

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 4

Crafting Strong Introductions and Significance



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 3 Cluster 4

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Grade 3 Cluster 4

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 4, where you learn to write the fourth sentence of a body paragraph - the significance sentence. This week you meet MICE, our tool for building a bigger idea: My Inference = Connections I have + Evidence I have found.

You already know how to write a thesis (central idea), a reason, evidence, and an explanation. In Module 1 you add the last piece - significance - by combining evidence from the text with a connection you already have, so your idea goes beyond the text and helps other people, not just you. You will read "The Invention of Electricity" and "The Founding Fathers" and think about the solution, reaction, and resolution in each one.

Remember our reminder: **A significance sentence does not repeat the evidence - it stretches outward.** It uses a signal phrase, grows out of your reason and evidence, and connects the learning to others.

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 (cut pages along the dashed lines)
- STUDENT SUPPORT = another way, same rigor
- READY TO STRETCH? = visible next move
- Tiny Tracks = pause, name thinking level, point to proof.

The Five Thinking Levels

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

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

BUILDING A SIGNIFICANCE SENTENCE HIGHER

Level 1 names the reason, evidence, or explanation. Level 2 connects the evidence to the reason but stops before reflecting. Level 3 explains what the evidence proves. Level 4 combines evidence with a connection to reach an inference. Level 5 connects the inference to a lesson others can carry with them. Grow a significance sentence up one level by stretching it outward, 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 solution, reaction, and resolution.

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	characters' or people's names, animals, or major concepts
	Pastel Orange	K - Key Knowledge	important information necessary to meaning not in another 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. A marked detail becomes evidence for your significance sentence only when it connects to your reason and explanation.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 4



M O D U L E

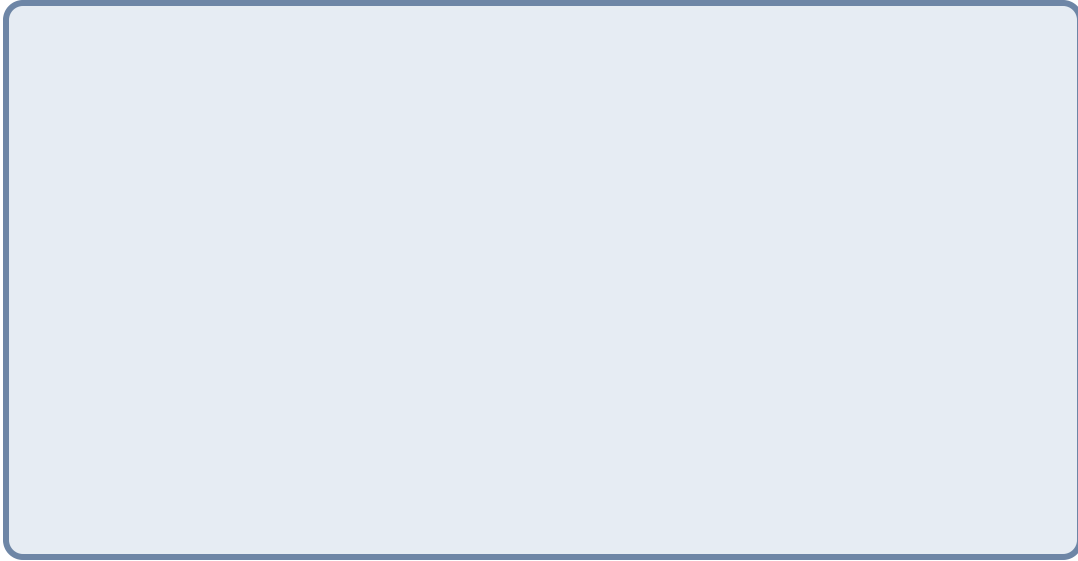


Significant Inferencing with MICE

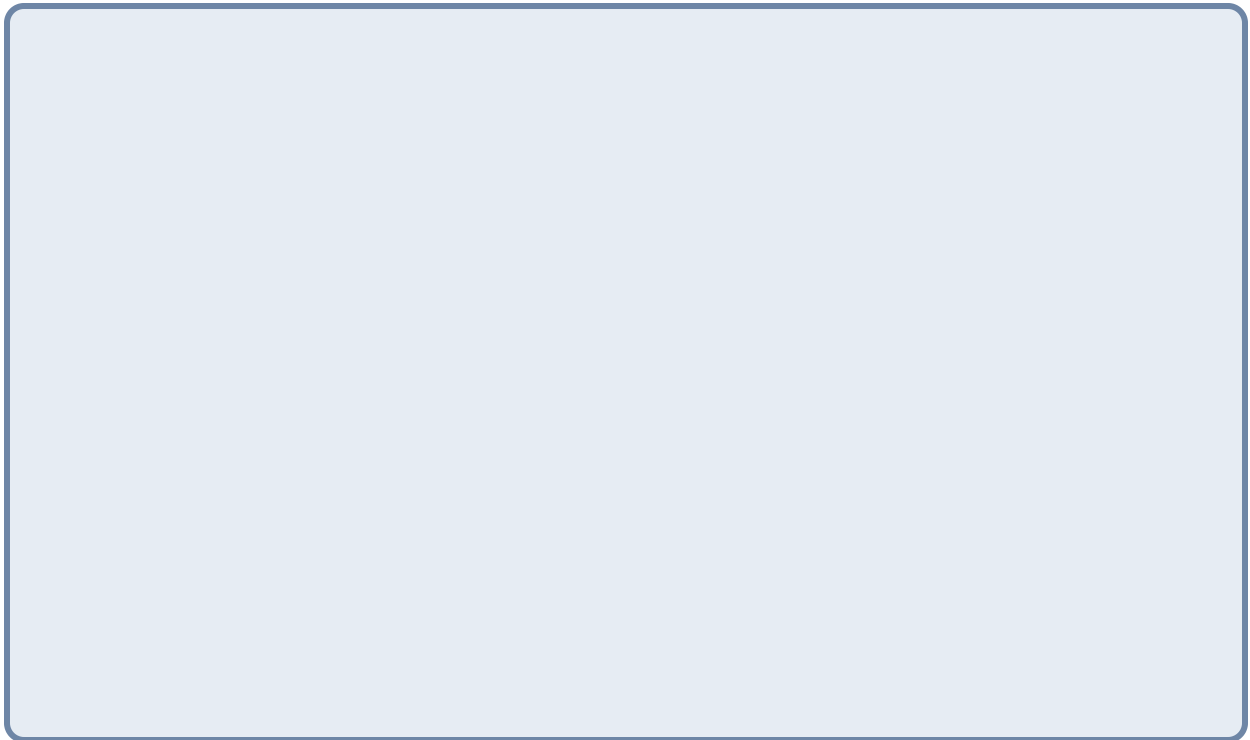
Building the Significance Sentence



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 significance sentence turns a correct paragraph into a meaningful one.

WHY THIS MODULE MATTERS

The significance sentence is the fourth sentence of a body paragraph, and it is where writers often earn higher scores because they are reflecting at a deeper level. It goes beyond the text to a bigger idea - a lesson learned, a moral, a theme, a takeaway, or how others can benefit. This module teaches MICE, the tool that helps you combine what the text shows with what you already know to reach that bigger idea.

Essential Question

How do I show why my evidence matters beyond the story?

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 and how a student can say the same standard.

TEKS 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 my thesis (central idea) clearly when I tell about a topic.

TEKS 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 - reason, evidence, explanation, and significance.

TEKS 12B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use craft, like a signal phrase, to make my significance sentence work well.

The Standards I Am Learning - Part 2

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

TEKS 11B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop my paragraph with relevant details that build an engaging idea.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E), 2(E), 3(E), and 4(C)

I can listen, speak, read, and write about the ideas in this module.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

- gather my reason, evidence, and explanation first.
- ask what connection I already have that fits the evidence.
- stack the layers of MICE to reach a bigger idea.
- check that my significance sentence reaches beyond me to help others.

LEARNING DESTINATION

I will write a significance sentence - the fourth sentence of a body paragraph - that uses a signal phrase, grows out of my reason and evidence, goes beyond the text, and connects the learning to others.

MY LAUNCHPAD PROMISE

The signal phrase I want to try first is _____ because

My Module 1 Learning Dashboard

Return during the week. Point to real proof in this workbook.

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

Circle where you think your learning is right now on Monday, Wednesday, and Friday.

Skill	Monday	Wednesday	Friday
Say what MICE stands for	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell explanation apart from significance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use a signal phrase	a lot / a little / new	a lot / a little / new	a lot / a little / new
Combine evidence with a connection	a lot / a little / new	a lot / a little / new	a lot / a little / new
Connect the learning to others	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 everyone the same way.

Try the frame: The Founding Fathers wanted ____ laws.

help

Say it: HELP

What it means: To make something easier for someone.

Try the frame: A strong solution can ____ many people.

idea

Say it: eye-DEE-uh

What it means: A thought or plan in your mind.

Try the frame: One ____ can improve life for others.

leader

Say it: LEE-der

What it means: A person who guides others.

Try the frame: The Founding Fathers were ____ who acted.

people

Say it: PEE-puhl

What it means: Human beings; a group of persons.

Try the frame: Good solutions help many ____.

Tier 1 Vocabulary - Everyday Words

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

problem

Say it: PROB-luhm

What it means: Something that needs to be solved or fixed.

Try the frame: Franklin saw a _____ he wanted to solve.

protect

Say it: pruh-TEKT

What it means: To keep safe from harm.

Try the frame: Fair laws _____ people's freedoms.

rights

Say it: RYTS

What it means: Things people are free to do or have.

Try the frame: Laws can protect people's _____.

safe

Say it: SAYF

What it means: Free from harm or danger.

Try the frame: The lightning rod kept buildings _____.

solve

Say it: SOLV

What it means: To find an answer to a problem.

Try the frame: A good idea can _____ a real problem.

Tier 2 Vocabulary - Academic Words

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

evidence

Say it: EV-uh-duhns

What it means: Proof quoted from the text.

Try the frame: My _____ comes from the passage.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: Words that tell how the evidence proves the reason.

Try the frame: My _____ begins with 'This.'

inference

Say it: IN-fer-uhns

What it means: A conclusion drawn from clues, not stated directly.

Try the frame: I make an _____ by combining clues.

moral

Say it: MOR-uhl

What it means: The lesson a story or event teaches.

Try the frame: The _____ can guide how we act.

reaction

Say it: ree-AK-shuhn

What it means: How someone responds to a problem.

Try the frame: Their _____ was to build something better.

Tier 2 Vocabulary - Academic Words

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

reason

Say it: REE-zuhn

What it means: One idea that supports the thesis (central idea).

Try the frame: Each body paragraph starts with a _____.

reflect

Say it: rih-FLEKT

What it means: To think deeply about meaning.

Try the frame: I _____ on what the text teaches.

resolution

Say it: rez-uh-LOO-shuhn

What it means: How a problem is finally worked out.

Try the frame: The _____ shows how things ended.

signal phrase

Say it: SIG-nuhl frayz

What it means: Words that introduce a quote or idea.

Try the frame: A _____ like 'Ultimately,' starts significance.

significance

Say it: sig-NIF-ih-kuhns

What it means: The bigger idea beyond the text.

Try the frame: The _____ sentence tells why it matters.

Tier 2 Vocabulary - Academic Words

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

solution

Say it: suh-LOO-shuhn

What it means: A way a problem is fixed.

Try the frame: The lightning rod was a _____.

subordinating conjunction

Say it: suh-BOR-din-ay-ting kuhn-JUHNK-shuhn

What it means: A word like because or since that joins ideas.

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

takeaway

Say it: TAYK-uh-way

What it means: The lasting idea you carry away.

Try the frame: One _____ is that ideas help others.

theme

Say it: THEEM

What it means: The big idea or message.

Try the frame: Significance can sound like a _____.

thesis

Say it: THEE-sis

What it means: The main answer to the prompt.

Try the frame: My _____ answers the prompt.

Tier 3 Vocabulary - Passage Words

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

British rule

Say it: BRIT-ish rool

What it means: Control of the colonies by Britain.

Try the frame: People felt _____ was unfair.

colonies

Say it: KOL-uh-neeZ

What it means: Early American settlements ruled by Britain.

Try the frame: The _____ were under British rule.

conduct

Say it: kun-DUKT

What it means: To carry or let something (like electricity) pass through.

Try the frame: Metal can _____ electricity.

Constitution

Say it: kon-stih-TOO-shun

What it means: The plan for how the government works.

Try the frame: The _____ explained the new government.

Declaration of Independence

Say it: dek-luh-RAY-shun uv in-dih-PEN-dunss

What it means: The document declaring the colonies free.

Try the frame: They signed the _____.

electricity

Say it: ih-lek-TRIS-ih-tee

What it means: A form of energy that can power things or appear as lightning.

Try the frame: Franklin studied _____.

Tier 3 Vocabulary - Passage Words

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

experiments

Say it: ik-SPER-uh-ments

What it means: Tests done to learn something new.

Try the frame: Franklin did _____ with electricity.

government

Say it: GUV-ern-munt

What it means: The group that makes and runs the laws.

Try the frame: They built a fair _____.

invention

Say it: in-VEN-shun

What it means: A new thing someone makes for the first time.

Try the frame: The lightning rod was an _____.

liberty

Say it: LIB-er-tee

What it means: Freedom.

Try the frame: They fought for _____.

lightning rod

Say it: LYT-ning rod

What it means: A metal rod that protects buildings from lightning.

Try the frame: The _____ kept buildings safe.

pursuit of happiness

Say it: per-SOOT uv HAP-ee-ness

What it means: The freedom to seek a good life.

Try the frame: Rights include the _____.

Meet MICE

My Inference = Connections I have + Evidence I have found. This module builds the significance sentence.

M - MY

›

I - INFERENCE

›

C - CONNECTIONS

›

E - EVIDENCE

MICE - THE WHOLE TOOL

Part	Name	What It Does
M	My	The inference belongs to you - your own combined thinking.
I	Inference	A conclusion you draw from clues, not stated directly in the text.
=	=	My Inference equals Connections plus Evidence, combined.
C	Connections I have	What you already know or have experienced that fits the evidence.
+	+	Combine the connection with the evidence.
E	Evidence I have found	Proof from the text you already quoted and explained.

Stack Evidence I Found + Connection I Have, and the result is My Inference - the significance sentence.

WHERE MICE LIVES

A body paragraph has four sentences: Reason, Evidence, Explanation, and Significance. MICE is the tool that builds the fourth sentence - the significance sentence - by combining your evidence with your own connection.

REMEMBER

Significance does not repeat the evidence or the explanation. It stretches outward to a bigger idea - a lesson learned, a moral, a theme, or a takeaway - and it connects that idea to other people, not just you.

Reading the ECR Parts

A body paragraph has four sentences before significance. Know each job.

THESIS vs. REASON vs. EVIDENCE vs. EXPLANATION vs. SIGNIFICANCE

Thesis (Central Idea)	the main answer to the prompt.
Reason	one idea that supports the thesis.
Evidence	proof quoted from the text.
Explanation	tells how the evidence proves the reason.
Significance	the bigger idea beyond the text.

THE SIGNAL-PHRASE LIST

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

THE SIGNIFICANCE TEST

Does it use a signal phrase? Does it grow out of the reason and evidence? Does it go beyond the text? Does it connect to others, not just me?

ORAL REHEARSAL FRAME

My evidence is _____. My connection is _____. Ultimately, _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Signal-Phrase List and the Significance Test as you check a sentence. You still decide what connection and inference fit.

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading HABIT

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning from context, a resource, or discussion.
T - Drop	Go back and erase the dot once I can explain the word.

WORDS TO REMEMBER

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

AS YOU READ

Apply the HABIT to MICE vocabulary and to words in both passages so you can build an accurate significance sentence.

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to 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 approximately 20 lines visible. The paper has rounded corners on the left side and straight edges on the right and bottom. There is no handwriting or other markings on the page.

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A writer can use MICE by ___ 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.

The Invention of Electricity

Passage 1 • Informational

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the solution, reaction, and resolution. Ask: What connection do I already have that fits this evidence?

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

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

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

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

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

The Invention of Electricity - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"born in 1706"	It fits because _____
T • Time	"During Franklin's time"	It fits because _____
T • Time	"Many buildings began adding lightning rods to their rooftops"	It fits because _____
R ■ Reactions	"Franklin believed that learning and experimenting could help improve people's lives"	It fits because _____
R ■ Reactions	"helped make communities safer"	It fits because _____
A ▲ Actions	"Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground"	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 connection.

Ready to Stretch? Take Your Thinking Further!

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

The Invention of Electricity - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
A ▲ Actions	"He invented the lightning rod"	It fits because _____
A ▲ Actions	"helped protect homes, barns, and churches"	It fits because _____
C ★ Character, Concept, Creature	"Benjamin Franklin; an inventor, writer, and leader"	It fits because _____
K ♦ Key Knowledge	"lightning strikes often caused serious damage to buildings"	It fits because _____
K ♦ Key Knowledge	"a metal rod placed on top of a building that connects to a wire running into the ground"	It fits because _____
S ▼ Scenery / Setting	"in Boston; houses or churches"	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 connection.

Ready to Stretch? Take Your Thinking Further!

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

The Founding Fathers

Passage 2 • Informational

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the solution, reaction, and resolution. Ask: What connection do I already have that fits this evidence?

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

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

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

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

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

The Founding Fathers - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"During the late 1700s"	It fits because _____
T • Time	"In 1776"	It fits because _____
T • Time	"still important in American government today"	It fits because _____
R ■ Reactions	"They believed the American colonies should be free from British rule"	It fits because _____
R ■ Reactions	"They wanted to create laws that were fair"	It fits because _____
A ▲ Actions	"worked together to help solve this problem"	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 connection.

Ready to Stretch? Take Your Thinking Further!

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

The Founding Fathers - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
A ▲ Actions	"The Founding Fathers met together to write the Constitution"	It fits because _____
A ▲ Actions	"protect the freedoms of the people"	It fits because _____
C ★ Character, Concept, Creature	"The Founding Fathers; George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison"	It fits because _____
K ♦ Key Knowledge	"all people have certain rights, such as life, liberty, and the pursuit of happiness"	It fits because _____
K ♦ Key Knowledge	"explained how the government of the United States would work"	It fits because _____
S ▼ Scenery / Setting	"the American colonies; the new country"	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 connection.

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

The Cheese Slices hook. Stack your hands like layers of thinking.

THE CHEESE STACK

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

REVIEW: THE FIRST THREE SENTENCES

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

FRESH RECALL

With notes covered, explain the job of a reason, evidence, and explanation sentence in 20 seconds.

