significance.

TEKS 3.12B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can choose signal markers and precise explanations that make my text evidence meaningful.

TEKS 3.7(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.

INTERDISCIPLINARY CONNECTION

“Why We Need Laws” connects to Social Studies TEKS SS 3.2A (describe how individuals have contributed to the expansion of existing communities or to the creation of new communities). “The Lunchroom Discoveries” connects to Social Studies TEKS SS 3.13A (identify how individuals have contributed to the development of science and technology). These are background context, not scored writing standards.

The ELPS I Am Learning

Read the language goals that will help you show your thinking in this module.

ELPS: Listening, Speaking, Reading, and Writing

I can listen closely, speak clearly, read for evidence, and write to explain my thinking.

HOW I SAY THE STANDARD!

I use words, proof, and complete ideas to show what I know.

My Module 4 Learning Launchpad

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

I CAN

- match a reason to quoted evidence and explain what the evidence proves using CSI.
- use a signal marker to introduce an accurate quotation.
- explain what quoted evidence means and why it matters.

I WILL

- read closely, speak about my thinking, record my work, and explain how my choices build proof.
- test each quotation by asking whether it connects, supports, and lets me infer.
- write an explanation that adds meaning instead of repeating the quotation.

LEARNING DESTINATION

I will build a Reason + Evidence + Explanation set: choose a reason, match quoted evidence with a signal marker, test it with CSI, and write an explanation using definition, expert testimony, or story/anecdote.

MY LAUNCHPAD PROMISE

The CSI 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
Match a reason to direct quoted evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Introduce evidence with a signal marker	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use CSI to Connect, Support, and Infer	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain what the evidence proves	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 for this module:

Tier 1 Vocabulary

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

explain

Say it: ek-SPLAYN

What it means: to tell what something means

Try the frame: I _____ how the quote proves my idea.

fair

Say it: FAIR

What it means: treating people in an equal and right way

Try the frame: Laws can help people be _____.

food

Say it: FOOD

What it means: things people eat

Try the frame: Some people had too little _____.

loud

Say it: LOWD

What it means: making a strong sound

Try the frame: The voices grew _____.

match

Say it: MACH

What it means: to put things together because they fit

Try the frame: My quote and reason _____.

prove

Say it: PROOV

What it means: to show that something is true

Try the frame: Evidence can _____ my reason.

Tier 1 Vocabulary

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

quote

Say it: KWOHT

What it means: exact words from a text

Try the frame: I can use a _____ from the poem.

reason

Say it: REE-zun

What it means: why something is true or happened

Try the frame: My _____ is about fairness.

safe

Say it: SAYF

What it means: protected from danger or harm

Try the frame: Pasteurization helps keep people _____.

sick

Say it: SIK

What it means: not feeling well or healthy

Try the frame: Germs can make people _____.

story

Say it: STOR-ee

What it means: a telling of events

Try the frame: I can use a short _____ to explain.

voice

Say it: VOYS

What it means: a sound someone makes when speaking

Try the frame: Loud _____ can show conflict.

Tier 2 Vocabulary

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

anecdote

Say it: AN-ik-doh

What it means: a short personal story

Try the frame: I can use an _____ to make a connection.

argument

Say it: AR-gyoo-ment

What it means: a disagreement between people

Try the frame: The laws helped stop an _____.

conflict

Say it: KON-flikt

What it means: a problem or struggle

Try the frame: The poem's _____ involves arguments.

connect

Say it: kuh-NEKT

What it means: to fit with or relate to

Try the frame: My evidence must _____ to my reason.

evidence

Say it: EV-uh-dens

What it means: proof from the text that supports an idea

Try the frame: I choose _____ carefully.

expectation

Say it: ek-spek-TAY-shun

What it means: what people are supposed to do

Try the frame: Laws give people clear _____.