STUDENT SUPPORT - Another Way to Show What You Know

If recalling is difficult, sort sentence-strip cards (Reason, Evidence, Explanation) with a partner, then say the job aloud.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Reveal the new learning: the significance sentence, built with MICE.

SAY IT WITH ME

- MICE = My Inference = Connections I have + Evidence I have found.
- Significance is the fourth sentence - it goes beyond the text.
- A strong significance sentence connects the learning to others, not just me.

SIGNIFICANT INFERENCING MEANS

Combine what the text shows, what you know or have experienced, and create a bigger idea that is not directly stated - then connect that idea to others. It is where writers often earn higher scores because they are reflecting at a deeper level.

SIGNAL PHRASES FOR SIGNIFICANCE

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

MENTOR MODEL - PASSAGE 1

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

Day 2 - ATTEMPT

MICE and Cheese Significance Stack. How to play.

THE GOAL

Move your player marker along the path: Prompt Plaza -> Reason Road -> Evidence Alley -> Explanation Corner -> Cheese Stack Station -> Significance Summit. At Cheese Stack Station, stack your cheese slices to build a significance sentence with MICE.

HOW TO PLAY

1. Place your player marker at Prompt Plaza.
2. Spin and complete the action: Pick a Reason, Match the Evidence, Explain It, Stack the Cheese, MICE Check, or Signal Phrase Boost.
3. When you match a correct reason, evidence, and explanation set, move forward 2 spaces.
4. At Cheese Stack Station, build a significance sentence using MICE.
5. If it is strong and connects to others, move forward 3 spaces. First to Significance Summit wins.

SUCCESS CHECK

A significance sentence opens with a signal phrase, grows out of the reason and evidence, goes beyond the text, and connects the learning to others - not just the writer.

BEFORE YOU CUT

Dashed lines mean CUT. Match first; flip second; adjust if needed. Match first; flip second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording page instead of cutting. Write each card in the table and label it Prompt, Reason, Evidence, or Explanation. You still build the significance sentence.

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 - MICE and Cheese Significance Stack

Cut along the dashed lines.

EVIDENCE I FOUND

Proof quoted from the text, already used in your explanation.

CONNECTION I HAVE

What you already know or have experienced that fits the evidence.

MY INFERENCE

The bigger idea you reach when you combine Evidence I Found and Connection I Have.

HOW TO PLAY

Spin, complete the action, and move along the path. At Cheese Stack Station, stack your MICE slices to build a significance sentence.

Mirrored Backs - MICE and Cheese Significance Stack

Flip the cards after your group commits.

C CONNECTION I HAVE What I already know	E EVIDENCE I FOUND Proof from the text
★ PLAY IT Stack the cheese	I MY INFERENCE The bigger idea

CUT PAGE - Card Set 1 - The Invention of Electricity

Cut along the dashed lines.

WHY PROMPT CARD

Explain why Benjamin Franklin's invention was important.

REASON CARD

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

EVIDENCE CARD

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

EXPLANATION CARD

This shows that the lightning rod solved a serious problem by helping many buildings stay safe.

Mirrored Backs - Card Set 1 - The Invention of Electricity

Flip the cards after your group commits.

R REASON Why it makes sense	P PROMPT Explain why
X EXPLANATION How it proves the reason	E EVIDENCE Proof from the text

CUT PAGE - Card Set 2 - The Invention of Electricity

Cut along the dashed lines.

PROMPT CARD

Explain the importance of Benjamin Franklin's curiosity and problem-solving ideas.

REASON CARD

To begin, one reason Benjamin Franklin's curiosity and problem-solving ideas were important was that they led to a useful solution.

EVIDENCE CARD

The author said, "Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer."

EXPLANATION CARD

This means Franklin's way of thinking helped create a solution that benefited many people.

Mirrored Backs - Card Set 2 - The Invention of Electricity

Flip the cards after your group commits.

R**REASON****Why it makes sense****P****PROMPT****Explain the importance****X****EXPLANATION****How it proves the reason****E****EVIDENCE****Proof from the text**

✂ CUT PAGE - Card Set 3 - The Founding Fathers

Cut along the dashed lines.

WHY PROMPT CARD

Explain why the Founding Fathers' work was important.

REASON CARD

One reason the Founding Fathers' work was important was that they created fair laws to protect people's freedoms.

EVIDENCE CARD

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

EXPLANATION CARD

This shows that the Founding Fathers wanted their solution to help people live with greater fairness and rights.

Mirrored Backs - Card Set 3 - The Founding Fathers

Flip the cards after your group commits.

R REASON Why it makes sense	P PROMPT Explain why
X EXPLANATION How it proves the reason	E EVIDENCE Proof from the text

✂ CUT PAGE - Card Set 4 - The Founding Fathers

Cut along the dashed lines.

PROMPT CARD

Explain the significance of the Declaration of Independence and Constitution.

REASON CARD

Another reason these documents were important was that they helped guide the new nation.

EVIDENCE CARD

The text stated, "The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work."

EXPLANATION CARD

This shows that the Constitution gave the country a plan for how to function fairly and clearly.

Mirrored Backs - Card Set 4 - The Founding Fathers

Flip the cards after your group commits.

R REASON Why it makes sense	P PROMPT Explain the significance
X EXPLANATION How it proves the reason	E EVIDENCE Proof from the text

CUT PAGE - Card Set 5 - Paired Passage

Cut along the dashed lines.

WHY PROMPT CARD

Explain why the solutions in The Invention of Electricity and The Founding Fathers were important.

REASON CARD

One reason the solutions in both passages were important was that they protected people from harm.

EVIDENCE CARD

The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." The passage explained, "They wanted to create laws that were fair and protect the freedoms of the people."

EXPLANATION CARD

This shows that both Franklin and the Founding Fathers created solutions that improved safety and protection for others.

Mirrored Backs - Card Set 5 - Paired Passage

Flip the cards after your group commits.

R REASON Why it makes sense	P PROMPT Explain why - paired
X EXPLANATION How it proves the reason	E EVIDENCE Proof from both passages

MICE and Cheese - My Recording Sheet

Record each card set. Stack Evidence I Found + Connection I Have to write My Inference.

Card Set	Job (Prompt / Reason / Evidence / Explanation)	My Connection	My Significance Sentence (MICE)
Set 1 - Electricity			
Set 2 - Electricity			
Set 3 - Founding Fathers			
Set 4 - Founding Fathers			
Set 5 - Paired Passage			

NO-CUT PATHWAY

You do not have to cut the cards. Read each card, write its job in the table, add your own connection, and stack MICE into a significance sentence in the last column.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Meet MICE chart and the Signal-Phrase List as a reference. Point to the job card that matches 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

What makes a significance sentence strong?

DISCUSSION QUESTIONS

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

WHAT WE NOTICED

Explanation stays close to the quote; significance stretches outward. MICE helps us use our own thinking with the text. A significance sentence should go beyond the writer so it can apply to other people too.

MY DISCUSSION NOTES

A connection that made me stop and think:

How I decided whether my sentence really did go beyond the text:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: This is explanation, but it becomes significance when _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE: Build the Fourth Sentence

You already have reason, evidence, and explanation. Now add significance.

INDEPENDENT PRACTICE 1 - THE INVENTION OF ELECTRICITY

Reason: it protected buildings from dangerous fires. Evidence: "This invention helped protect homes, barns, and churches from fires caused by lightning." Explanation: this shows the lightning rod solved a serious problem by helping many buildings stay safe.

My significance sentence:

INDEPENDENT PRACTICE 2 - THE FOUNDING FATHERS

Reason: they created fair laws to protect people's freedoms. Evidence: "They wanted to create laws that were fair and protect the freedoms of the people." Explanation: this shows their solution was designed to help people live with fairness and protection.

My significance sentence:

INDEPENDENT PRACTICE 3 - PAIRED PASSAGES

Reason: the solutions in both passages improved life for others. Evidence: both quotes above. Explanation: both solutions were designed to help people live more safely and fairly.

My significance sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Use a signal phrase from the list: Ultimately, / The big picture is, / As you can see, / From this we can learn that,

Ready to Stretch? Take Your Thinking Further!

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

My Significance Sentence - Draft Space

Choose your strongest set and build the whole paragraph: reason, evidence, explanation, significance.

SUCCESS CHECK

- ☐ Signal phrase opens the sentence ☐ Grows out of my reason and evidence
☐ Goes beyond the text ☐ Connects the learning to others

[illegible]

Day 4 - AWARD Yourself

An award counts when you point to proof in your own significance sentence.

GIVE YOURSELF CREDIT FOR GOING BEYOND THE QUOTE

- I did not stop at proving my reason.
- I stretched my thinking into significance.
- I made meaning that other people can use.

Class phrase: What does MICE help us build? A bigger idea! What do strong writers do?
Read between the lines!

MY AWARD

My significance sentence is stronger because

The signal phrase I am proudest of is

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one sentence and point to proof before writing. Rehearse: My evidence shows ____, and my connection is ____, so the bigger idea is ____.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Growth

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

CHOOSE ONE TARGET

- ☐ Stronger signal phrase ☐ Closer connection to the evidence
☐ Reach further beyond the text ☐ Connect to more than one person ☐ More precise academic language

BUILD A PRECISE TARGET

One HABIT I want to keep using is _____. Next time I want to make my significance sentence more

One thing I noticed about strong inferencing is

One question I still have is

CURIOSITY QUESTIONS

Why do solution and resolution help us think about significance? Can one event teach more than one lesson?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: write a second significance sentence for the same reason and evidence, focused on a different lesson.

Day 5 - EXPLAIN to Others

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

TEACH-BACK FRAME

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

MY TEACHING CARD

What significant inferencing means:

What MICE stands for:

Why it matters:

My example from either passage:

LISTENER RESPONSIBILITIES

- Restate what significant inferencing means.
- Give one example from either passage.
- Ask: Does that sentence go beyond the text and connect to others?
- End by saying the full MICE chant together.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Teach it without reading notes, 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 Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain how MICE turns evidence and a connection into a significance sentence.

MY THINKING NOW

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

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

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 CHECK-IN

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

AWARD

Circle the part of your significance sentence you are proudest of: the signal phrase, the connection to the evidence, the bigger idea, or the connection to others. Explain why it deserves a MICE Master or Significance Star award.

TARGET

Choose one next step from the lesson: connect your idea more closely to the evidence, go beyond the text in a thoughtful way, connect the learning to others, use a stronger signal phrase, or make the sentence sound more like a takeaway.

EXPLAIN

Teach a partner that significant inferencing is the fourth sentence, goes beyond the evidence, connects to others, and combines Connection I Have with Evidence I Have found through MICE. Name the page that proves your explanation.

I Can...	Not Yet	Getting Set	I Can Do It
Say what MICE stands for	☐	☐	☐
Tell explanation apart from significance	☐	☐	☐
Use a signal phrase to start my sentence	☐	☐	☐
Write a significance sentence that goes beyond the text	☐	☐	☐
Connect the learning to others, not just myself	☐	☐	☐
Teach the full MICE acronym to a partner	☐	☐	☐

Day 5 - Writing Opportunity - Stack MICE for a New Prompt

Read the prompt, then build reason, evidence, explanation, and significance.

PROMPT

Explain why the solutions in *The Invention of Electricity* and *The Founding Fathers* were important. Use evidence from both passages to support your thinking.

SUCCESS CRITERIA

- My reason is clear and supports the thesis.
- My evidence comes from the passages and my explanation tells how it proves the reason.
- My significance sentence uses a signal phrase, goes beyond the text, and connects to others.

MY FIRST DECISION

The reason I will write about:

One connection I already have:

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Choose the evidence you can explain most clearly. Then run the Significance Test before you draft.

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 Significance Sentence

Plan the whole paragraph before you draft. Reason first, then evidence, then explanation, then significance.

1. REASON

Write one clear reason that supports your thesis.

2. EVIDENCE

Quote accurate evidence from one or both passages.

3. EXPLANATION

Tell how the evidence proves the reason.

4. SIGNIFICANCE (MICE)

Combine Evidence I Found with Connection I Have to write My Inference.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Meet MICE chart and the passage TRACKS hunts. You choose the exact evidence and the connection that fits 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 Paragraph Draft

Write the whole body paragraph: reason, evidence, explanation, significance.

MEANING CHECK

After you write significance, ask: Does my sentence grow out of the reason and evidence, or did it wander too far?

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 right side and a slight shadow on the left edge, suggesting it's part of a bound notebook. There is no handwriting or other markings on the page.

Revise, Edit, and Share

Improve your significance sentence, check conventions, then explain one decision.

REVISE

Improve your significance sentence so it reaches further beyond the text or connects to more people. Add one idea that strengthens it; delete a repeated idea.

Before:

After:

EDIT

☐ Complete sentence ☐ Signal phrase spelled correctly ☐ Capital letters and end punctuation

SHARE

My partner heard my significance get stronger when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your significance sentence to a partner. The feedback must name whether it goes beyond the text and connects to others.

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? - Theme Beyond the Text

The same reason, evidence, and explanation can grow more than one significance sentence. Build three.

CHALLENGE SET - THE FOUNDING FATHERS

Reason: they created fair laws to protect people's freedoms. Evidence: "They wanted to create laws that were fair and protect the freedoms of the people." Explanation: this shows their solution was designed to protect people from unfair treatment.

WRITE THREE SIGNIFICANCE SENTENCES

A life-lesson significance sentence:

A leadership/community significance sentence:

A theme/moral significance sentence:

JUSTIFY

Decide which one is strongest and defend your choice. The strongest sentence is the one that most clearly grows out of the evidence and connects to the most people.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

Significance stays connected to the reason and evidence, but it stretches outward - it tells the big picture, the lesson learned, or how others can benefit. A significance sentence combines Evidence I Found with Connection I Have to reach My Inference, and it is where writing feels wise and complete.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 1, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I show why my evidence matters beyond the story?

My Answer

I use MICE: I put the evidence I found in the text together with a connection I already have, so my thinking reaches beyond the passage and matters to other people, not just me.

STUDENT SUPPORT - Another Way to Show What You Know

Start with MICE: My evidence is ____, my connection is ____, so my idea reaches ____.

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 4



M O D U L E

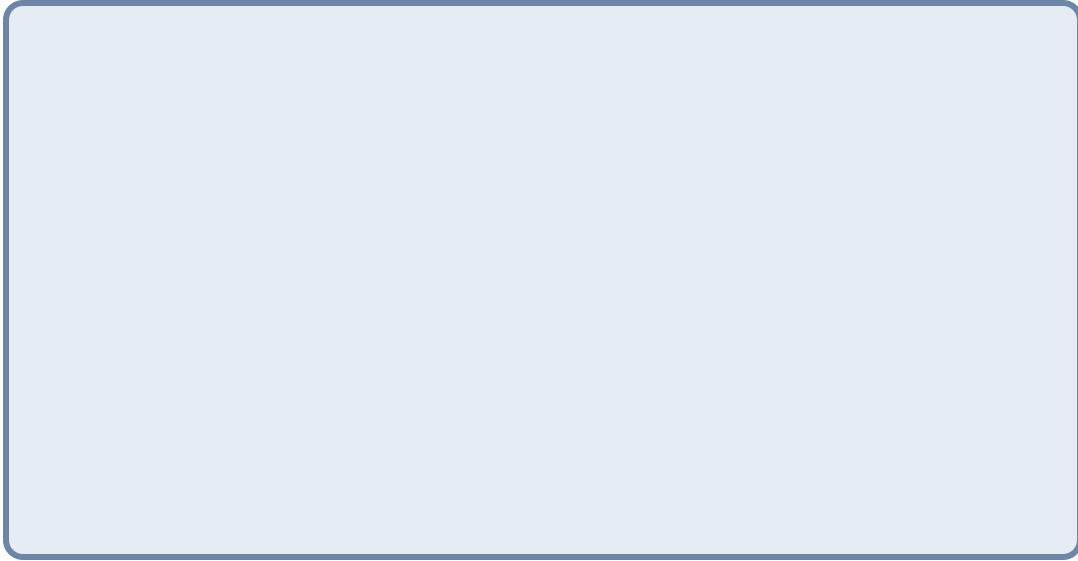


MICE for HOW Prompts

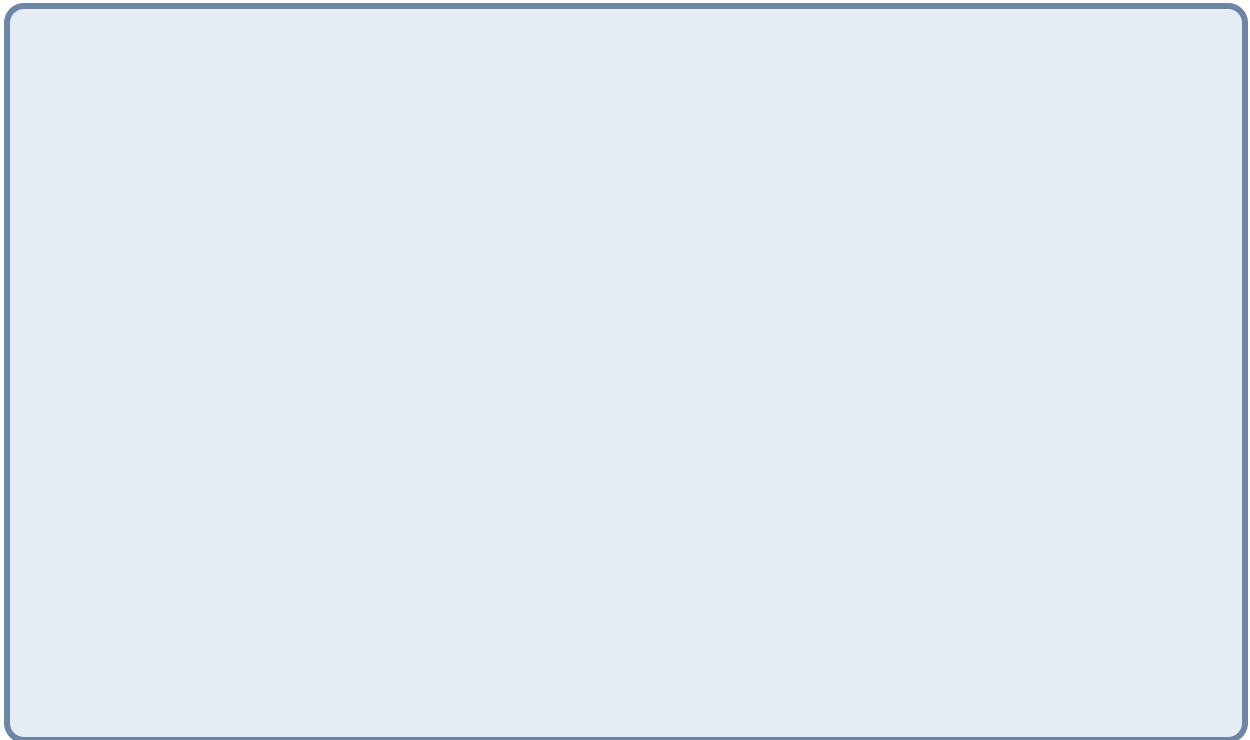
Significance in a Process



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

HOW writing traces a pathway, one step leading to the next.

WHY THIS MODULE MATTERS

In Cluster 4 you answer prompts about a topic. This module focuses on HOW prompts - prompts that ask you to explain a process, method, or pathway. You will build a simple thesis (central idea) with a helpful preposition, a way sentence, evidence, an explanation, and a significance sentence using MICE: My Inference = Connections I have + Evidence I have found. The significance sentence is where your writing goes beyond the text to a bigger idea that helps other people.

Essential Question

When a prompt asks HOW, how do I show why the steps matter?

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 (cut pages along the dashed lines)
- 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 3.12B(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 3.12B(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the parts readers expect in a brief informational response.

TEKS 3.12B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 3.11B(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with purposeful structure.

TEKS 3.11B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop my idea with relevant, specific details.

TEKS 3.7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E), 2(E), 3(E), and 4(C)

I can listen, speak, read, and write about the ideas in this module.

My Module 2 Learning Launchpad

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

I CAN

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

I WILL

- write a HOW thesis (central idea) as a simple sentence with a helpful preposition.
- write a way sentence that names one clear step.
- quote evidence and explain how it proves the way.
- build a significance sentence with MICE that reaches beyond the text.

LEARNING DESTINATION

I will write the fourth sentence of a body paragraph - the significance sentence - using MICE, so my writing goes beyond the text to a bigger idea that helps others.

MY LAUNCHPAD PROMISE

The HOW-writing move I will practice first is _____ because

My Module 2 Learning Dashboard

Return during the week. Point to real proof.

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

Circle where you think your learning is right now on Monday, Wednesday, and Friday.

Skill	Monday	Wednesday	Friday
Write a HOW thesis (central idea) with a preposition	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a clear way sentence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Quote and explain evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build a significance sentence with MICE	a lot / a little / new	a lot / a little / new	a lot / a little / new
Connect learning to others	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

build

Say it: BILD

What it means: To make something by putting parts together.

Try the frame: The Founding Fathers _____ a new government.

change

Say it: CHAYNJ

What it means: To make something different.

Try the frame: Their actions created _____ for others.

fair

Say it: FAIR

What it means: Treating everyone the same way.

Try the frame: They wanted _____ laws for the people.

help

Say it: HELP

What it means: To make something easier for someone.

Try the frame: A strong solution can _____ many people.

lead

Say it: LEED

What it means: To guide others.

Try the frame: The Founding Fathers chose to _____.

plan

Say it: PLAN

What it means: A set of steps to reach a goal.

Try the frame: The Constitution was a _____ for the government.

Tier 1 Vocabulary

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

protect

Say it: pruh-TEKT

What it means: To keep safe from harm.

Try the frame: The rod helped _____ buildings.

safe

Say it: SAYF

What it means: Free from harm or danger.

Try the frame: The lightning rod kept buildings _____.

solve

Say it: SOLV

What it means: To find an answer to a problem.

Try the frame: Franklin worked to _____ the lightning problem.

work

Say it: WURK

What it means: Effort to do or make something.

Try the frame: It took hard _____ to solve the problem.

Tier 2 Vocabulary

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

connection

Say it: kuh-NEK-shuhn

What it means: How two ideas relate to each other.

Try the frame: My _____ helps build the inference.

evidence

Say it: EV-uh-duhns

What it means: Proof quoted from the text.

Try the frame: My _____ proves the way.

explanation

Say it: ek-spluh-NAY-shuhn

What it means: Words that tell how the evidence proves the way.

Try the frame: My _____ begins with 'This.'

inference

Say it: IN-fer-uhns

What it means: A conclusion drawn from clues, not stated directly.

Try the frame: I make an _____ using MICE.

preposition

Say it: prep-uh-ZISH-uhn

What it means: A word like by, through, or with that shows movement.

Try the frame: My HOW thesis (central idea) uses a _____.

Tier 2 Vocabulary

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

process

Say it: PROSS-ess

What it means: The steps used to do something.

Try the frame: HOW writing shows the _____.

reaction

Say it: ree-AK-shuhn

What it means: How someone responds to a problem.

Try the frame: Their _____ was to take action.

reflect

Say it: rih-FLEKT

What it means: To think deeply about meaning.

Try the frame: I _____ on what the process teaches.

resolution

Say it: rez-uh-LOO-shuhn

What it means: How a problem is finally worked out.

Try the frame: The _____ shows how things ended.

signal phrase

Say it: SIG-nuhl frayz

What it means: Words that introduce a quote or idea.

Try the frame: A _____ like 'Ultimately,' starts significance.

Tier 2 Vocabulary

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

significance

Say it: sig-NIF-uh-kuhns

What it means: The bigger idea beyond the text.

Try the frame: The _____ sentence tells why it matters.

solution

Say it: suh-LOO-shuhn

What it means: A way a problem is fixed.

Try the frame: The lightning rod was a _____.

takeaway

Say it: TAYK-uh-way

What it means: The lasting idea you carry away.

Try the frame: One _____ is that action creates change.

thesis (central idea)

Say it: THEE-sis

What it means: The main answer to the prompt.

Try the frame: My HOW _____ is a simple sentence with a preposition.

way

Say it: WAY

What it means: One step or method in the process.

Try the frame: My _____ sentence shows one step.

Tier 3 Vocabulary

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

British rule

Say it: BRIT-ish rool

What it means: Control of the colonies by Britain.

Try the frame: They responded to unfair _____.

colonies

Say it: KOL-uh-neeZ

What it means: Early American settlements ruled by Britain.

Try the frame: The _____ wanted to be free.

conduct

Say it: kun-DUKT

What it means: To carry or let something (like electricity) pass through.

Try the frame: Metal can _____ electricity.

Constitution

Say it: kon-stih-TOO-shun

What it means: The plan for how the government works.

Try the frame: The _____ explained the new government.

Declaration of Independence

Say it: dek-luh-RAY-shun uv in-dih-PEN-dunss

What it means: The document declaring the colonies free.

Try the frame: They wrote the _____.

electricity

Say it: ih-lek-TRIS-ih-tee

What it means: A form of energy that can power things or appear as lightning.

Try the frame: Franklin studied _____.

Tier 3 Vocabulary

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

experiments

Say it: ik-SPER-uh-ments

What it means: Tests done to learn something new.

Try the frame: Franklin used _____ to discover a solution.

freedoms

Say it: FREE-dumz

What it means: The rights people are free to have.

Try the frame: Fair laws protect people's _____.

government

Say it: GUV-ern-munt

What it means: The group that makes and runs the laws.

Try the frame: They built a fair _____.

invention

Say it: in-VEN-shun

What it means: A new thing someone makes for the first time.

Try the frame: The lightning rod was an _____.

liberty

Say it: LIB-er-tee

What it means: Freedom.

Try the frame: They valued _____.

lightning rod

Say it: LYT-ning rod

What it means: A metal rod that protects buildings from lightning.

Try the frame: The _____ guided electricity safely.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot. This habit helps your brain keep track of the words you are still learning.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The MICE Significance Formula

MICE builds the fourth sentence of a body paragraph.

Letter	Stands For	Student Memory Cue
M	My Inference	The bigger idea I am building.
I	=	My inference equals what comes next.
C	Connections I have	What I already know that relates to the evidence.
E	Evidence I have found	The exact proof from the passage.

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

Combine the evidence with your own connection to reach a lesson others can learn.

HOW Thinking Is Movement Thinking

One stepping-stone leads to the next.

HOW THINKING

HOW thinking is movement thinking: one step leads to the next, one action leads to the next, one decision creates a result. HOW prompts ask questions like: How did this solution work? How did this reaction lead to change? How did this resolution help people?

THE HOW PATHWAY

Prompt -> Thesis (with a preposition) -> Way -> Evidence -> Explanation -> Significance.

PROMPT

›

THESIS

›

WAY

›

EVIDENCE

›

EXPLANATION

›

SIGNIFICANCE

HELPFUL PREPOSITIONS FOR HOW THESES

by, through, with, in, over, across

STUDENT SUPPORT - Another Way to Show What You Know

Say the pathway aloud, pointing to each stepping-stone, before you build 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.

The HOW Body Paragraph Parts

Quick reference for each part of a HOW response.

Part	What It Does
Thesis (Central Idea)	The main answer to the prompt. For HOW prompts, a simple sentence with a helpful preposition such as by, through, with, in, over, or across.
Way	The first sentence of the body paragraph. It explains one way the process, solution, reaction, or resolution happened.
Evidence	Proof from the text, directly quoted and introduced with a signal phrase such as: The text stated, / The passage explained,
Explanation	Tells how the evidence proves the way sentence. It often begins with This.
Significance	The final sentence. It takes the evidence and the writer's thinking and builds a bigger inference, takeaway, or lesson for others, using MICE.

MODEL - Benjamin Franklin

Reason: One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires. Evidence: The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." Explanation: This shows that the lightning rod solved a serious problem by keeping many kinds of buildings safer. Significance (MICE): Ultimately, communities benefit when people use curiosity and science to solve problems that protect others.

STUDENT SUPPORT - Another Way to Show What You Know

Box the thesis, underline the way sentence, and point to the significance sentence in the model.

Ready to Stretch? Take Your Thinking Further!

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

Signal Phrases for Significance

Every significance sentence begins with a signal phrase.

SIGNAL PHRASES

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

A STRONG SIGNIFICANCE SENTENCE FOR HOW WRITING

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

Ready to Stretch? Take Your Thinking Further!

Choose one signal phrase you have not used yet and write a significance sentence that starts with it.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

- My thesis (central idea) is a simple sentence with a helpful preposition.
- My way sentence names one clear step of the process.
- My evidence is quoted and matches the way sentence.
- My significance sentence uses MICE and goes beyond the text.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

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

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Invention of Electricity

Informational • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Trace solution, reaction, and resolution that can support a significance sentence.

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

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

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

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

The Invention of Electricity - Continued

Informational • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could use in a HOW paragraph.

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

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

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

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

The Invention of Electricity - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	“during a thunderstorm; long ago”	It fits because _____
R ■ Reactions	“This invention helped protect homes, barns, and churches”	It fits because _____
A ▲ Actions	“Benjamin Franklin studied electricity; he invented the lightning rod”	It fits because _____
C ★ Character, Concept, Creature	“Benjamin Franklin; the lightning rod; electricity”	It fits because _____
K ♦ Key Knowledge	“lightning could cause dangerous fires”	It fits because _____
S ▼ Scenery / Setting	“homes, barns, and churches”	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 Founding Fathers

Informational • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Trace solution, reaction, and resolution that can support a significance sentence.

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

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

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

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

The Founding Fathers - Continued

Informational • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence you could use in a HOW paragraph.

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

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

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

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

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

The Founding Fathers - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T ● Time	“long ago; in the early days of the country”	It fits because _____
R ■ Reactions	“They wanted to create laws that were fair”	It fits because _____
A ▲ Actions	“met together to write the Constitution; responded to unfair rule”	It fits because _____
C ★ Character, Concept, Creature	“the Founding Fathers; the Constitution; the government”	It fits because _____
K ♦ Key Knowledge	“protect the freedoms of the people”	It fits because _____
S ▼ Scenery / Setting	“the colonies; the new nation”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Stepping-Stones

Imagine a pathway made of stepping-stones.

Each stepping-stone shows movement. One stone leads to another. One action leads to the next. One decision creates a result. That is what HOW thinking is - HOW thinking is movement thinking.

It helps us answer questions like: How did this solution work? How did this reaction lead to change? How did this resolution help people?

OUR JOB TODAY

We are not just looking for reasons. We are looking for pathways - noticing how one step leads to another step, tracing the path of change.

STUDENT SUPPORT - Another Way to Show What You Know

Trace a pathway with your finger in the air while a partner names each stepping-stone aloud.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: HOW Thesis, Way, and Evidence

Review the parts, then reveal significance with MICE.

REVIEW - HOW THESIS (CENTRAL IDEA)

For HOW prompts, the thesis (central idea) should be a simple sentence, and it should often use a helpful preposition (by, through, with, in, across, over) because prepositions help show movement, process, or method.

MODEL - Franklin

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

MODEL - Founding Fathers

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

STUDENT SUPPORT - Another Way to Show What You Know

Box the thesis, underline the way sentence, and point to the significance sentence in each model.

Ready to Stretch? Take Your Thinking Further!

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

Pathway Builders

Build and explain the pathway before your player marker moves.

PURPOSE

Practice answering HOW prompts by building the pathway of thinking: prompt -> thesis (central idea) -> way -> evidence -> explanation -> significance.

PROMPT ›

THESIS ›

WAY ›

EVIDENCE ›

EXPLANATION ›

SIGNIFICANCE

GAMEBOARD PATH

Start Line -> Prompt Point -> Thesis (Central Idea) Trail -> Way Walk -> Evidence Bridge -> Explanation Bend -> Significance Peak.

HOW TO PLAY

1. Place your player marker at Start Line.
2. One player spins: Draw a Prompt, Build a Thesis (Central Idea), Choose the Way, Match the Evidence, Explain It, or Climb to Significance.
3. The group completes the task on the spinner and lays down one arrow piece for each correct part built.
4. When the group correctly builds all six parts, they move their player marker forward 3 spaces.
5. If one part is weak or mismatched, the group fixes it before moving.
6. First group to reach Significance Peak wins.

STUDENT SUPPORT - Another Way to Show What You Know

No spinner or pieces? Number the cards 1-6 in your notebook, point to each in order, and say the pathway aloud before checking your match.

Ready to Stretch? Take Your Thinking Further!

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

Before You Cut

Cut along the dashed lines.

SET UP

Cut along the dashed lines.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete pathway.

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 - Pathway Builders Cards - Card Set 1 (Franklin)

Dashed lines mean CUT.

HOW PROMPT Explain how Benjamin Franklin protected buildings from lightning.	THESIS (CENTRAL IDEA) Benjamin Franklin protected buildings from lightning by inventing the lightning rod.
WAY One way Benjamin Franklin solved the problem was through scientific experimentation.	EVIDENCE The text stated, "Through experiments, he discovered that metal could conduct electricity."
EXPLANATION This shows that Franklin used discovery and testing to find a way to guide lightning safely.	SIGNIFICANCE The big picture is that careful experiments can lead to solutions that protect many people.

Pathway Builders - Card Set 1 Mirrored Backs

These backs mirror the card positions.

THESIS

PATHWAY BUILDERS

Card Set 1

HOW

PATHWAY BUILDERS

Card Set 1

EVIDENCE

PATHWAY BUILDERS

Card Set 1

WAY

PATHWAY BUILDERS

Card Set 1

SIGNIFICANCE

PATHWAY BUILDERS

Card Set 1

EXPLANATION

PATHWAY BUILDERS

Card Set 1

✂ CUT PAGE - Pathway Builders Cards - Card Set 2 (Franklin)

Dashed lines mean CUT.

HOW PROMPT Explain how Benjamin Franklin improved community safety.	THESIS (CENTRAL IDEA) Benjamin Franklin improved community safety through invention and problem-solving.
WAY To begin, one way Franklin improved safety was by creating a rod that guided electricity into the ground.	EVIDENCE The text stated, “When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.”
EXPLANATION This means the lightning rod redirected the danger away from the building.	SIGNIFICANCE Ultimately, communities grow safer when inventors turn ideas into practical solutions.

Pathway Builders - Card Set 2 Mirrored Backs

These backs mirror the card positions.

THESIS

PATHWAY BUILDERS

Card Set 2

HOW

PATHWAY BUILDERS

Card Set 2

EVIDENCE

PATHWAY BUILDERS

Card Set 2

WAY

PATHWAY BUILDERS

Card Set 2

SIGNIFICANCE

PATHWAY BUILDERS

Card Set 2

EXPLANATION

PATHWAY BUILDERS

Card Set 2

✂ CUT PAGE - Pathway Builders Cards - Card Set 3 (Founding Fathers)

Dashed lines mean CUT.

HOW PROMPT Explain how the Founding Fathers responded to unfair British rule.	THESIS (CENTRAL IDEA) The Founding Fathers responded to unfair British rule through leadership and the creation of new laws.
WAY One way the Founding Fathers responded was by declaring independence from Britain.	EVIDENCE The passage explained, “This document explained why the colonies wanted to become a free nation.”
EXPLANATION This shows that the leaders responded by clearly stating their reasons for freedom.	SIGNIFICANCE As you can see, people can create change through bold action and clear communication.

Pathway Builders - Card Set 3 Mirrored Backs

These backs mirror the card positions.

THESIS

PATHWAY BUILDERS

Card Set 3

HOW

PATHWAY BUILDERS

Card Set 3

EVIDENCE

PATHWAY BUILDERS

Card Set 3

WAY

PATHWAY BUILDERS

Card Set 3

SIGNIFICANCE

PATHWAY BUILDERS

Card Set 3

EXPLANATION

PATHWAY BUILDERS

Card Set 3

✂ CUT PAGE - Pathway Builders Cards - Card Set 4 (Founding Fathers)

Dashed lines mean CUT.

HOW PROMPT Explain how the Founding Fathers built a stronger government.	THESIS (CENTRAL IDEA) The Founding Fathers built a stronger government by writing the Constitution.
WAY Another way the Founding Fathers created resolution was through planning a fair system of government.	EVIDENCE The text stated, “The Founding Fathers met together to write the Constitution, which explained how the government of the United States would work.”
EXPLANATION This shows that they solved the problem by creating a plan for how the country should function.	SIGNIFICANCE From this we can learn that strong systems are built through teamwork, planning, and fairness.

Pathway Builders - Card Set 4 Mirrored Backs

These backs mirror the card positions.

THESIS

PATHWAY BUILDERS

Card Set 4

HOW

PATHWAY BUILDERS

Card Set 4

EVIDENCE

PATHWAY BUILDERS

Card Set 4

WAY

PATHWAY BUILDERS

Card Set 4

SIGNIFICANCE

PATHWAY BUILDERS

Card Set 4

EXPLANATION

PATHWAY BUILDERS

Card Set 4

✂ CUT PAGE - Pathway Builders Cards - Card Set 5 (Paired Passage)

Dashed lines mean CUT.

HOW PROMPT Explain how Benjamin Franklin and the Founding Fathers improved life for others.	THESIS (CENTRAL IDEA) Benjamin Franklin and the Founding Fathers improved life for others through solutions that protected communities.
WAY One way both passages show improvement is by solving serious problems that affected many people.	EVIDENCE The text stated, “This invention helped protect homes, barns, and churches from fires caused by lightning.” The passage explained, “They wanted to create laws that were fair and protect the freedoms of the people.”
EXPLANATION This shows that both Franklin and the Founding Fathers responded to problems with actions that made life safer and fairer.	SIGNIFICANCE As everyone can benefit, thoughtful solutions can strengthen communities and protect the people within them.