Tier 2 Vocabulary

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

explain

Say it: ek-SPLAYN

What it means: to tell the meaning of an idea

Try the frame: I can _____ what the quote means.

explanation

Say it: ek-spluh-NAY-shun

What it means: words that tell how evidence proves an idea

Try the frame: My _____ begins with “This.”

infer

Say it: in-FUR

What it means: to figure out something from clues

Try the frame: I can _____ what the quote proves.

proof

Say it: PROOF

What it means: information that shows an idea is true

Try the frame: My quote is _____.

reason

Say it: REE-zun

What it means: why something is true or happened

Try the frame: My _____ needs support.

testimony

Say it: TES-tuh-moh-nee

What it means: words that give support for an idea

Try the frame: An expert _____ can strengthen my explanation.

Tier 3 Vocabulary

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

communities

Say it: kuh-MYOO-nuh-teez

What it means: groups of people who live or work in the same place

Try the frame: Rules help _____ stay safe and fair.

community

Say it: kuh-MYOO-nuh-tee

What it means: a group of people living or working together

Try the frame: One _____ can benefit from a scientific discovery.

discovery

Say it: dih-SKUHV-uh-ree

What it means: something new that a person finds out

Try the frame: Louis Pasteur made an important _____.

fairness

Say it: FAIR-ness

What it means: treating people equally and rightly

Try the frame: The poem shows how _____ broke down.

germs

Say it: jermz

What it means: tiny living things that can make people sick

Try the frame: Heating milk kills harmful _____.

harmful

Say it: HARM-ful

What it means: able to cause hurt or danger

Try the frame: Germs left in milk can be _____.

Tier 3 Vocabulary

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

laws

Say it: lawz

What it means: rules made to keep people safe and treat people fairly

Try the frame: Communities create _____ to stay safe and fair.

liquids

Say it: LIK-widz

What it means: substances that flow, such as milk or water

Try the frame: Pasteur discovered how to make _____ safer.

pasteurized

Say it: PAS-chuh-rized

What it means: heated to kill harmful germs

Try the frame: Milk is _____ to keep it safe to drink.

playwright

Say it: PLAY-right

What it means: a person who writes a drama

Try the frame: The _____ wrote the drama we read.

poet

Say it: POH-it

What it means: a person who writes a poem

Try the frame: The _____ wrote about why laws matter.

resources

Say it: ree-SOR-siz

What it means: useful supplies, such as food, that people need

Try the frame: People shared _____ like food unfairly.

The DOT Reading Habit

A dot is a notice, not a stop sign.

WHILE YOU READ

Place a small dot above any word you are unsure about. A dot means: “I’m not sure about this word yet.”

WHY WE DOT

Strong readers keep moving and return to grow their word knowledge. You do not have to stop reading to fix every dot right away.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the dotted 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 your quotation and explain what it proves.

The ECR (TREES) Thinking Chart

TREES grows from a thesis to proof to deeper meaning.

TREES Part	What the Writer Does	Question to Ask
Thesis (Central Idea)	Clearly answers the prompt.	What is my central idea?
Reason	Tells why the thesis (central idea) is true.	What am I proving in this paragraph?
Evidence	Gives text proof with a signal marker.	Which quote fits my reason?
Explanation	Connects the proof to the reason.	What does this quote show or prove?
Significance	States why the idea matters.	Why should the reader care?

WHAT EVIDENCE AND EXPLANATION DO

Evidence proves the reason. Explanation tells the reader what the proof means and how it proves the reason - it does not repeat the quotation.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

CSI for Evidence

Connect it. Support it. Infer it.

Letter	Check	Writer's Question
C	Connect	Does this quote connect to my reason?
S	Support	Does this quote support my thinking clearly?
I	Infer	What can I explain from this quote?

SIGNAL MARKERS BEFORE EVIDENCE

The poet said... The text stated... The playwright said... The drama stated...

SIGNAL MARKERS BEFORE EXPLANATION

This means... This shows... This proves... This demonstrates...

STUDENT SUPPORT - Another Way to Show What You Know

Physically point to the quotation before you say what it proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Explanation: Three Ways to Explain

Explanation often begins with the word this.