Pathway Builders - Card Set 5 Mirrored Backs

These backs mirror the card positions.

THESIS

PATHWAY BUILDERS

Card Set 5

HOW

PATHWAY BUILDERS

Card Set 5

EVIDENCE

PATHWAY BUILDERS

Card Set 5

WAY

PATHWAY BUILDERS

Card Set 5

SIGNIFICANCE

PATHWAY BUILDERS

Card Set 5

EXPLANATION

PATHWAY BUILDERS

Card Set 5

Pathway Builders - Recording

Save at least two complete pathways.

PATHWAY 1

Prompt:

Thesis (Central Idea):

Way:

Evidence:

Explanation:

Significance:

Day 3 - DISCUSS

What makes a HOW pathway strong?

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

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: A HOW thesis (central idea) points to movement. Prepositions help show how something happened.

Ready to Stretch? Take Your Thinking Further!

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

Map the Method

Trace the process from thesis (central idea) all the way to significance.

NOTEBOOK SETUP

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

WORKED EXAMPLE - Franklin

Prompt: Explain how Benjamin Franklin protected buildings from lightning. Thesis (Central Idea): Benjamin Franklin protected buildings from lightning by inventing the lightning rod. Way: One way Franklin solved the problem was through scientific experimentation. Evidence: The text stated, "Through experiments, he discovered that metal could conduct electricity." Explanation: This shows that Franklin used testing to discover a safe solution. Significance: Ultimately, people can solve dangerous problems through careful thinking and experimentation.

STUDENT SUPPORT - Another Way to Show What You Know

Point to each box in order before you write 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.

Independent - Map the Method (Practice 1 - Founding Fathers)

Build your own thesis (central idea), way, evidence, explanation, and significance.

PROMPT

Explain how the Founding Fathers built a new government.

Thesis (Central Idea) (use a preposition):

Way:

Evidence from the passage:

Explanation (begin with This):

Significance (use MICE and a signal phrase):

STUDENT SUPPORT - Another Way to Show What You Know

Underline your significance sentence and draw an arrow back to the evidence it grew from.

Ready to Stretch? Take Your Thinking Further!

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

Independent - Map the Method (Practice 2 - Paired Passages)

Build your own thesis (central idea), way, evidence, explanation, and significance.

PROMPT

Explain how Benjamin Franklin and the Founding Fathers improved communities.

Thesis (Central Idea) (use a preposition):

Way:

Evidence from the passage:

Explanation (begin with This):

Significance (use MICE and a signal phrase):

STUDENT SUPPORT - Another Way to Show What You Know

Underline your significance sentence and draw an arrow back to the evidence it grew from.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own work.

CHOOSE

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

MY AWARD

I award myself the _____ Award because

My pathway became clearer when I

My proof is on page ____:

CLASS CHEER

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

STUDENT SUPPORT - Another Way to Show What You Know

Circle the preposition in your thesis (central idea) and box the signal phrase in your significance sentence before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Choose one source-based target.

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

MY TARGET

One place my pathway needs work is

One significance sentence I can deepen is

My next response will feel more connected if I

Ready to Stretch? Take Your Thinking Further!

How can one solution create many effects? Explain.

Day 5 - EXPLAIN or Educate Others

Teach the HOW pathway.

TURN AND TEACH FRAMES

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

Teach Thesis (Central Idea) -> Way -> Evidence -> Explanation -> Significance to a partner:

Explain how a preposition keeps a HOW thesis (central idea) clear:

Give one sentence that is evidence and one that is significance:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then 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, then name your proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Explain why significance, not just facts, is what makes a HOW paragraph strong.

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Check the Learning

Significance and pathway check.

STANDARDS APPLICATION CHECK

Underline your preposition. Circle your thesis (central idea). Box your evidence. Put an E beside your explanation sentence. Add a signal phrase to your significance sentence if it is missing. Revise one significance sentence that only repeats the evidence.

TEACHER MODEL

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

MY REVISED SIGNIFICANCE SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Read your sentence aloud. Fix it if it only repeats the evidence instead of reaching a bigger 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 MODULE CHECK-IN

Award. Target. Explain.

AWARD

Star your strongest pathway, circle the preposition in your thesis (central idea), and put a box around the signal phrase in your significance sentence. Write why this pathway earns a Pathway Pro or MICE Master award.

TARGET

Choose one next step from this lesson: write a simple HOW thesis, use a clear preposition, show one path in the way sentence, match evidence to the way, or make the significance sentence go beyond the text and connect to others.

EXPLAIN

Teach a partner how the process moves from thesis (central idea) and preposition to way, evidence, explanation, and significance. Name the page that best proves your explanation.

Day 5 - Writing Opportunity

Protecting Buildings or Building a Government?

PROMPT

Explain how Benjamin Franklin and the Founding Fathers improved life for others. Build a full HOW body paragraph using MICE for your significance sentence.

Thesis (Central Idea) (use a preposition):

Way:

Evidence:

Explanation:

STUDENT SUPPORT - Another Way to Show What You Know

Underline your significance sentence.
Explain how it interprets the evidence instead of repeating it.

Ready to Stretch? Take Your Thinking Further!

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

Plan My HOW Paragraph

Gather evidence and explain what it proves.

WAY

EVIDENCE

EXPLANATION (what it proves)

SIGNIFICANCE (use a signal phrase and MICE)

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still choose the connection.

Ready to Stretch? Take Your Thinking Further!

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

HOW Paragraph Draft - Page 1

Begin with your thesis (central idea). Trace the pathway all the way to significance.

DRAFTING FOCUS

Use a simple thesis (central idea) with a preposition, a clear way sentence, accurate evidence, an explanation, and a significance sentence built with MICE.

[illegible]

HOW Paragraph Draft - Page 2

Begin with your thesis (central idea). Trace the pathway all the way to significance.

DRAFTING FOCUS

Use a simple thesis (central idea) with a preposition, a clear way sentence, accurate evidence, an explanation, and a significance sentence built with MICE.

[illegible]

Revise, Edit, and Share

Improve clarity and check conventions.

REVISE

- ☐ Is my thesis (central idea) a simple sentence? ☐ Does my way sentence show one clear step? ☐ Does my significance sentence go beyond the text?

EDIT

- ☐ preposition ☐ signal phrase ☐ quotation marks around evidence ☐ sentence completeness

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your thesis (central idea) and significance 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? - One Process, Many Pathways

One HOW prompt can be answered through more than one pathway.

PROMPT

Explain how the Founding Fathers responded to unfair British rule.

WRITE TWO DIFFERENT WAY SENTENCES

Way 1 (writing the Declaration of Independence) and Way 2 (writing the Constitution) - give evidence and explanation for each, then write ONE significance sentence that connects both ways.

WHICH WAY IS STRONGEST?

Explain which way sentence you chose to lead with and why.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

HOW writing traces the path of a process - a simple thesis (central idea) with a preposition, a way sentence, evidence, and an explanation - and then rises to significance. The preposition keeps the thesis (central idea) clear, and MICE keeps the significance sentence connected to others, turning a correct paragraph into a meaningful one.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 2, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

When a prompt asks HOW, how do I show why the steps matter?

My Answer

I follow the steps of the process one at a time, then I add a connection I already know to my evidence, so I can show why those steps matter beyond the passage.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the steps: The steps are ____, and they matter because ____.

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 4



M O D U L E

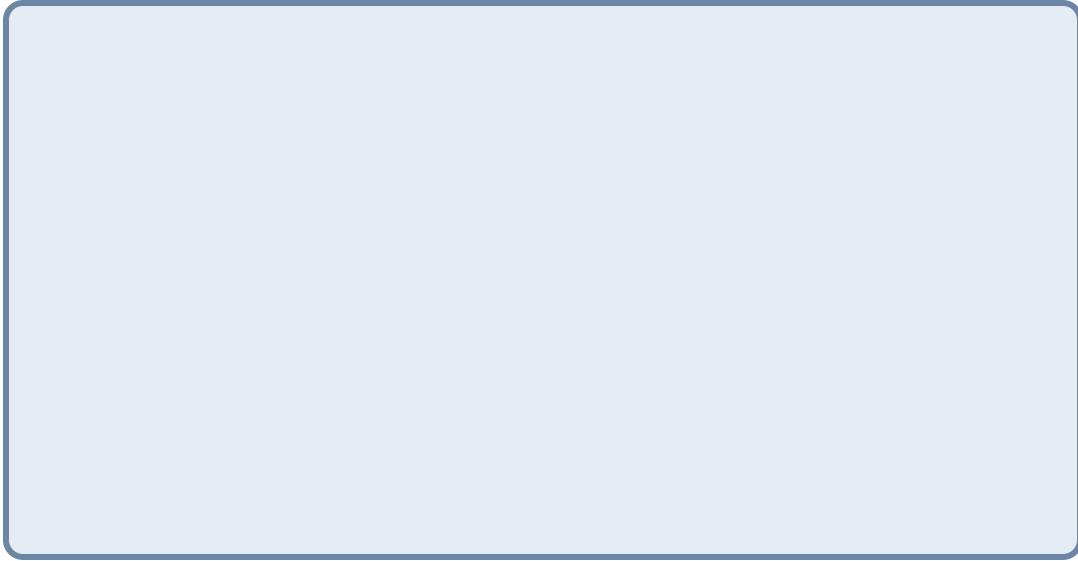


Getting SET: The Statement of Purpose

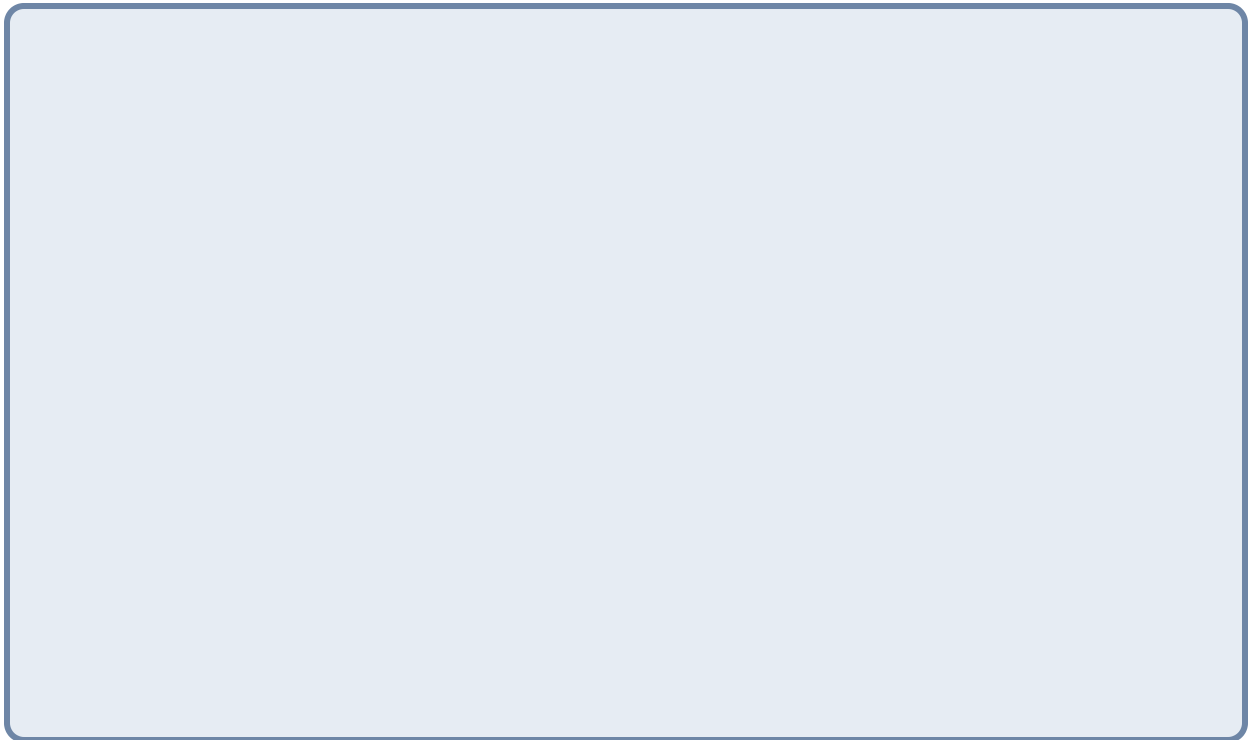
The Blue Opening Sentence



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 broad opening prepares the reader before the thesis (central idea) narrows the focus.

WHY THIS MODULE MATTERS

A strong introduction opens the door to strong thinking. The introduction is GET SET: S (Statement of Purpose), E (Evidentiary Transition), T (Thesis (Central Idea) Statement), and this module focuses only on the S. A Statement of Purpose sounds broad and global, opens the topic with a big idea, avoids naming exact passage details, and leads naturally toward the more specific thesis (central idea).

Essential Question

How do I begin my introduction so it gets my reader ready?

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 (cut pages along the dashed lines)
- 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 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 my thesis (central idea) clearly when I tell about a topic.

TEKS 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, like a broad opening and a specific thesis.

TEKS 12B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use craft to make my broad opening sentence sound purposeful.

The Standards I Am Learning - Part 2

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

TEKS 11B(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can build the opening sentence of my introduction with purposeful structure.

TEKS 11B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can pair my broad opening with a more specific thesis (central idea).

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E), 2(E), 3(E), and 4(C)

I can listen, speak, read, and write about the ideas in this module.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

- notice whether a sentence sounds wide (broad) or exact (specific).
- use sentence frames like "People can..." or "Strong leaders often..." to open broadly.
- save exact names and details for the thesis (central idea).
- check that my opening could fit more than one essay.

LEARNING DESTINATION

I will write a broad Statement of Purpose - the first sentence of the GET SET introduction - that opens the paper with a big-picture idea and leads naturally toward the thesis (central idea).

MY LAUNCHPAD PROMISE

The broad sentence frame I want to try first is _____ because

My Module 3 Learning Dashboard

Return during the week. Point to real proof in this workbook.

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

Circle where you think your learning is right now on Monday, Wednesday, and Friday.

Skill	Monday	Wednesday	Friday
Say what GET SET stands for	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell a broad statement from a specific one	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a broad Statement of Purpose	a lot / a little / new	a lot / a little / new	a lot / a little / new
Keep exact details out of my opening	a lot / a little / new	a lot / a little / new	a lot / a little / new
Pair my opening with a specific thesis	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.

begin

Say it: bih-GIN

What it means: To start something.

Try the frame: A strong paper does not _____ with tiny details.

broad

Say it: BRAWD

What it means: Wide; covering a big idea.

Try the frame: My statement of purpose sounds _____.

focus

Say it: FOH-kuhs

What it means: The main thing you pay attention to.

Try the frame: The thesis (central idea) brings the _____ to the exact answer.

idea

Say it: eye-DEE-uh

What it means: A thought or plan in your mind.

Try the frame: A broad opening shares a big _____.

lead

Say it: LEED

What it means: To guide toward something.

Try the frame: The statement of purpose should _____ to the thesis (central idea).

Tier 1 Vocabulary - Everyday Words

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

open

Say it: OH-puhn

What it means: To begin or start up.

Try the frame: The first sentence should _____ the topic broadly.

purpose

Say it: PER-puhss

What it means: The reason something is done.

Try the frame: The statement of _____ opens the paper.

reason

Say it: REE-zuhn

What it means: Why something is true.

Try the frame: The body paragraph begins with a _____.

specific

Say it: spih-SIF-ik

What it means: Narrow; about exact details.

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

start

Say it: START

What it means: The beginning.

Try the frame: Do not _____ with exact evidence.

Tier 2 Vocabulary - Academic Words

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

broad idea

Say it: BRAWD eye-DEE-uh

What it means: A wide, big-picture thought.

Try the frame: The opening shares a ____.

evidentiary transition

Say it: ev-ih-DEN-shuh-ree tran-ZISH-uhn

What it means: The bridge sentence that groups the support.

Try the frame: The E in GET SET is the ____.

global

Say it: GLOH-buhl

What it means: Feeling wide and big-picture.

Try the frame: A broad statement sounds ____.

infer

Say it: in-FER

What it means: To figure out a bigger idea from clues.

Try the frame: Broad thinking helps us ____ meaning.

introduction

Say it: in-truh-DUK-shuhn

What it means: The first paragraph that gets the reader ready.

Try the frame: The ____ is called GET SET.

lead-in

Say it: LEED-in

What it means: A sentence that guides into the next idea.

Try the frame: The statement of purpose is a ____ to the thesis (central idea).

Tier 2 Vocabulary - Academic Words

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

prompt

Say it: PROMPT

What it means: The question the writer must answer.

Try the frame: The statement of purpose should not repeat the ____.

response

Say it: rih-SPONSS

What it means: The written answer to the prompt.

Try the frame: A strong ____ opens broadly.

significance

Say it: sig-NIF-ih-kuhns

What it means: The bigger idea or takeaway.

Try the frame: A statement of purpose can sound like ____.

statement of purpose

Say it: STAYT-muhnt uv PER-puhss

What it means: The broad first sentence of the introduction.

Try the frame: My ____ opens the paper with a big idea.

thesis (central idea)

Say it: THEE-sis

What it means: The direct answer to the prompt.

Try the frame: The ____ is more specific than the opening.

Tier 3 Vocabulary - Passage Words

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

British rule

Say it: BRIT-ish rool

What it means: Control of the colonies by Britain.

Try the frame: They responded to unfair _____.

colonies

Say it: KOL-uh-neeZ

What it means: Early American settlements ruled by Britain.

Try the frame: The _____ wanted freedom.

communities

Say it: kuh-MYOO-nih-teeZ

What it means: Groups of people who live together.

Try the frame: Their work helped whole _____.

conduct

Say it: kun-DUKT

What it means: To carry or let something pass through.

Try the frame: Metal can _____ electricity.

Constitution

Say it: kon-stih-TOO-shun

What it means: The plan for how the government works.

Try the frame: The _____ explained the government.

Declaration of Independence

Say it: dek-luh-RAY-shun uv in-dih-PEN-dunss

What it means: The document declaring the colonies free.

Try the frame: They wrote the _____.

Tier 3 Vocabulary - Passage Words

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

electricity

Say it: ih-lek-TRIS-ih-tee

What it means: A form of energy that can appear as lightning.

Try the frame: Franklin studied ____.

freedoms

Say it: FREE-dumz

What it means: The rights people are free to have.

Try the frame: Fair laws protect people's ____.

government

Say it: GUV-ern-munt

What it means: The group that makes and runs the laws.

Try the frame: They built a fair ____.

inventor

Say it: in-VEN-ter

What it means: A person who makes something new.

Try the frame: Franklin was an ____.

leadership

Say it: LEE-der-ship

What it means: Guiding and helping others.

Try the frame: Strong ____ helps communities.

lightning rod

Say it: LYT-ning rod

What it means: A metal rod that protects buildings from lightning.

Try the frame: The ____ kept buildings safe.

Meet GET SET

S - Statement of Purpose, E - Evidentiary Transition, T - Thesis (Central Idea). This module builds only the S.

S - STATEMENT OF PURPOSE ›

E - EVIDENTIARY TRANSITION ›

T - THESIS (CENTRAL IDEA)

GET SET - THE WHOLE INTRODUCTION

Part	Name	What It Does
S	Statement of Purpose	A broad, global opening sentence that introduces a big idea.
›	›	The opening leads naturally toward the more specific thesis.
E	Evidentiary Transition	The bridge sentence that groups the support to come.
›	›	The transition connects the opening to the direct answer.
T	Thesis (Central Idea)	The direct, specific answer to the prompt.

This module focuses only on the first sentence - the S, the Statement of Purpose.

WHERE GET SET LIVES

The introduction has three sentences: the broad Statement of Purpose, the Evidentiary Transition, and the specific Thesis (Central Idea). The Statement of Purpose opens the door; the thesis (central idea) walks through it.

REMEMBER

A Statement of Purpose sounds broad, not narrow. It opens the topic with a big-picture idea, avoids naming tiny details too soon, and leads naturally toward the thesis (central idea).

Broad vs. Specific

A broad statement opens thinking up. A specific statement narrows thinking down.

BROAD STATEMENTS

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

SPECIFIC STATEMENTS

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

MODEL - BROAD vs. SPECIFIC

Broad	Important inventions can improve life by solving problems that affect many people.
Specific	Benjamin Franklin's invention was important because it protected buildings and made communities safer.

BROAD SENTENCE FRAMES

"People can ____." "Strong leaders often ____." "Important ideas can ____."

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Broad vs. Specific chart and use this frame: This is broad because ____ / specific because it names ____.

Ready to Stretch? Take Your Thinking Further!

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

What a Statement of Purpose Should and Should Not Do

A broad opening prepares the reader without answering the prompt yet.

IT SHOULD

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

IT SHOULD NOT

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

THE STATEMENT OF PURPOSE TEST

Does it sound broad? Could it fit many essays? Does it avoid naming exact people, inventions, or documents? Does it lead toward the thesis (central idea)?

ORAL REHEARSAL FRAME

My big idea is _____. It could fit many essays about _____. It leads toward my thesis because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Should / Should Not chart as you check a sentence. You still decide which broad idea fits your prompt.

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading HABIT

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning from context, a resource, or discussion.
T - Drop	Go back and erase the dot once I can explain the word.

WORDS TO REMEMBER

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

AS YOU READ

Apply the HABIT to GET SET vocabulary and to words in both passages so you can tell a broad statement from a specific one.

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

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

[illegible]

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A writer can open broadly by ____ 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.

The Invention of Electricity

Passage 1 • Informational • Part 1 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the six kinds of evidence. Ask: Is this the kind of exact detail that belongs in a thesis (central idea), not in a broad Statement of Purpose?

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

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

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

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

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

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

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

The Invention of Electricity - Continued 2

Passage 1 • Informational • Part 2 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the six kinds of evidence. Ask: Is this the kind of exact detail that belongs in a thesis (central idea), not in a broad Statement of Purpose?

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

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

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

[9] The lightning rod quickly became useful in many communities. Homes, barns, churches, schools, and other buildings began adding lightning rods to their rooftops. People noticed that buildings with lightning rods were often safer during storms. As more communities used the invention, fewer buildings were damaged by lightning strikes.

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

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

The Invention of Electricity - Continued 3

Passage 1 • Informational • Part 3 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the six kinds of evidence. Ask: Is this the kind of exact detail that belongs in a thesis (central idea), not in a broad Statement of Purpose?

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

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

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

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

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

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

The Invention of Electricity - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"He was born in 1706 in Boston"	It fits because _____
T • Time	"During Franklin's time"	It fits because _____
R ■ Reactions	"People worried whenever storms rolled into their communities"	It fits because _____
R ■ Reactions	"The invention also helped people feel more secure"	It fits because _____
A ▲ Actions	"he began studying the problem for himself"	It fits because _____
A ▲ Actions	"Franklin flew a kite to study electricity"	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 _____. Exact TRACKS evidence belongs in the thesis (central idea), not the broad opening.

Ready to Stretch? Take Your Thinking Further!

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

The Invention of Electricity - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Benjamin Franklin was an inventor, writer, and leader"	It fits because _____
C ★ Character, Concept, Creature	"One of Benjamin Franklin's most famous inventions was the lightning rod"	It fits because _____
K ♦ Key Knowledge	"lightning strikes often caused serious damage to buildings"	It fits because _____
K ♦ Key Knowledge	"he discovered that metal could conduct electricity"	It fits because _____
S ▼ Scenery / Setting	"During a storm"	It fits because _____
S ▼ Scenery / Setting	"Today, electricity powers homes, schools, hospitals, businesses, and factories"	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 ____.
Exact TRACKS evidence belongs in the thesis (central idea), not the broad opening.

Ready to Stretch? Take Your Thinking Further!

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

The Founding Fathers

Passage 2 • Informational • Part 1 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the six kinds of evidence. Ask: Is this the kind of exact detail that belongs in a thesis (central idea), not in a broad Statement of Purpose?

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

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

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

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

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

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

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

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

The Founding Fathers - Continued 2

Passage 2 • Informational • Part 2 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the six kinds of evidence. Ask: Is this the kind of exact detail that belongs in a thesis (central idea), not in a broad Statement of Purpose?

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

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

[9] Eventually, the colonies won the American Revolution. Winning the war gave the new nation a chance to create its own government. However, independence brought new responsibilities. Leaders now had to decide how the country would be organized and governed. They wanted to create a government that would protect people's rights while also keeping order.

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

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

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

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

The Founding Fathers - Continued 3

Passage 2 • Informational • Part 3 of 3

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking the six kinds of evidence. Ask: Is this the kind of exact detail that belongs in a thesis (central idea), not in a broad Statement of Purpose?

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

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

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

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

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

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

[19] The story of the Founding Fathers reminds us that creating a nation requires cooperation, leadership, and determination. Their ideas and hard work helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American life and government.

The Founding Fathers - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"During the late 1700s"	It fits because _____
T • Time	"In 1787"	It fits because _____
R ■ Reactions	"Many colonists felt the British government was unfair"	It fits because _____
R ■ Reactions	"They faced uncertainty and risk"	It fits because _____
A ▲ Actions	"they began discussing possible solutions"	It fits because _____
A ▲ Actions	"many of the nation's leaders gathered to write the Constitution"	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 ____.
Exact TRACKS evidence belongs in the thesis (central idea), not the broad opening.

Ready to Stretch? Take Your Thinking Further!

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

The Founding Fathers - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"The Founding Fathers were a group of leaders who helped create the United States of America"	It fits because _____
C ★ Character, Concept, Creature	"George Washington became the commander of the Continental Army"	It fits because _____
K ♦ Key Knowledge	"The Constitution created a framework for the country's government"	It fits because _____
K ♦ Key Knowledge	"Many of the rights and freedoms people enjoy today can be traced back to the ideas of the Founding Fathers"	It fits because _____
S ▼ Scenery / Setting	"the American colonies were controlled by Great Britain"	It fits because _____
S ▼ Scenery / Setting	"the colonies still faced many challenges"	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 _____. Exact TRACKS evidence belongs in the thesis (central idea), not the broad opening.

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

On your mark. Get SET. Writing an introduction works the same way runners get ready to race.

ON YOUR MARK, GET SET

Runners do not just appear at the finish line - they hear "On your mark," then "Get set," and only then are they ready to go. Writing introductions works the same way: you get set first, you open the door, you prepare the reader, before you race into every detail.

TODAY'S FIRST SENTENCE

The very first sentence of the introduction is called the statement of purpose. It is broad. It is meaningful. It sounds like a big idea. It helps your reader get set for what is coming next.

FRESH RECALL

Without looking, say what a thesis (central idea) is. Today you learn the sentence that comes before it.

STUDENT SUPPORT - Another Way to Show What You Know

If recalling is difficult, echo the routine with a partner: On your mark... Get SET... What comes first? Statement of Purpose!

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

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

SAY IT WITH ME

- A broad statement opens up thinking; a specific statement narrows it down.
- In an introduction, the first sentence should be broad.
- The thesis (central idea), which comes later, is more specific.

MODEL SET 1 - THE INVENTION OF ELECTRICITY

Broad: People can solve serious problems when they use thoughtful ideas and strong action.

Specific: Benjamin Franklin helped protect buildings by inventing the lightning rod.

MODEL SET 2 - THE FOUNDING FATHERS

Broad: Strong leaders help others by responding to unfairness with courage and planning.

Specific: The Founding Fathers responded to unfair British rule by writing important documents and creating a new government.

INTRODUCE GET SET

Introduction = GET SET: S Statement of Purpose / E Evidentiary Transition / T Thesis (Central Idea) Statement. This module focuses only on the first sentence, the S.

Day 2 - ATTEMPT

On Your Mark, Get SET, Sort - how to play.

THE GOAL

Sort statements into two groups - Broad or Specific - quickly and correctly, then explain why each one belongs there. Writers need to get set quickly and clearly before they begin writing.

HOW TO PLAY

1. Place your player marker at Starting Blocks.
2. The teacher sets a timer for one minute per sorting round.
3. One player spins the spinner.
4. The spinner tells how many cards to sort or an extra action to complete.
5. Sort each card under Broad or Specific.
6. Earn 1 point per correct sort; explain two choices correctly to move your player marker forward 2 spaces.
7. First team to reach SET Circle wins.

GAMEBOARD PATH

Starting Blocks → Warm-Up Lane → Sort Station → Ready Row → SET Circle.

BEFORE YOU CUT

Dashed lines mean CUT. Match first; flip second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording sheet instead of cutting. Write each card number and Broad or Specific in the table. You still decide and explain the same way.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - On Your Mark, Get SET, Sort Cards - Set 1

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

CARD 1

“People can solve difficult problems when they think carefully and act with purpose.”

Sort me. Broad or Specific?

CARD 2

“Strong leadership can help communities grow safer and fairer.”

Sort me. Broad or Specific?

CARD 3

“Important ideas often begin with curiosity and determination.”

Sort me. Broad or Specific?

CARD 4

“Fair solutions can improve life for many people.”

Sort me. Broad or Specific?

CARD 5

“Problem-solvers can create changes that last beyond their own time.”

Sort me. Broad or Specific?

CARD 6

“Communities benefit when leaders respond wisely to challenges.”

Sort me. Broad or Specific?

Mirrored Backs - On Your Mark, Get SET, Sort Cards - Set 1

Intentionally matching card positions. Check the answer only after your group commits.

BROAD ON YOUR MARK, GET SET, SORT · Card 2	BROAD ON YOUR MARK, GET SET, SORT · Card 1
BROAD ON YOUR MARK, GET SET, SORT · Card 4	BROAD ON YOUR MARK, GET SET, SORT · Card 3
BROAD ON YOUR MARK, GET SET, SORT · Card 6	BROAD ON YOUR MARK, GET SET, SORT · Card 5

CUT PAGE - On Your Mark, Get SET, Sort Cards - Set 2

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

CARD 7

**“Big problems often require
thoughtful solutions.”**

Sort me. Broad or Specific?

CARD 8

**“Courage and planning can help
people build a better future.”**

Sort me. Broad or Specific?

CARD 9

**“Useful ideas can protect others and
improve daily life.”**

Sort me. Broad or Specific?

CARD 10

**“People who respond to unfairness
can create lasting change.”**

Sort me. Broad or Specific?

CARD 11

**“Creative thinking can lead to
solutions that help many people.”**

Sort me. Broad or Specific?

CARD 12

**“The actions of strong leaders and
inventors can make a lasting
difference.”**

Sort me. Broad or Specific?

Mirrored Backs - On Your Mark, Get SET, Sort Cards - Set 2

Intentionally matching card positions. Check the answer only after your group commits.

BROAD ON YOUR MARK, GET SET, SORT · Card 8	BROAD ON YOUR MARK, GET SET, SORT · Card 7
BROAD ON YOUR MARK, GET SET, SORT · Card 10	BROAD ON YOUR MARK, GET SET, SORT · Card 9
BROAD ON YOUR MARK, GET SET, SORT · Card 12	BROAD ON YOUR MARK, GET SET, SORT · Card 11

CUT PAGE - On Your Mark, Get SET, Sort Cards - Set 3

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

CARD 13

“Benjamin Franklin invented the lightning rod to protect buildings from lightning.”

Sort me. Broad or Specific?

CARD 14

“The Founding Fathers wrote the Constitution to explain how the government would work.”

Sort me. Broad or Specific?

CARD 15

“Franklin discovered that metal could conduct electricity.”

Sort me. Broad or Specific?

CARD 16

“The Founding Fathers wanted laws that were fair and protected freedoms.”

Sort me. Broad or Specific?

CARD 17

“Benjamin Franklin helped make communities safer with his inventions.”

Sort me. Broad or Specific?

CARD 18

“Some leaders wrote the Declaration of Independence in 1776.”

Sort me. Broad or Specific?

Mirrored Backs - On Your Mark, Get SET, Sort Cards - Set 3

Intentionally matching card positions. Check the answer only after your group commits.

SPECIFIC ON YOUR MARK, GET SET, SORT . Card 14	SPECIFIC ON YOUR MARK, GET SET, SORT . Card 13
SPECIFIC ON YOUR MARK, GET SET, SORT . Card 16	SPECIFIC ON YOUR MARK, GET SET, SORT . Card 15
SPECIFIC ON YOUR MARK, GET SET, SORT . Card 18	SPECIFIC ON YOUR MARK, GET SET, SORT . Card 17

CUT PAGE - On Your Mark, Get SET, Sort Cards - Set 4

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

CARD 19

**“The lightning rod guided electricity
safely into the ground.”**

Sort me. Broad or Specific?

CARD 20

**“The American colonies wanted to be
free from British rule.”**

Sort me. Broad or Specific?

CARD 21

**“Franklin studied electricity to solve
the problem of lightning damage.”**

Sort me. Broad or Specific?

CARD 22

**“George Washington, Thomas
Jefferson, and others helped solve
the colonies' problems.”**

Sort me. Broad or Specific?

CARD 23

**“Buildings began adding lightning
rods to their rooftops.”**

Sort me. Broad or Specific?

CARD 24

**“The Founding Fathers worked
together to form a new nation.”**

Sort me. Broad or Specific?

Mirrored Backs - On Your Mark, Get SET, Sort Cards - Set 4

Intentionally matching card positions. Check the answer only after your group commits.

SPECIFIC ON YOUR MARK, GET SET, SORT . Card 20	SPECIFIC ON YOUR MARK, GET SET, SORT . Card 19
SPECIFIC ON YOUR MARK, GET SET, SORT . Card 22	SPECIFIC ON YOUR MARK, GET SET, SORT . Card 21
SPECIFIC ON YOUR MARK, GET SET, SORT . Card 24	SPECIFIC ON YOUR MARK, GET SET, SORT . Card 23

On Your Mark, Get SET, Sort - My Recording Sheet

Record each card: is it Broad or Specific, and why?

Card	Broad or Specific?	Why?
Card 1		
Card 2		
Card 13		
Card 14		
Card 5		
Card 17		

ANSWER-KEY PRINCIPLE

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

STUDENT SUPPORT - Another Way to Show What You Know

Say each card aloud before recording. Use the frame: This is ____ 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 - DISCUSS

What makes a statement broad? Why does it matter?

DISCUSSION QUESTIONS

What made a broad statement sound broad?

What made a specific statement sound specific?

Why should a statement of purpose be broad?

Why should the statement of purpose not sound exactly like the thesis (central idea)?

CONNECT TO THE ESSENTIAL QUESTION

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: A broad opening helps prepare the reader 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: Blue and Green - SET It Up

Blue flap = Statement of Purpose. Green flap = Thesis (Central Idea).

HOW TO PLAY

1. Read each sentence card carefully.
2. Decide whether it is a broad opening or a specific answer.
3. Place it under the correct flap - Blue for Statement of Purpose, Green for Thesis (Central Idea).
4. After sorting, choose one blue card and one green card that match the same topic.
5. Copy the matching pair into your notebook as the first two sentences of an introduction.

WHY BLUE AND GREEN?

The blue flap holds the Statement of Purpose because it opens the paper calmly and broadly. The green flap holds the Thesis (Central Idea) because once you reach it, you are ready to go on to your reasons.

BEFORE YOU CUT

Dashed lines mean CUT. Fronts are on odd pages; the next even page is the mirrored back for duplex printing.

STUDENT SUPPORT - Another Way to Show What You Know

Use the no-cut recording sheet instead. Write Blue or Green beside each card in the table. You still choose the matching pair.

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 - Blue and Green: SET It Up Cards - Set 1

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

CARD 1

“Creative thinkers often solve problems in ways that help many people.”

Blue or Green?

CARD 2

“Strong leaders can respond to unfairness by working toward better solutions.”

Blue or Green?

CARD 3

“Important ideas can improve communities and protect others.”

Blue or Green?

CARD 4

“People can create lasting change when they act with courage and purpose.”

Blue or Green?

CARD 5

“Fair solutions often begin with thoughtful planning and strong action.”

Blue or Green?

CARD 6

“Inventions and leadership can both make life better for others.”

Blue or Green?

Mirrored Backs - Blue and Green: SET It Up Cards - Set 1

Intentionally matching card positions. Check the flap color only after your group commits.

BLUE - STATEMENT OF PURPOSE BLUE AND GREEN: SET IT UP · Card 2	BLUE - STATEMENT OF PURPOSE BLUE AND GREEN: SET IT UP · Card 1
BLUE - STATEMENT OF PURPOSE BLUE AND GREEN: SET IT UP · Card 4	BLUE - STATEMENT OF PURPOSE BLUE AND GREEN: SET IT UP · Card 3
BLUE - STATEMENT OF PURPOSE BLUE AND GREEN: SET IT UP · Card 6	BLUE - STATEMENT OF PURPOSE BLUE AND GREEN: SET IT UP · Card 5

CUT PAGE - Blue and Green: SET It Up Cards - Set 2

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

CARD 7

“Benjamin Franklin's invention was important because it protected buildings and made communities safer.”

Blue or Green?

CARD 8

“The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.”

Blue or Green?