Explanation Type	What It Does
Definition	Explains what an idea means.
Expert Testimony	Explains the broader importance or consequence.
Story / Anecdote	Links the evidence to a familiar experience.

ONE QUOTE, THREE EXPLANATIONS - MODEL

Definition: This means Pasteur's discovery is still useful in the present.

Expert Testimony: This shows that the discovery solved a problem in the past and continues to keep people safe now. This proves its importance lasts over time.

Story/Anecdote: This reminds me of how some inventions continue helping people long after they were first created.

REMEMBER

Explanation explores the evidence that had the job of proving the reason. It adds meaning; it does not simply repeat the quotation.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one explanation type. Say your explanation aloud starting with the word this.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Study a Complete Reason + Evidence + Explanation Set

See how CSI turns a quotation into proof.

REASON

One reason laws were needed was to stop arguments and prevent conflict from spreading.

EVIDENCE (with signal marker)

The poet said, “Voices grew loud like clashing, noisy rings.”

CSI CHECK

Connect: this reason is about arguments and conflict. Support: loud voices suggest arguing and tension. Infer: problems were growing.

EXPLANATION

This means the disagreements were becoming intense and hard to control.

CHECK THE CONNECTION

What does the quotation prove?

What does the explanation add that the quotation alone does not?

STUDENT SUPPORT - Another Way to Show What You Know

Read one part at a time. You still explain how the explanation connects to the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How do I match my reason with the right proof and explain what it shows?

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: I match my reason to proof by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Why We Need Laws

Poem • Very High Stamina

AS YOU READ

This is a poem. Notice how the lines are part of the meaning. Number the stanzas so you can return to exact evidence, mark lines that could prove a reason, and TAP the TRACKS.

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

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

Why We Need Laws - TRACKS Evidence Hunt

Study the exact words, then decide which reason each detail could prove. Verbally explain why each clue fits.

Symbol	Evidence Type	Exact Evidence	Which Reason It Could Prove
T	T - Time	"Long ago"	It could prove _____
R	R - Reactions	"Voices grew loud"	It could prove _____
A	A - Actions	"Some took more food; people gathered"	It could prove _____
C	C - Character, Concept, Creature	"Communities"	It could prove _____
K	K - Key Knowledge	"laws to guide what people say and do; rights that all could share"	It could prove _____
S	S - Scenery / Setting	"across the town"	It could prove _____

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 your quotation and explain what it proves.

The Lunchroom Discoveries - Characters

Meet the speakers before you read the drama.

CHARACTERS

- NARRATOR
- ALEX
- JORDAN

AS YOU READ

This is a drama. Follow each speaker. Mark quotations that directly prove a reason and give you something meaningful to explain.

The Lunchroom Discoveries

Drama • Very High Stamina

AS YOU READ

Follow each speaker. Number the lines so you can return to exact evidence, and TAP the TRACKS.

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

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

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

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

[4] **JORDAN:** Really? What kind of problem?

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

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

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

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

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

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

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

The Lunchroom Discoveries - TRACKS Evidence Hunt

Study the exact words, then decide which reason each detail could prove. Verbally explain why each clue fits.

Symbol	Evidence Type	Exact Evidence	Which Reason It Could Prove
T	T - Time	"A long time ago"	It could prove _____
R	R - Reactions	"the milk we're drinking is safer"	It could prove _____
A	A - Actions	"opens a milk carton; points to the milk carton"	It could prove _____
C	C - Character, Concept, Creature	"Louis Pasteur"	It could prove _____
K	K - Key Knowledge	"heating liquids could kill harmful germs"	It could prove _____
S	S - Scenery / Setting	"school cafeteria"	It could prove _____

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 your quotation and explain what it proves.

Day 1 - GATHER: Picture a Courtroom

The writer must bring in proof - and then explain why it matters.

THINK ABOUT IT

A writer with a strong reason cannot just point at it and hope everyone believes it. The writer must bring in proof, and then explain why that proof matters.

CLASS CHANT

Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!

REMEMBER FROM LAST MODULE

A reason sentence makes a claim. Evidence proves that claim. Explanation shows how the evidence proves it.