CARD 9

“Benjamin Franklin's ideas were important because they solved a real problem and improved community safety.”

Blue or Green?

CARD 10

“The Founding Fathers' leadership was important because it helped the colonies move toward freedom and fair laws.”

Blue or Green?

CARD 11

“Benjamin Franklin and the Founding Fathers were important because their actions helped protect and improve life for others.”

Blue or Green?

CARD 12

“The solutions in both passages mattered because they helped communities become safer and stronger.”

Blue or Green?

Mirrored Backs - Blue and Green: SET It Up Cards - Set 2

Intentionally matching card positions. Check the flap color only after your group commits.

GREEN - THESIS (CENTRAL IDEA) BLUE AND GREEN: SET IT UP · Card 8	GREEN - THESIS (CENTRAL IDEA) BLUE AND GREEN: SET IT UP · Card 7
GREEN - THESIS (CENTRAL IDEA) BLUE AND GREEN: SET IT UP · Card 10	GREEN - THESIS (CENTRAL IDEA) BLUE AND GREEN: SET IT UP · Card 9
GREEN - THESIS (CENTRAL IDEA) BLUE AND GREEN: SET IT UP · Card 12	GREEN - THESIS (CENTRAL IDEA) BLUE AND GREEN: SET IT UP · Card 11

Independent Writing Extension - Two Introduction Sentences

Choose a prompt. Write a broad Statement of Purpose, then a specific thesis (central idea).

PROMPT CHOICES

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

MY TWO SENTENCES

Statement of Purpose (broad):

Thesis (Central Idea) (specific):

STUDENT SUPPORT - Another Way to Show What You Know

Say your broad sentence aloud first. Check: could it fit more than one essay? If yes, it is broad enough.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

You learned how to get set before you go: strong introductions begin with purpose, not in a rushed or tiny way.

RECOGNITION IDEAS

Color a small starting flag beside your best statement of purpose. Star the broad sentence you are most proud of. Circle the word or phrase that makes it sound global.

QUICK CLASS CELEBRATION

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

MY AWARD

My statement of purpose sounds broad because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Writers grow stronger when they notice how their beginning sounds.

REFLECTION QUESTIONS

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

CURIOSITY QUESTIONS

- Why do readers need a broad opening before the thesis (central idea)?
- What happens if the first sentence is too specific?
- How can a broad statement still feel strong and meaningful?

GOAL STEMS

One HABIT I want to keep using is... / Next time I want my opening sentence to sound more... / I still need practice with...

BUILD A PRECISE TARGET

My next opening-sentence goal is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN to Others

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

TURN AND TEACH SENTENCE FRAMES

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

MY TEACHING CARD

A statement of purpose is:

It should sound broad because:

A thesis (central idea) is different because:

My example of a broad sentence:

My example of a thesis (central idea):

LISTENER RESPONSIBILITIES

- Check that the statement of purpose is the first sentence of the introduction.
- Listen for whether it sounds broad and global.
- Notice whether it avoids exact passage details.
- Ask how the thesis (central idea) is more specific.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - 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: _____

Ready to Stretch? Take Your Thinking Further!

Without using the frame, explain why a statement of purpose should not name Franklin or the Founding Fathers.

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Informal, low-stakes ways to show what you understand - ready for your own thinking.

VERBAL - FIST TO FIVE

Hold up 0-5 fingers to show how sure you are that you can explain what a Statement of Purpose is and how it differs from a thesis (central idea).

VISUAL - SORT IT

Sort statement cards into two piles: Broad and Specific.

WRITTEN - ONE-SENTENCE SUMMARY

Write one broad Statement of Purpose that opens a topic without naming exact passage details.

My sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say a broad opening aloud, point to a sorted pile, or hand in your one-sentence summary.

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

Color a starting flag beside your best Statement of Purpose, star the broad sentence you are most proud of, and circle the word or phrase that makes it sound global. Explain why it earns a SET Starter or Broad Beginning Builder award.

TARGET

Choose one next step from this lesson: make your opening broader, remove exact passage details, lead more naturally toward the thesis (central idea), make it fit more than one essay topic, or make the thesis more specific than the opening.

EXPLAIN

Teach a partner that a Statement of Purpose is the first sentence, sounds broad and global, avoids exact passage details too soon, and leads to a more specific thesis (central idea). Name the page that proves your explanation.

I Can...	Not Yet	Getting Set	I Can Do It
Say what GET SET stands for	☐	☐	☐
Tell a broad statement from a specific one	☐	☐	☐
Write a Statement of Purpose that sounds broad and global	☐	☐	☐
Keep exact passage details out of my opening sentence	☐	☐	☐
Pair a broad opening with a more specific thesis (central idea)	☐	☐	☐

Day 5 - Writing Opportunity - Set the Stage

Write three different broad openings for one thesis, then decide which is strongest.

GIVEN THESIS (CENTRAL IDEA)

The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.

WHAT TO WRITE

- Write three different broad Statement of Purpose sentences that could lead into this thesis.
- Make each one broad.
- Decide which one is strongest and explain why.

MY FIRST DECISION

The sentence frame I will try first:

Passage pages I will reread:

STUDENT SUPPORT - Another Way to Show What You Know

Reread the Founding Fathers passage first, then try a sentence frame: Strong leaders often..., Communities often..., or Lasting change can...

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 Introduction

Draft the broad opening, the bridge sentence, and the specific thesis before you write it out.

1. STATEMENT OF PURPOSE - Open broad, with no exact passage details

2. EVIDENTIARY TRANSITION - Bridge toward your support

3. THESIS (CENTRAL IDEA) - Give the direct, specific answer

STUDENT SUPPORT - Another Way to Show What You Know

Use the Meet GET SET chart and the Broad vs. Specific chart. You choose the broad idea that fits your prompt.

Ready to Stretch? Take Your Thinking Further!

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

Introduction Draft - Page 1

Keep your opening broad and your thesis specific.

BROAD CHECK

After you write your opening, ask: Could this fit more than one essay? Does it avoid naming exact people or events?

[illegible]

Introduction Draft - Page 2

Continue only if you need more space. Broad does not mean vague.

MEANING CHECK

Does my broad opening still sound purposeful and meaningful, or did it become empty or off-topic?

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

Broaden a sentence that sounds too specific, check conventions, then explain one decision.

REVISE

Read your opening aloud. If it names an exact person, event, or detail, broaden it.

Before:

After:

EDIT

☐ Complete sentence ☐ Capital letter and end punctuation ☐ No exact passage quote in the opening

SHARE

My partner knew my opening was broad when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your Statement of Purpose to a partner. The feedback must name whether it sounds broad enough to fit many essays.

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? - Strongest Opening

Write three broad openings for one thesis, then justify the strongest.

DIRECTIONS

Choose one thesis (central idea). Write three different broad Statement of Purpose sentences that could lead into it. Decide which is strongest and explain why.

SAMPLE - ENRICHMENT SET

Thesis: The Founding Fathers' work mattered because they helped create a fair government and protect people's rights. Options: "Strong leaders can respond to problems by creating fair solutions for others." "Communities often improve when people work together to solve unfairness." "Lasting change can happen when courageous people act with purpose and determination."

MY THREE OPENINGS

1.

2.

3.

JUSTIFY

Which one is strongest, and why does it lead most clearly into the thesis while still sounding broad?

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

The Statement of Purpose opens the door; the thesis (central idea) walks through it. A strong introduction does not begin small - it begins with purpose, broadly and meaningfully, before it narrows to the specific thesis (central idea) that directly answers the prompt.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 3, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I begin my introduction so it gets my reader ready?

My Answer

I start with one big, broad opening sentence that prepares my reader, and then I narrow down to the thesis (central idea) that answers the prompt - the broad opening opens the door and the thesis walks through it.

STUDENT SUPPORT - Another Way to Show What You Know

Start broad: My broad opening is ____, and it leads to my thesis ____.

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 4



M O D U L E

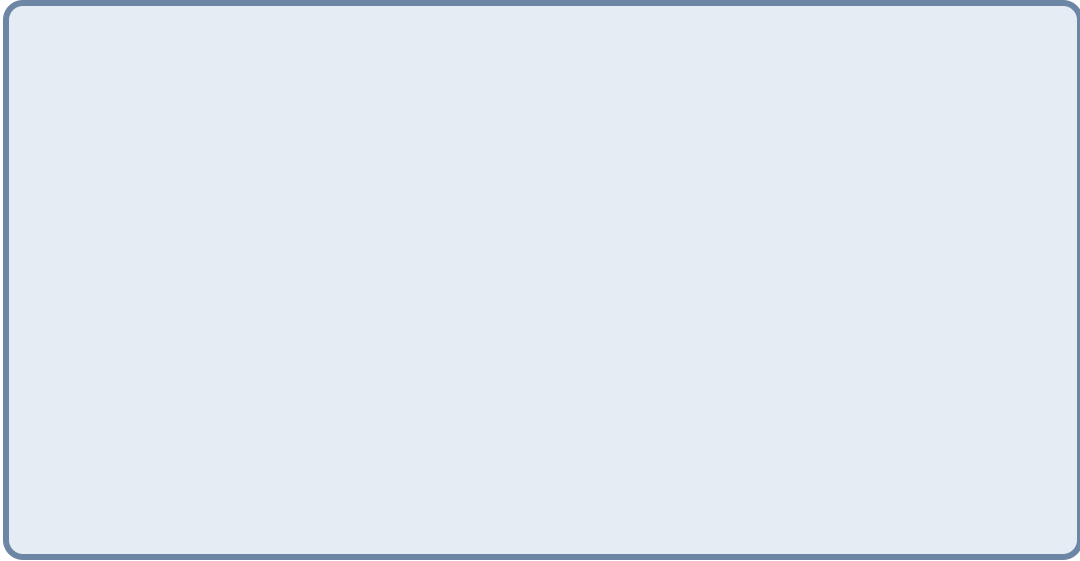


The Yellow Sentence

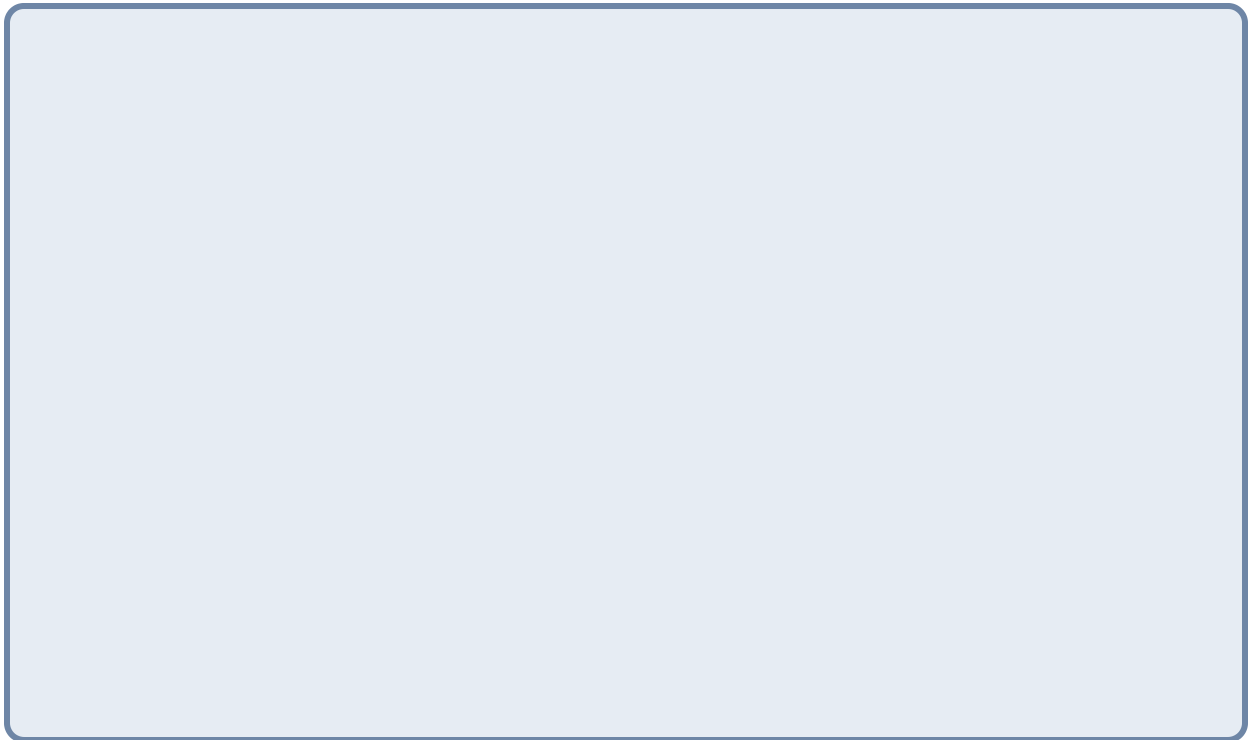
The Evidentiary Transition



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

The yellow sentence bridges the broad opening and the specific thesis (central idea).

WHY THIS MODULE MATTERS

A strong writer does not jump from a broad opening straight into an answer. A strong writer builds a bridge. This module teaches the yellow Evidentiary Transition - the middle sentence of the GET SET introduction - that groups the support collectively instead of listing every reason or quote one by one.

Essential Question

How do I connect my broad opening to my thesis (central idea)?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
- Scissors symbol = cut page (cut pages along the dashed lines)
- 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 3.12B(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 keep my writing focused on one clear central idea.

TEKS 3.12B(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the parts readers expect in an informational piece.

TEKS 3.12B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices so my writing works well.

The Standards I Am Learning - Part 2

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

TEKS 3.11B(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a clear, purposeful introduction.

TEKS 3.11B(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop my ideas with relevant, specific details.

TEKS 3.7C - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E), 2(E), 3(E), and 4(C)

I can listen, speak, read, and write about the ideas in this module.

My Module 4 Learning Launchpad

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

I CAN

- say what GET SET stands for and which sentence is yellow.
- tell a listing sentence from a grouped (collective) one.
- use collective phrases to group the support.
- write a yellow sentence that bridges the blue opening and the green thesis (central idea).
- build a full three-sentence introduction (blue, yellow, green).

I WILL

- read closely, speak about my thinking, and use evidence accurately.
- check that my yellow sentence groups the support instead of listing every part.
- connect my yellow sentence to both the blue opening and the green thesis (central idea).
- revise a weak listing sentence into a strong collective one.

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The GET SET move I will practice first is _____ because

My Module 4 Learning Dashboard

Return during the week. Point to real proof.

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

Circle where you think your learning is right now on Monday, Wednesday, and Friday.

Skill	Monday	Wednesday	Friday
Say what GET SET stands for	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell listing from grouping	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use collective phrases	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a yellow bridge sentence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build a full three-sentence introduction	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

begin

Say it: bih-GIN

What it means: To start.

Try the frame: The blue sentence helps us _____.

bridge

Say it: BRIJ

What it means: Something that connects two sides.

Try the frame: The yellow sentence is a _____.

group

Say it: GROOP

What it means: To put things together as one.

Try the frame: The yellow sentence can _____ the support.

list

Say it: LIST

What it means: To name items one by one.

Try the frame: A weak yellow sentence sounds like a _____.

middle

Say it: MID-ul

What it means: The part between the beginning and end.

Try the frame: The yellow sentence is in the _____.

move

Say it: MOOV

What it means: To go from one place to another.

Try the frame: A smooth introduction helps ideas _____.

Tier 1 Vocabulary

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

parts

Say it: PAHRTS

What it means: The separate pieces of something.

Try the frame: Do not list every one of the _____.

show

Say it: SHOH

What it means: To let someone see or understand.

Try the frame: The passage can _____ many ideas.

tell

Say it: TEL

What it means: To share information.

Try the frame: A listing sentence tries to _____ every part.

whole

Say it: HOHL

What it means: All of something together.

Try the frame: Group the support as a _____.

Tier 2 Vocabulary

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

broad

Say it: BRAWD

What it means: Wide; a big idea.

Try the frame: The blue sentence is _____.

category

Say it: KAT-uh-gor-ee

What it means: A group things belong to.

Try the frame: Group ideas by _____.

collective

Say it: kuh-LEK-tiv

What it means: Referring to things as a group.

Try the frame: The yellow sentence is _____.

collective noun

Say it: kuh-LEK-tiv NOWN

What it means: A word that names a group.

Try the frame: A _____ helps group the support.

evidence

Say it: EV-uh-duns

What it means: Proof from the text.

Try the frame: The yellow sentence previews the _____.

Tier 2 Vocabulary

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

evidentiary transition

Say it: ev-ih-DEN-shair-ee tran-ZISH-un

What it means: The yellow middle sentence that groups the support.

Try the frame: The yellow _____ is the bridge.

grouping

Say it: GROOP-ing

What it means: Putting ideas together.

Try the frame: Use _____ words in the yellow sentence.

introduction

Say it: in-truh-DUK-shun

What it means: The first paragraph that gets the reader ready.

Try the frame: The _____ is GET SET.

reason

Say it: REE-zun

What it means: Why the thesis (central idea) is true.

Try the frame: Do not list every _____ in the yellow sentence.

specific

Say it: spih-SIF-ik

What it means: Exact; about details.

Try the frame: The green sentence is _____.

Tier 2 Vocabulary

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

statement of purpose

Say it: STAYT-ment uv PUR-pus

What it means: The broad first sentence (blue).

Try the frame: The blue _____ opens the paper.

support

Say it: suh-PORT

What it means: The evidence and ideas that back the thesis (central idea).

Try the frame: The yellow sentence groups the _____.

thesis (central idea)

Say it: THEE-sis

What it means: The specific answer to the prompt (green).

Try the frame: The green _____ lands on the answer.

transition

Say it: tran-ZISH-un

What it means: A word or sentence that connects ideas.

Try the frame: The yellow sentence is a _____.

Tier 3 Vocabulary

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

colonies

Say it: KOL-uh-neeZ

What it means: Early American settlements ruled by Britain.

Try the frame: The _____ wanted freedom.

communities

Say it: kuh-MYOO-nih-teeZ

What it means: Groups of people who live together.

Try the frame: The invention helped whole _____.

Constitution

Say it: kon-stih-TOO-shun

What it means: The plan for how the government works.

Try the frame: The _____ explained the government.

Declaration of Independence

Say it: dek-luh-RAY-shun uv in-dih-PEN-dunss

What it means: The document declaring the colonies free.

Try the frame: They wrote the _____.

electricity

Say it: ih-lek-TRIS-ih-tee

What it means: A form of energy that can appear as lightning.

Try the frame: Franklin studied _____.

experiments

Say it: ik-SPER-uh-ments

What it means: Tests done to learn something new.

Try the frame: Franklin used _____ to discover a solution.

Tier 3 Vocabulary

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

freedoms

Say it: FREE-dumz

What it means: The rights people are free to have.