OUR HABIT TODAY

Choose evidence that fits the reason, and explain how it proves the reason.

STUDENT SUPPORT - Another Way to Show What You Know

Say the chant with a partner, then tell what each part of Reason + Evidence + Explanation does.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Day 1 - REVEAL: A Reason + Quoted Evidence + Explanation

Study the teacher model from the poem and the drama.

MODEL - THE POEM

Reason: One reason laws were needed was to stop arguments and prevent conflict from spreading. CSI: Does the quote connect to arguments and conflict? Does it support the reason? Can I infer something important from it? Evidence: The poet said, “Voices grew loud like clashing, noisy rings.” Explanation: This means the disagreements were becoming intense and hard to control.

MODEL - THE DRAMA

Reason: One reason pasteurized milk is important is that it helps protect people from sickness. Evidence: The playwright said, “A long time ago, people got sick because germs in milk and food weren’t destroyed.” Explanation: This means harmful germs in milk could cause illness when they were not removed.

CHECK

Point to the reason, the evidence, and the explanation in each model.

STUDENT SUPPORT - Another Way to Show What You Know

Read each model aloud with a partner. Then complete: This shows ____ because ____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

CSI Match-Up Mission

Reason Road → Evidence Lane → Explanation Bridge → Proof Palace

HOW TO PLAY

1. All players place their game marker at Reason Road.
2. Each group draws a theme card - this is what they will build.
3. A player spins.
4. The player draws from the matching deck or completes the matching action.
5. The group works together to find matching cards.
6. When a group has a three-part match correct, they say “CSI Check!” and explain why the cards go together. If correct, move forward 3 spaces.
7. If the group cannot explain why the cards go together, stay in place and try again next turn.
8. The first group to reach Proof Palace wins.

ASK YOURSELF

Does it connect? Does it support? What can I infer? You are not just matching by guesswork - you are using CSI.

NO-CUT PATHWAY

You do not have to cut. Use the card codes (R1, E1, X1...) and record your matches on the recording page. Complete the same CSI test and explanation.

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason first, then compare two evidence cards before choosing. You still defend the match.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

✂ CUT PAGE - CSI Match-Up Mission Reason Cards 1

Cut only on the dashed lines.

R1 — REASON CARD

One reason laws were needed was to stop arguments and prevent conflict from spreading.

R2 — REASON CARD

To begin, one reason laws were needed was to protect fairness for everyone.

R3 — REASON CARD

Another reason laws were needed was to create safety and order in the community.

R4 — REASON CARD

One reason pasteurized milk is important is that it helps protect people from sickness.

Self-Check Backs - CSI Match-Up Mission Reason Cards 1

Check only after committing.

R2

CSI MATCH-UP MISSION
REASON CARD

R1

CSI MATCH-UP MISSION
REASON CARD

R4

CSI MATCH-UP MISSION
REASON CARD

R3

CSI MATCH-UP MISSION
REASON CARD

✂ CUT PAGE - CSI Match-Up Mission Reason Cards 2

Cut only on the dashed lines.

R5 — REASON CARD

To begin, one reason Pasteur's discovery was important is that it helped solve a serious problem.

R6 — REASON CARD

Another reason pasteurized milk is important is that it still helps protect people every day.

Self-Check Backs - CSI Match-Up Mission Reason Cards 2

Check only after committing.

R6

**CSI MATCH-UP MISSION
REASON CARD**

R5

**CSI MATCH-UP MISSION
REASON CARD**

✂ CUT PAGE - CSI Match-Up Mission Evidence Cards 1

Cut only on the dashed lines.

E1 — EVIDENCE CARD

The poet said, “Voices grew loud like clashing, noisy rings.”

E2 — EVIDENCE CARD

The text stated, “Some took more food while others had too little.”

E3 — EVIDENCE CARD

The poet said, “With laws to guide what people say and do, / Communities could grow more safe and true.”

E4 — EVIDENCE CARD

The playwright said, “A long time ago, people got sick because germs in milk and food weren’t destroyed.”

Self-Check Backs - CSI Match-Up Mission Evidence Cards 1

Check only after committing.

E2

CSI MATCH-UP MISSION
EVIDENCE CARD

E1

CSI MATCH-UP MISSION
EVIDENCE CARD

E4

CSI MATCH-UP MISSION
EVIDENCE CARD

E3

CSI MATCH-UP MISSION
EVIDENCE CARD

✂ CUT PAGE - CSI Match-Up Mission Evidence Cards 2

Cut only on the dashed lines.

E5 — EVIDENCE CARD

The drama stated, “Pasteur figured out that heating liquids could kill harmful germs.”

E6 — EVIDENCE CARD

The text stated, “The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

Self-Check Backs - CSI Match-Up Mission Evidence Cards 2

Check only after committing.

E6

**CSI MATCH-UP MISSION
EVIDENCE CARD**

E5

**CSI MATCH-UP MISSION
EVIDENCE CARD**

CUT PAGE - CSI Match-Up Mission Explanation Cards 1

Cut only on the dashed lines.

X1 — EXPLANATION CARD

This means the conflict was becoming loud, intense, and difficult to control.

X2 — EXPLANATION CARD

This shows that some people had more than enough while others did not have what they needed. This proves fairness had broken down.

X3 — EXPLANATION CARD

This means laws helped guide behavior and make the community safer.

X4 — EXPLANATION CARD

This means harmful germs were causing illness.

Self-Check Backs - CSI Match-Up Mission Explanation Cards 1

Check only after committing.

X2

**CSI MATCH-UP MISSION
EXPLANATION CARD**

X1

**CSI MATCH-UP MISSION
EXPLANATION CARD**

X4

**CSI MATCH-UP MISSION
EXPLANATION CARD**

X3

**CSI MATCH-UP MISSION
EXPLANATION CARD**

CUT PAGE - CSI Match-Up Mission Explanation Cards 2

Cut only on the dashed lines.

X5 — EXPLANATION CARD

This means Pasteur found a way to remove the harmful germs from liquids.

X6 — EXPLANATION CARD

This means Pasteur's discovery continues to keep people safe in the present.

Self-Check Backs - CSI Match-Up Mission Explanation Cards 2

Check only after committing.

X6

**CSI MATCH-UP MISSION
EXPLANATION CARD**

X5

**CSI MATCH-UP MISSION
EXPLANATION CARD**

CSI Match-Up Mission - Recording

Record three strong sets. Highlight the signal marker; circle the word this.

SET 1

Reason card: ____ Evidence card: ____ Explanation card: ____

My CSI defense (Connect / Support / Infer):

SET 2

Reason card: ____ Evidence card: ____ Explanation card: ____

My CSI defense (Connect / Support / Infer):

SET 3

Reason card: ____ Evidence card: ____ Explanation card: ____

My CSI defense (Connect / Support / Infer):

ANSWER KEY

Correct three-part matches are conflict with loud voices, fairness with unequal food, safety and order with safe and true, sickness protection with people got sick, discovery as solution with heating liquids, and ongoing importance with still helps protect people every day.

Set 1: R1 + E1 + X1

Set 2: R2 + E2 + X2

Set 3: R3 + E3 + X3

Set 4: R4 + E4 + X4

Set 5: R5 + E5 + X5

Set 6: R6 + E6 + X6

Reason + Evidence + Explanation Notebook

Make three columns and record three strong matches.

Reason	Evidence (signal marker + quote)	Explanation (begins with this)

REMEMBER

Highlight the signal marker in the evidence. Circle the word *this* in the explanation.

Day 3 - DISCUSS the Match

Talk about what made a match strong.

How do you know if evidence really matches a reason?

Why is it important to quote the text directly?

What job does the signal marker do?

Why is explanation needed after evidence? How does the word This help start an explanation?

POSSIBLE STUDENT RESPONSES

“The evidence has to be about the same idea as the reason.” “Quoting directly gives proof from the text.” “The signal marker lets the reader know evidence is coming.” “The explanation tells what the quote means.”