Try the frame: Fair laws protect people's _____.

government

Say it: GUV-ern-munt

What it means: The group that makes and runs the laws.

Try the frame: They built a fair _____.

invention

Say it: in-VEN-shun

What it means: A new thing someone makes for the first time.

Try the frame: The lightning rod was an _____.

leadership

Say it: LEE-der-ship

What it means: Guiding and helping others.

Try the frame: Their _____ created change.

lightning rod

Say it: LYT-ning rod

What it means: A metal rod that protects buildings from lightning.

Try the frame: The _____ kept buildings safe.

rights

Say it: ryts

What it means: Things people are free to do or have.

Try the frame: The Constitution protects people's _____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

Dot the word. Discover the meaning. Drop the dot. This HABIT helps your brain keep track of the words you are still learning.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The GET SET Introduction

Blue opens. Yellow bridges. Green lands.

GET SET

The introduction has three sentences: **S** - Statement of Purpose (Blue), **E** - Evidentiary Transition (Yellow), **T** - Thesis (Central Idea) Statement (Green). This module focuses on the middle sentence, the Evidentiary Transition.

**STATEMENT OF PURPOSE
(BLUE)**

**EVIDENTIARY TRANSITION
(YELLOW)**

**THESIS - CENTRAL IDEA
(GREEN)**

WHAT THE YELLOW SENTENCE SHOULD DO

- sound more focused than the statement of purpose
- sound less exact than the thesis (central idea)
- group ideas together efficiently
- preview the support that is coming

WHAT THE YELLOW SENTENCE SHOULD NOT DO

- list all three reasons one by one
- repeat the thesis (central idea)
- sound too broad like the statement of purpose
- sound too detailed like body paragraph evidence

STUDENT SUPPORT - Another Way to Show What You Know

Say the three colors in order - blue, yellow, green - and explain the job of each one.

Ready to Stretch? Take Your Thinking Further!

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

Listing vs. Collectively Referring

The yellow sentence groups the support instead of listing every part.

DO NOT LIST

fire protection • community safety • scientific experiments

DO COLLECTIVELY REFER

his inventions and discoveries • the actions he took • the evidence from the passage • the solutions he developed • the leadership and documents involved • the steps taken to solve the problem

HELPFUL COLLECTIVE REFERRING PHRASES

the evidence in the passage • the actions taken • the ideas presented • the solutions developed • the discoveries described • the leadership shown • the documents and decisions • the details in both texts • the examples in the passages • the events described

WHY IT MATTERS

If I list every reason, my introduction starts sounding like my outline. But if I group them together, my writing sounds smoother.

STUDENT SUPPORT - Another Way to Show What You Know

Say one collective phrase aloud before you use it in a sentence.

Ready to Stretch? Take Your Thinking Further!

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

Study a Model Introduction

Watch how the yellow sentence groups the support as a bridge.

MODEL - FRANKLIN WHY

Blue: Creative thinkers often solve problems in ways that help many people.

Weak Yellow (listing): The passage shows his experiments, his invention of the lightning rod, and his protection of buildings.

Strong Yellow (collective): The passage provides details about Franklin's discoveries and the solution he created to protect communities.

Green: Benjamin Franklin's invention was important because it protected buildings and made communities safer.

MODEL - FOUNDING FATHERS WHY

Blue: Strong leaders can respond to unfairness by working toward better solutions.

Yellow: The passage includes information about the leaders' actions, decisions, and efforts to create a fair government.

Green: The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.

THE YELLOW SENTENCE HABIT

connect the broad idea to the thesis (central idea) • mention support as a group • avoid listing every reason • sound smoother than a body paragraph • prepare the reader for the thesis (central idea)

STUDENT SUPPORT - Another Way to Show What You Know

Read each model aloud. Point to the word or phrase that groups the support instead of listing 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 FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can I build a yellow Evidentiary Transition that bridges my broad opening and my specific thesis (central idea) by grouping the support together?

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.

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.

The Invention of Electricity

Informational • Very High Stamina • Part 1 of 4

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Mark details you could group into a collective yellow sentence.

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

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

[2] When Franklin was growing up, life was very different from today. There were no computers, cell phones, televisions, or electric lights. People often used candles and lanterns to light their homes after dark. Traveling from one place to another could take a long time, and information spread much more slowly. People depended on hard work, creativity, and problem solving to meet their needs. Franklin was fascinated by the world around him and wanted to understand how things worked.

[3] As a young boy, Franklin spent much of his free time reading books. He enjoyed learning about science, nature, and new ideas. He often asked questions that others had not thought about. While many people simply accepted things as they were, Franklin wanted to know why things happened. His curiosity helped him become a lifelong learner.

[4] As he grew older, Franklin became known for his intelligence and creativity. He worked as a writer and publisher, sharing ideas with people throughout the colonies. He also became involved in community projects. Franklin believed that people could work together to solve problems and improve their towns. He helped organize libraries, fire departments, and other community services that made life better for many people.

[5] One of the biggest problems people faced during Franklin's time involved storms and lightning. Thunderstorms could be dangerous because lightning often struck buildings. When lightning hit a house, barn, church, or other structure, it could start a fire. These fires sometimes spread quickly and destroyed entire buildings. Since many buildings were made of wood, fires could become very serious in a short amount of time.

The Invention of Electricity - Continued 2

Informational • Very High Stamina • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, discovering evidence, and marking exact TRACKS details you could group instead of list.

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

[6] People feared lightning because they did not fully understand it. Some believed there was nothing anyone could do to stop the damage. Others had incorrect ideas about electricity and lightning. Since scientists had not yet learned much about electricity, many questions remained unanswered. Franklin wanted to understand why lightning behaved the way it did and whether people could protect themselves from its dangers.

[7] Franklin began studying electricity through careful observation and experiments. He read everything he could find about the subject. He talked with other thinkers and scientists and compared ideas. Instead of making guesses, Franklin believed in collecting evidence. He wanted to discover facts that could help explain natural events.

[8] At the time, electricity was still a mystery to many people. Scientists knew that certain materials could create sparks, but they did not fully understand how electricity worked. Franklin became interested in learning more. He wondered whether lightning and electricity might be connected.

[9] One of the most famous stories about Benjamin Franklin involves a kite experiment. During a thunderstorm, Franklin used a kite to help study electricity. The experiment provided evidence that lightning and electricity were related. Although the kite story is often remembered today, it was only one part of Franklin's larger research. His discoveries came from years of learning, testing ideas, and observing the world around him.

[10] As Franklin continued his studies, he learned that metal could conduct electricity. Conduct means carrying electricity from one place to another. This discovery gave him an important idea. If metal could carry electricity, perhaps it could guide lightning safely away from buildings.

[11] Franklin began thinking about ways to protect homes and other structures from lightning strikes. He knew that people needed a solution because storms often caused serious damage. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings. Franklin believed science could help solve the problem.

The Invention of Electricity - Continued 3

Informational • Very High Stamina • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, discovering evidence, and marking exact TRACKS details you could group instead of list.

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

[12] After studying the issue, Franklin invented the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod is connected to a wire that runs down the side of the building and into the ground. When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.

[13] This invention was simple, but it was very effective. The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire. Franklin's invention helped solve a problem that had worried communities for many years.

[14] As people learned about the lightning rod, many began adding them to their buildings. Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops. Communities soon noticed that buildings protected by lightning rods were less likely to be damaged during storms.

[15] The invention also gave people peace of mind. Before the lightning rod, storms often caused fear and uncertainty. Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings. The lightning rod helped reduce those concerns by providing a safer way to handle lightning strikes.

[16] Franklin's success showed people the value of science and problem solving. He demonstrated that careful observation and experimentation could lead to practical solutions. His work encouraged others to study problems and search for answers rather than simply accepting things they did not understand.

[17] Benjamin Franklin was interested in more than just electricity. Throughout his life, he created other inventions and improvements. He believed that inventions should make life easier and safer for people. His ideas often focused on solving everyday problems that affected communities.

[18] Franklin also valued education. He believed that knowledge should be shared with others. Through his writing, he taught people about science, inventions, and ways to improve society. He encouraged others to keep learning and to use what they learned to help their communities.

[19] His discoveries inspired many future inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making discoveries of their own. New inventions and scientific breakthroughs followed. Over time, scientists learned much more about electricity and how it could be used.

The Invention of Electricity - Continued 4

Informational • Very High Stamina • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, discovering evidence, and marking exact TRACKS details you could group instead of list.

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

[20] Years after Franklin's experiments, inventors developed new ways to generate and use electricity. Communities eventually gained access to electric lights, appliances, machines, and communication systems. Electricity transformed the way people lived and worked. Tasks that once took hours became easier and faster.

[21] Today, electricity is a part of everyday life. Homes use electricity for lighting, heating, cooling, and cooking. Schools use electricity to power computers, projectors, and other learning tools. Hospitals rely on electricity to operate important medical equipment. Businesses use electricity to provide goods and services to customers.

[22] Although Benjamin Franklin did not invent all of these modern technologies, his research helped scientists better understand electricity. His work laid an important foundation for future discoveries. The knowledge he gained helped others continue exploring the science of electricity.

[23] Franklin's story teaches an important lesson about curiosity. He did not stop asking questions when he encountered a problem. Instead, he searched for answers. He observed, experimented, and learned from his mistakes. His willingness to keep learning helped him make discoveries that benefited many people.

[24] The story of the lightning rod is a reminder that even simple ideas can make a big difference. By understanding how electricity worked, Franklin found a way to protect buildings and communities. His invention saved property, reduced damage, and improved safety for countless people.

[25] Benjamin Franklin's curiosity and problem solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. Stormy weather became less dangerous for many buildings because of the lightning rod. More importantly, Franklin showed that learning, experimenting, and sharing knowledge can help create positive change.

[26] Today, Benjamin Franklin is remembered as one of the most influential inventors in American history. His work with electricity helped shape communities and inspired generations of scientists, inventors, and leaders. Through his discoveries, he demonstrated how one person's ideas can continue helping others long after they are gone.

The Invention of Electricity - TRACKS Evidence Hunt

Study the exact words, then verbally explain which collective phrase each detail could group into.

TRACKS	Exact Evidence	Collective Phrase It Could Support
T • Time	"during a thunderstorm; long ago"	It could group into _____
R ■ Reactions	"This invention helped protect homes, barns, and churches"	It could group into _____
A ▲ Actions	"Benjamin Franklin studied electricity; he invented the lightning rod"	It could group into _____
C ★ Character, Concept, Creature	"Benjamin Franklin; the lightning rod; electricity"	It could group into _____
K ♦ Key Knowledge	"lightning could cause dangerous fires"	It could group into _____
S ▼ Scenery / Setting	"homes, barns, and churches"	It could group into _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could group into _____. You still choose the collective phrase.

Ready to Stretch? Take Your Thinking Further!

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

The Founding Fathers

Informational • Very High Stamina • Part 1 of 4

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Mark details you could group into a collective yellow sentence.

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

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

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

[3] As time passed, more colonists became frustrated. They wanted leaders who would listen to their concerns and represent their interests. Some colonists believed changes could be made while remaining part of Great Britain. Others believed the colonies should become completely independent. These different opinions led to many discussions throughout the colonies.

[4] Several important leaders emerged during this time. George Washington became known for his leadership and dedication. Thomas Jefferson was respected for his writing and ideas about freedom. Benjamin Franklin was admired for his knowledge and problem solving skills. John Adams and James Madison also played important roles in helping guide the colonies. Although they sometimes disagreed, they shared the goal of improving life for the colonists.

[5] These leaders spent many hours meeting with others and discussing possible solutions. They listened to different viewpoints and debated important issues. They understood that creating change would require careful planning and cooperation. Their willingness to work together helped them make progress toward their goals.

The Founding Fathers - Continued 2

Informational • Very High Stamina • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, discovering evidence, and marking exact TRACKS details you could group instead of list.

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

[6] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It listed complaints about British rule and described the rights people should have.

[7] One of the most famous parts of the Declaration of Independence states that all people have certain rights, including life, liberty, and the pursuit of happiness. These ideas became important principles for the new nation. The authors believed governments should protect these rights rather than take them away.

[8] Writing the Declaration of Independence was not an easy task. The leaders carefully chose their words because they wanted people to understand their message. They knew the document would be read by colonists, British leaders, and people in other countries. They hoped it would explain why independence was necessary.

[9] When the Declaration of Independence was completed, it marked an important moment in history. The colonies were officially declaring that they wanted to govern themselves. However, gaining independence would require more than simply writing a document.

[10] Soon after, the colonies became involved in a war with Great Britain. This conflict became known as the American Revolution. The war lasted for several years and required great sacrifice from many people.

[11] George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions. At times, the army struggled because it lacked food, supplies, and equipment. Even during these hardships, many soldiers continued fighting because they believed in the cause of independence.

[12] The American Revolution affected people throughout the colonies. Families often worried about loved ones serving in the army. Communities faced uncertainty about what the future would bring. Despite these challenges, many colonists remained determined to achieve independence.

[13] Eventually, the colonies won the war. Their victory allowed the United States to become an independent nation. While this was an important achievement, the work of building a country was only beginning.

The Founding Fathers - Continued 3

Informational • Very High Stamina • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, discovering evidence, and marking exact TRACKS details you could group instead of list.

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

[14] After the American Revolution ended, leaders faced new challenges. The United States needed a government that could help the states work together and solve problems. The nation had won its freedom, but it still needed a system for making laws and leading the country.

[15] At first, the government was not very strong. Leaders soon realized improvements were needed. They wanted a government that could protect people's rights while also helping maintain order. To address these concerns, representatives from different states met together to discuss possible solutions.

[16] In 1787, many of the nation's leaders gathered to write the Constitution. This document explained how the government of the United States would work. The Constitution created a framework for the country's government and described the responsibilities of different leaders.

[17] The Founding Fathers spent many months discussing ideas and making decisions. They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states. These disagreements led to long debates and careful negotiations.

[18] Even when they disagreed, the leaders continued working together. They understood that compromise would be necessary. Their willingness to listen to different viewpoints helped them create a plan that many people could support.

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

[20] The Constitution also explained how laws would be made and how leaders would be selected. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally objected to being governed without representation.

[21] Another important feature of the Constitution was its ability to be changed when necessary. The Founding Fathers understood that future generations might face new challenges. They created a process that would allow the Constitution to be amended while still protecting important principles.

The Founding Fathers - Continued 4

Informational • Very High Stamina • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, discovering evidence, and marking exact TRACKS details you could group instead of list.

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

[22] The work of the Founding Fathers required leadership, courage, and determination. They faced difficult decisions and often worked under pressure. They knew their choices would affect millions of people in the future.

[23] Many of the Founding Fathers devoted years of their lives to public service. They traveled long distances to attend meetings, participated in debates, and spent countless hours discussing important issues. Their dedication helped create a strong foundation for the nation.

[24] The influence of the Founding Fathers can still be seen today. The Declaration of Independence and the Constitution remain two of the most important documents in American history. Students study these documents because they continue to shape the government of the United States.

[25] Many of the freedoms people enjoy today are connected to the ideas of the Founding Fathers. Their work helped establish principles such as individual rights, representative government, and the rule of law. These principles continue to guide leaders and citizens.

[26] The Founding Fathers also demonstrated the importance of cooperation. Although they often had different opinions, they worked together to solve problems. Their ability to compromise helped them accomplish goals that would have been impossible alone.

[27] Today, people continue to remember George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and other Founding Fathers because of their contributions to the nation. Their efforts helped create a country built on ideas of freedom, rights, and self government.

[28] The story of the Founding Fathers reminds us that creating a nation requires hard work, leadership, and determination. They faced many obstacles but continued moving forward because they believed in their vision for the future. Their ideas and efforts helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American government and daily life.

The Founding Fathers - TRACKS Evidence Hunt

Study the exact words, then verbally explain which collective phrase each detail could group into.

TRACKS	Exact Evidence	Collective Phrase It Could Support
T ● Time	"long ago; in the early days of the country"	It could group into _____
R ■ Reactions	"They wanted to create laws that were fair"	It could group into _____
A ▲ Actions	"met together to write the Constitution; responded to unfair rule"	It could group into _____
C ★ Character, Concept, Creature	"the Founding Fathers; the Constitution; the government"	It could group into _____
K ♦ Key Knowledge	"protect the freedoms of the people"	It could group into _____
S ▼ Scenery / Setting	"the colonies; the new nation"	It could group into _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could group into _____. You still choose the collective phrase.

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: On Your Mark, Get Set

Imagine a race. Get set is the middle part.

At the starting line, a runner crouches down. The runner hears: *On your mark...* That is like the statement of purpose. It gets the reader ready. Then the runner hears: *Get set...* That is like the evidentiary transition. It puts the reader in position. And then the runner hears: *Go!* That is like the thesis (central idea). It launches the paper forward.

Today we are focusing on the middle part - Get set. This middle sentence helps the writing move smoothly. It is not as broad as the first sentence. It is not as specific as the thesis (central idea). It is the bridge.

OUR JOB TODAY

If writers skip the yellow sentence, the introduction can feel jumpy. If writers list too much in the yellow sentence, it can feel crowded. We are learning how to group evidence as a whole instead of dragging every part into the introduction.

STUDENT SUPPORT - Another Way to Show What You Know

Say "On your mark, get set, go!" with a partner and point to blue, yellow, and green as you say each part.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The Yellow Sentence

Review blue and green, then reveal the new learning.

REVIEW THE FIRST SENTENCE - BLUE

The statement of purpose is broad. It sounds like a big idea. *Creative thinkers often solve problems in ways that help many people.* That sentence could fit many essays.

REVIEW THE THIRD SENTENCE - GREEN

The thesis (central idea) is specific. It answers the prompt directly. *Benjamin Franklin's invention was important because it protected buildings and made communities safer.* That sentence is exact. It tells what this essay will prove.

REVEAL - THE YELLOW SENTENCE

Now we need the middle sentence. This sentence previews the support, but it does so collectively - it talks about the evidence as a group, not as separate pieces.

STUDENT SUPPORT - Another Way to Show What You Know

Say the blue and green models aloud, then predict what the middle yellow sentence might group together.

Ready to Stretch? Take Your Thinking Further!

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

Ready, SET, Race

Read. Sort. Decide: does the yellow sentence list, or does it group?

PURPOSE

Practice the difference between listing reasons/evidence and collectively referring to support. Race to decide which middle sentence is stronger and smoother for an introduction.

GAMEBOARD PATH

Starting Line -> Broad Bend -> Yellow Lane -> Thesis (Central Idea) Track -> Finish Flag.