STUDENT SUPPORT - Another Way to Show What You Know

Use: This quotation matches _____. It is strong because _____. My explanation adds _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Independent Practice 1 - Poem

Find the quote in the poem, write it with a signal marker, then explain.

GIVEN REASON

One reason laws were needed was to protect fairness for everyone.

MY EVIDENCE (with signal marker)

MY EXPLANATION (begin with This)

ANSWER KEY

Evidence: The poet said, “Some took more food while others had too little.” Explanation: This shows that fairness had broken down because some people had more than they needed while others were left without enough.

STUDENT SUPPORT - Another Way to Show What You Know

Find the quote, underline your signal marker, and box the quotation before you explain it.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Independent Practice 2 - Drama

Find the quote in the drama, write it with a signal marker, then explain.

GIVEN REASON

One reason pasteurized milk is important is that it helps protect people from sickness.

MY EVIDENCE (with signal marker)

MY EXPLANATION (begin with This)

ANSWER KEY

Evidence: The playwright said, “A long time ago, people got sick because germs in milk and food weren’t destroyed.” Explanation: This proves milk could be dangerous when harmful germs were left in it.

CHECK

Can I use a quote that sounds interesting even if it does not match my reason?

Underline your signal marker, box your quotation, and star the words that explain how the quotation proves the reason.

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason aloud before you search.
You still choose and explain the quotation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Full Reason + Evidence + Explanation

Draft - Page 1

Choose a reason and prove it with quoted evidence and explanation.

DRAFTING FOCUS

Reason → signal marker + quoted evidence → explanation that shows what the proof means. Use CSI.

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.

Full Reason + Evidence + Explanation

Draft - Page 2

Continue only if you need more space.

CONNECTION CHECK

Does my evidence match the reason, and does my explanation say what the quotation proves?

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.

Day 4 - AWARD Your Evidence + Explanation

You did more than find quotes - you selected proof with purpose.

CHOOSE A TITLE

- Evidence Finder
- Quote Collector
- CSI Checker
- Explanation Expert
- Proof Builder

CLASS CHANT

Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!

MY AWARD

Underline the explanation you are most proud of and circle the explanation type you used best: definition, expert testimony, or story.

STUDENT SUPPORT - Another Way to Show What You Know

Underline your strongest explanation and tell a partner why it is strong.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Step

Revise a weak explanation, then set your own target.

REVISE THIS WEAK EXPLANATION

This is about fairness.

MY REVISION

POSSIBLE REVISION

This shows that fairness had broken down because some people took more food than they needed while others were left without enough.

One thing I did well today was...

My strongest explanation was...

Next time I want to get better at...

STUDENT SUPPORT - Another Way to Show What You Know

Reread the weak explanation aloud. You still decide the revised words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Day 5 - EDUCATE: Teach a Partner

When you teach it, you remember it better.

TEACH YOUR PARTNER

1. What a reason sentence is.
2. How to choose evidence with CSI.
3. How to use a signal marker.
4. How to explain the quote using one of the three explanation types.

SENTENCE FRAMES

“First, I choose evidence that matches because...” “I know this quote fits my reason because...” “I introduce the quote by saying...” “Then I explain it by starting with ‘This...’” “My explanation proves the reason because...”

TEACHER LISTEN-FORS

Uses the words connect, support, infer. Mentions the signal markers. Explains the job of explanation. Connects evidence back to the reason.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Use the frame, but teach in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Day 5 - Exit Ticket

One signal marker, one matching quotation, one explanation.

REASON

One reason pasteurized milk is important is that it helps protect people from sickness.

MY SIGNAL MARKER + QUOTATION

MY EXPLANATION (begin with This)

ANSWER KEY

The playwright said, “A long time ago, people got sick because germs in milk and food weren’t destroyed.” This proves milk could be dangerous when harmful germs were left in it. Accept accurate matching evidence and an explanation that makes the evidence-to-reason connection clear.

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: _____

Verbally explain: _____

Ready to Stretch? Take Your Thinking Further!

Without the frame, explain why a reason needs both strong evidence and a clear explanation.

MY THINKING NOW

Answer the module question again.

How do I match my reason with the right proof and explain what it shows?

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 CSI match. Write what you are proud of and explain why that evidence proves your reason.

TARGET

Choose one: finding a stronger quotation, writing a clearer explanation, or using a signal marker correctly. 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 It	I've Got It!
Identify a reason in an ECR	☐	☐	☐
Find evidence that connects to my reason	☐	☐	☐
Use CSI to check my evidence	☐	☐	☐
Use a signal marker before a quotation	☐	☐	☐
Explain how my evidence proves my reason	☐	☐	☐
Revise an explanation to make it clear	☐	☐	☐

Day 5 - Writing Opportunity - Build Proof

Explain WHY laws were needed in “Why We Need Laws.”

PLANNING SUPPORT

1. Write a thesis (central idea) that answers the prompt.
2. Choose one reason that supports the thesis.
3. Use CSI to select a quotation that connects to and supports the reason.
4. Add a signal marker before the quotation.
5. Explain what the quotation means and how it proves the reason.
6. State why the idea matters.

SUCCESS CRITERIA

My reason supports my thesis. My evidence connects to and supports my reason. I use a signal marker before my quotation. My explanation tells how the quotation proves my reason. I state why the idea matters.

STUDENT SUPPORT - Another Way to Show What You Know

Read your plan aloud. You still choose the words that make it yours.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Additional Reason + Evidence + Explanation Draft - Page 1

Start with your thesis, then add a reason, evidence with a signal marker, an explanation, and significance.

DRAFTING FOCUS

Thesis → reason → signal marker + quoted evidence → explanation → significance.

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

Additional Reason + Evidence + Explanation Draft - Page 2

Start with your thesis, then add a reason, evidence with a signal marker, an explanation, and significance.

DRAFTING FOCUS

Thesis → reason → signal marker + quoted evidence → explanation → significance.

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 at the top and bottom edges. There is no handwriting or other markings on the page.

Revise, Edit, and Share

Improve the explanation, check conventions, then explain one choice.

REVISE

Read your response aloud. Improve one explanation sentence so it clearly shows how the evidence proves the reason.

EDIT

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

SHARE

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

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason, evidence, and explanation aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

READY TO STRETCH? - One Reason, Many Ways to Explain

Take one reason and one quote and explain it three different ways.

REASON

Another reason pasteurized milk is important is that it still helps protect people every day.

EVIDENCE

The text stated, “The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

WRITE A DEFINITION EXPLANATION

WRITE AN EXPERT TESTIMONY EXPLANATION

WRITE A STORY / ANECDOTE EXPLANATION

DEFEND

Decide which explanation is strongest and explain why.

Study Three ECR Exemplars

Notice how a match moves from a bare claim to strong proof and explanation.

PROMPT

Explain WHY laws were needed in “Why We Need Laws.”

LOW

“Laws were needed.”

What Needs Improvement: state a reason, add a matching quotation, and explain what it proves.

MEDIUM

“Laws were needed because people were not fair. The poet said, ‘Some took more food while others had too little.’”

What Needs Improvement: add a “This...” sentence that tells how unequal food proves fairness had broken down.

HIGH

“One reason laws were needed was to protect fairness for everyone. The poet said, ‘Some took more food while others had too little.’ This shows that fairness had broken down because some people had more than they needed while others were left without enough.”

What Is Working: the reason, evidence, and explanation all match and the explanation makes the connection visible.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the signal marker, the evidence, and the explanation in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

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 name a clear reason, use CSI to choose evidence that connects to and supports that reason, introduce the quotation with a signal marker, and explain what the evidence means and how it proves the reason. These matched parts make my ECR complete, convincing, and clear.

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 my reason with the right evidence?

My Answer

I use CSI - I connect evidence to my reason, support it with proof from the text, and infer what it shows - then I introduce the quote with a signal marker and explain how it proves my reason.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the reason: My reason is ____, my proof is ____, and 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.