SPINNER LABELS

Draw a Prompt • Blue First • Yellow Check • Green Finish • Listing or Grouping? • Race Ahead

HOW TO PLAY

1. Place your player marker at Starting Line.
2. One player spins.
3. The spinner tells which card to draw or action to take.
4. Match one blue statement of purpose, one yellow evidentiary transition, and one green thesis (central idea).
5. If you draw two yellow options, decide which one is stronger and explain why.
6. Correct match and explanation = move forward 2 spaces.
7. If the yellow sentence is weak, revise it before moving.
8. First group to reach Finish Flag wins.

STUDENT SUPPORT - Another Way to Show What You Know

No spinner or pieces? Number the cards 1-5 in your notebook, point to each in order, and say "list" or "group" before checking your match.

Ready to Stretch? Take Your Thinking Further!

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

Before You Cut

Cut along the dashed lines.

SET UP

Cut along the dashed lines.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete introduction.

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 - Ready, SET, Race Cards - Card Set 1 (Franklin WHY)

Dashed lines mean CUT.

PROMPT Explain why Benjamin Franklin's invention was important.	BLUE - STATEMENT OF PURPOSE Creative thinkers often solve problems in ways that help many people.
WEAK YELLOW - LISTING The passage tells about his experiments, his lightning rod, and his protection of buildings.	STRONG YELLOW - COLLECTIVE The passage provides details about Franklin's discoveries and the solution he created to protect communities.
GREEN - THESIS (CENTRAL IDEA) Benjamin Franklin's invention was important because it protected buildings and made communities safer.	

Ready, SET, Race - Card Set 1 Mirrored Backs

These backs mirror the card positions.

B READY, SET, RACE Card Set 1	P READY, SET, RACE Card Set 1
Y READY, SET, RACE Card Set 1	Y READY, SET, RACE Card Set 1
	G READY, SET, RACE Card Set 1

✂ CUT PAGE - Ready, SET, Race Cards - Card Set 2 (Founding Fathers WHY)

Dashed lines mean CUT.

PROMPT Explain why the Founding Fathers' work mattered.	BLUE - STATEMENT OF PURPOSE Strong leaders can respond to unfairness by working toward better solutions.
WEAK YELLOW - LISTING The passage tells about British rule, the Declaration of Independence, and the Constitution.	STRONG YELLOW - COLLECTIVE The passage includes information about the leaders' actions, decisions, and efforts to create a fair government.
GREEN - THESIS (CENTRAL IDEA) The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.	

Ready, SET, Race - Card Set 2 Mirrored Backs

These backs mirror the card positions.

B READY, SET, RACE Card Set 2	P READY, SET, RACE Card Set 2
Y READY, SET, RACE Card Set 2	Y READY, SET, RACE Card Set 2
	G READY, SET, RACE Card Set 2

✂ CUT PAGE - Ready, SET, Race Cards - Card Set 3 (Franklin HOW)

Dashed lines mean CUT.

PROMPT Explain how Benjamin Franklin improved community safety.	BLUE - STATEMENT OF PURPOSE Useful ideas can improve life when they are used to solve real problems.
WEAK YELLOW - LISTING The passage tells about the lightning rod, the wire, and buildings being protected.	STRONG YELLOW - COLLECTIVE The passage shares the process Franklin used and the invention that helped protect buildings from danger.
GREEN - THESIS (CENTRAL IDEA) Benjamin Franklin improved community safety through invention and problem-solving.	

Ready, SET, Race - Card Set 3 Mirrored Backs

These backs mirror the card positions.

B READY, SET, RACE Card Set 3	P READY, SET, RACE Card Set 3
Y READY, SET, RACE Card Set 3	Y READY, SET, RACE Card Set 3
	G READY, SET, RACE Card Set 3

✂ CUT PAGE - Ready, SET, Race Cards - Card Set 4 (Founding Fathers HOW)

Dashed lines mean CUT.

PROMPT Explain how the Founding Fathers responded to unfair British rule.	BLUE - STATEMENT OF PURPOSE People can create change when they respond to problems with action and purpose.
WEAK YELLOW - LISTING The passage tells about British rule, the Declaration of Independence, and the Constitution.	STRONG YELLOW - COLLECTIVE The passage presents the leaders' response, the documents they created, and the steps they took toward resolution.
GREEN - THESIS (CENTRAL IDEA) The Founding Fathers responded to unfair British rule through leadership and important writing.	

Ready, SET, Race - Card Set 4 Mirrored Backs

These backs mirror the card positions.

B READY, SET, RACE Card Set 4	P READY, SET, RACE Card Set 4
Y READY, SET, RACE Card Set 4	Y READY, SET, RACE Card Set 4
	G READY, SET, RACE Card Set 4

Ready, SET, Race - Recording

Save at least two complete introductions.

INTRODUCTION 1

Blue - Statement of Purpose:

Yellow - Evidentiary Transition:

Green - Thesis (Central Idea):

INTRODUCTION 2

Blue - Statement of Purpose:

Yellow - Evidentiary Transition:

Green - Thesis (Central Idea):

ANSWER KEY

For every card set: the strong yellow collective card is the correct choice; the weak yellow listing card is not the best choice for an introduction. Why? Because the yellow sentence should group evidence/support efficiently, bridge blue and green, and avoid sounding like a list of body paragraph points.

STUDENT SUPPORT - Another Way to Show What You Know

Say the introduction aloud before recording.
You still choose which yellow sentence groups the support best.

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

Let's talk about what helped your yellow sentence sound smooth.

- What is the job of the yellow sentence?
- Why is listing all the reasons weaker than collectively referring to them?
- How is the yellow sentence different from the blue sentence?
- How is the yellow sentence different from the green sentence?
- What words helped your yellow sentence sound collective?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The yellow sentence is the bridge.
Listing sounds crowded. Words like actions, details, solutions, and discoveries helped.

Ready to Stretch? Take Your Thinking Further!

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

Color the GET SET Introduction

Write a full introduction, then trade and color-code.

NOTEBOOK DIRECTIONS

1. Choose one prompt.
2. Write a three-sentence introduction paragraph.
3. Trade notebooks with a partner.
4. Partner highlights or colors: blue = statement of purpose, yellow = evidentiary transition, green = thesis (central idea).
5. Partner checks that blue is broad, yellow groups support, and green answers the prompt.

PROMPT CHOICES

WHY: Explain why Benjamin Franklin's invention was important. / Explain why the Founding Fathers' work mattered. / Explain why the solutions in both passages were important.

HOW: Explain how Benjamin Franklin improved community safety. / Explain how the Founding Fathers responded to unfair British rule. / Explain how Benjamin Franklin and the Founding Fathers improved life for others.

MY INTRODUCTION

Blue:

Yellow:

Green:

STUDENT SUPPORT - Another Way to Show What You Know

Point to each sentence in order before you color-code a partner's introduction.

Ready to Stretch? Take Your Thinking Further!

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

Sample Answer Keys

Compare your introduction to a sample answer.

WHY: Franklin

Blue: Creative thinkers often solve problems in ways that help many people. Yellow: The passage provides details about Franklin's discoveries and the solution he created to protect communities. Green: Benjamin Franklin's invention was important because it protected buildings and made communities safer.

WHY: Founding Fathers

Blue: Strong leaders can respond to unfairness by working toward better solutions. Yellow: The passage includes information about the leaders' actions, decisions, and efforts to create a fair government. Green: The Founding Fathers' work mattered because they helped create a fair government and protect people's rights.

HOW: Franklin

Blue: Useful ideas can improve life when they are used to solve real problems. Yellow: The passage shares the process Franklin used and the invention that helped protect buildings from danger. Green: Benjamin Franklin improved community safety through invention and problem-solving.

HOW: Founding Fathers

Blue: People can create change when they respond to problems with action and purpose. Yellow: The passage presents the leaders' response, the documents they created, and the steps they took toward resolution. Green: The Founding Fathers responded to unfair British rule through leadership and important writing.

PARTNER CHECK ANSWER KEY

A strong introduction should have 3 complete sentences: 1 broad blue sentence, 1 grouped yellow sentence, 1 specific green sentence.

STUDENT SUPPORT - Another Way to Show What You Know

Read one sample at a time. You still explain how the yellow sentence groups the support.

Ready to Stretch? Take Your Thinking Further!

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

Everything Built So Far

Step back and admire how much we have built.

YOUR PAPER NOW HAS FOUR PARAGRAPHS

Paragraph 1 = Introduction (Blue, Yellow, Green)

Paragraph 2 = Reason 1 + Evidence + Explanation + Significant Inferencing

Paragraph 3 = Reason 2 + Evidence + Explanation + Significant Inferencing

Paragraph 4 = Reason 3 + Evidence + Explanation + Significant Inferencing

FULL EXAMPLE - Franklin WHY

Introduction: Creative thinkers often solve problems in ways that help many people. The passage provides details about Franklin's discoveries and the solution he created to protect communities. Benjamin Franklin's invention was important because it protected buildings and made communities safer.

Reason 1: One reason Benjamin Franklin's invention was important was that it protected buildings from dangerous fires. The text stated, "This invention helped protect homes, barns, and churches from fires caused by lightning." This shows that the lightning rod solved a serious problem by helping many buildings stay safe. Ultimately, communities benefit when people solve dangerous problems in ways that protect others.

STUDENT SUPPORT - Another Way to Show What You Know

Point to your own introduction and predict what your three body paragraphs will explain.

Ready to Stretch? Take Your Thinking Further!

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

Introduction Draft - Page 1

Write a full three-sentence GET SET introduction.

DRAFTING FOCUS

Blue opens broad. Yellow groups the support. Green lands on the answer.

[illegible]

Day 4 - AWARD Your Yellow Bridge

Today, you built the yellow bridge.

RECOGNITION IDEAS

- Draw a small trophy beside your yellow sentence.
- Underline the collective words in your evidentiary transition.
- Color your best introduction with blue, yellow, and green.

CHOOSE YOUR TITLE

- Yellow Bridge Builder
- GET SET Champion
- Smooth Transition Writer
- Color Code Captain
- Introduction Engineer

MY AWARD

I award myself the _____ Award because

Blue means Statement of Purpose. Yellow means Evidentiary Transition. Green means Thesis (Central Idea). What does yellow do? Builds the bridge!

STUDENT SUPPORT - Another Way to Show What You Know

Star your best yellow sentence before writing your award.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Introduction

Now let's think about how your introduction is growing.

REFLECTION QUESTIONS

- Did my blue sentence sound broad?
- Did my yellow sentence group support instead of listing everything?
- Did my green sentence answer the prompt clearly?
- Did all three sentences work smoothly together?
- Did my yellow sentence help the reader get ready for the thesis (central idea)?

GOAL STEMS

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

CURIOSITY QUESTIONS

Why does a paper sound stronger when the introduction moves smoothly? Why do grouped ideas sound more polished than lists?

STUDENT SUPPORT - Another Way to Show What You Know

Choose one goal stem. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN: Teach the Bridge

Turn and teach someone else how to build the yellow sentence.

TURN AND TEACH FRAMES

The yellow sentence is... / Its job is to... / It is different from blue because... / It is different from green because... / A strong yellow sentence sounds...

TEACHER LISTEN-FORS

Students should explain: that yellow is the middle sentence in the introduction; that it groups support collectively; that it bridges broad and specific; that it should not sound like a list; that it prepares the reader for the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Explain the job the yellow sentence does, do not just recite the colors.

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: _____

Ready to Stretch? Take Your Thinking Further!

Without notes, explain how the yellow sentence bridges blue and green.

MY THINKING NOW

Answer the module question again.

How can I build a yellow Evidentiary Transition that bridges my broad opening and my specific thesis (central idea) by grouping the support together?

WHAT CHANGED?

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

MOVE YOUR THINKING



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MY MODULE CHECK-IN

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

AWARD

Draw a small trophy beside your best yellow sentence, underline its collective words, and color your best blue-yellow-green introduction. Explain why it earns a Yellow Bridge Builder or GET SET Champion award.

TARGET

Choose one next step from this lesson: make blue sound broad, make yellow group the support instead of listing it, make green answer the prompt, smooth the three sentences together, or help the reader get ready for the thesis (central idea).

EXPLAIN

Teach a partner that yellow is the middle sentence, groups support collectively, bridges broad and specific, avoids sounding like a list, and prepares the reader for the thesis (central idea). Name the page that proves your explanation.

I Can...	Not Yet	Getting Set	I Can Do It
Say what GET SET stands for and which sentence is yellow	☐	☐	☐
Tell a listing sentence from a grouped one	☐	☐	☐
Use collective phrases to group the support	☐	☐	☐
Write a yellow sentence that bridges blue and green	☐	☐	☐
Build a full three-sentence introduction	☐	☐	☐

Check the Learning

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

VERBAL - Fist to Five

Hold up 0-5 fingers to show how sure you are that you can explain what the yellow Evidentiary Transition does.

VISUAL/PHYSICAL - Sort It

Sort yellow sentences into two piles: "Lists" and "Groups the support."

WRITTEN - One-Sentence Summary

Write one yellow sentence that groups the support collectively and bridges a broad opening to a thesis (central idea).

INDEPENDENT TASK

Choose one passage. Write a full three-sentence GET SET introduction on your own: a broad blue statement of purpose, a yellow sentence that groups the support, and a specific green thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Answer aloud first, then write. You still explain each answer 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.

Intervention Activity: List or Lift?

Slow down and listen carefully. Some sentences list. Some sentences lift the writing.

SMALL GROUP STEPS

1. Teacher reads two yellow sentence options aloud.
2. Students decide: Which one lists? Which one lifts the writing?
3. Students explain why.
4. Students revise one weak listing sentence into a stronger collective sentence.

EXAMPLE 1

Weak Listing: The passage tells about the lightning rod, the wire, and safe buildings.

Strong Collective: The passage shares the invention Franklin created and the way it helped protect communities.

EXAMPLE 2

Weak Listing: The passage tells about British rule, the Declaration of Independence, and the Constitution.

Strong Collective: The passage presents the leaders' response and the important steps they took toward a fair government.

SENTENCE FRAMES

The weak sentence lists... / The strong sentence groups... / A better yellow sentence could be... / This sentence works because...

STUDENT SUPPORT - Another Way to Show What You Know

Say the weak sentence, then the strong sentence, before choosing your revision.

Ready to Stretch? Take Your Thinking Further!

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

Yellow Sentence Makeover

You are ready to improve a weaker sentence, not just identify the stronger one.

STUDENT TASK

1. Read a weak listing sentence.
2. Rewrite it as a strong collective evidentiary transition.
3. Pair it with a blue statement of purpose and a green thesis (central idea).
4. Explain why your revision sounds stronger.

ENRICHMENT SET 1

Weak Yellow: The passage tells about experiments, the lightning rod, and buildings being safe.

Possible Strong Revision: The passage includes details about Franklin's discovery process and the solution that helped protect communities.

ENRICHMENT SET 2

Weak Yellow: The passage tells about British rule, important leaders, and the Constitution.

Possible Strong Revision: The passage presents the leaders' response and the actions they took to create a fairer system of government.

ADVANCED EXTENSION

Write one blue sentence, one yellow sentence, and one green sentence for both a WHY prompt and a HOW prompt. Underline the broad words in blue, the grouping words in yellow, and the exact answer words in green.

STUDENT SUPPORT - Another Way to Show What You Know

Read the weak sentence aloud first, then explain what makes your revision stronger.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - Writing Opportunity

Build a full GET SET introduction for a paired-passage prompt.

PROMPT

Explain how Benjamin Franklin and the Founding Fathers improved life for others. Use "the details in both texts" as one of your collective phrases.

Blue - Statement of Purpose:

Yellow - Evidentiary Transition:

Green - Thesis (Central Idea):

STUDENT SUPPORT - Another Way to Show What You Know

Underline your yellow sentence. Explain how it groups details from both passages.

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 Paired-Passage Introduction

Gather one detail from each passage, then group them.

FROM "THE INVENTION OF ELECTRICITY"

FROM "THE FOUNDING FATHERS"

MY GROUPED YELLOW SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Use: the details in both texts. You still choose which details to group.

Ready to Stretch? Take Your Thinking Further!

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

Additional Introduction Draft - Page 1

Write your complete three-sentence GET SET introduction.

DRAFTING FOCUS

Blue opens broad. Yellow groups the support. Green lands on the exact answer.

[illegible]

Additional Introduction Draft - Page 2

Write your complete three-sentence GET SET introduction.

DRAFTING FOCUS

Blue opens broad. Yellow groups the support. Green lands on the exact answer.

[illegible]

Revise, Edit, and Share

Improve your bridge, then check conventions.

REVISE

- ☐ Does my blue sentence sound broad?
- ☐ Does my yellow sentence group the support instead of listing it?
- ☐ Does my green sentence answer the prompt exactly?

EDIT

- ☐ complete sentences
- ☐ quotation marks around any quoted evidence
- ☐ capitalization
- ☐ spelling

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your blue, yellow, and green sentences aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Two Yellow Options

Draft two yellow options for the same introduction and explain which one bridges more smoothly.

PROMPT

Explain why the solutions in both passages were important.

YELLOW OPTION 1

YELLOW OPTION 2

WHICH ONE BRIDGES MORE SMOOTHLY? EXPLAIN.

MOVE YOUR THINKING



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Reflective
EXTEND

Study Three Yellow Sentence Exemplars

Notice how a yellow sentence grows from weak to strong.

PROMPT

Explain why Benjamin Franklin's invention was important. Blue: Creative thinkers often solve problems in ways that help many people. Green: Benjamin Franklin's invention was important because it protected buildings and made communities safer.

LOW (Pink)

Yellow: Benjamin Franklin's invention was important because it protected buildings. Why this needs to improve: this is really a thesis (central idea), not a bridge - it is too specific and repeats the green sentence.

MEDIUM (Yellow)

Yellow: The passage shows his experiments, his invention of the lightning rod, and his protection of buildings. Why this needs to improve: it lists three separate parts one by one, so it sounds clunky and drags body-paragraph ideas into the introduction.

HIGH (Green)

Yellow: The passage provides details about Franklin's discoveries and the solution he created to protect communities. Why this is a High response: it groups the support collectively instead of listing every part, sounds more focused than blue but less exact than green, and bridges the two smoothly - a true yellow Evidentiary Transition.

STUDENT SUPPORT - Another Way to Show What You Know

Read one exemplar at a time. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

The yellow Evidentiary Transition is the middle sentence of the introduction. It groups the support instead of listing it, and it bridges the broad opening and the specific thesis (central idea). Blue opens broad, yellow bridges by grouping the support, and green lands on the specific answer.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I connect my broad opening to my thesis (central idea)?

My Answer

I write a middle sentence that groups my proof together in a few words instead of listing it, so it makes a bridge from my broad opening to my thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Start in the middle: My middle sentence groups ____ and ____, leading to my thesis.

Ready to Stretch? Take Your Thinking Further!

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