

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I use my sources to show how a place shapes a community?

My Answer

I pull evidence from my sources that shows the chances a place gives - like water, soil, or travel routes - and the hard problems it brings - like floods or distance - then I explain how people studied the place and made choices.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the place: My source shows ____ gives people ____, but it also makes ____ hard.

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 8



M O D U L E

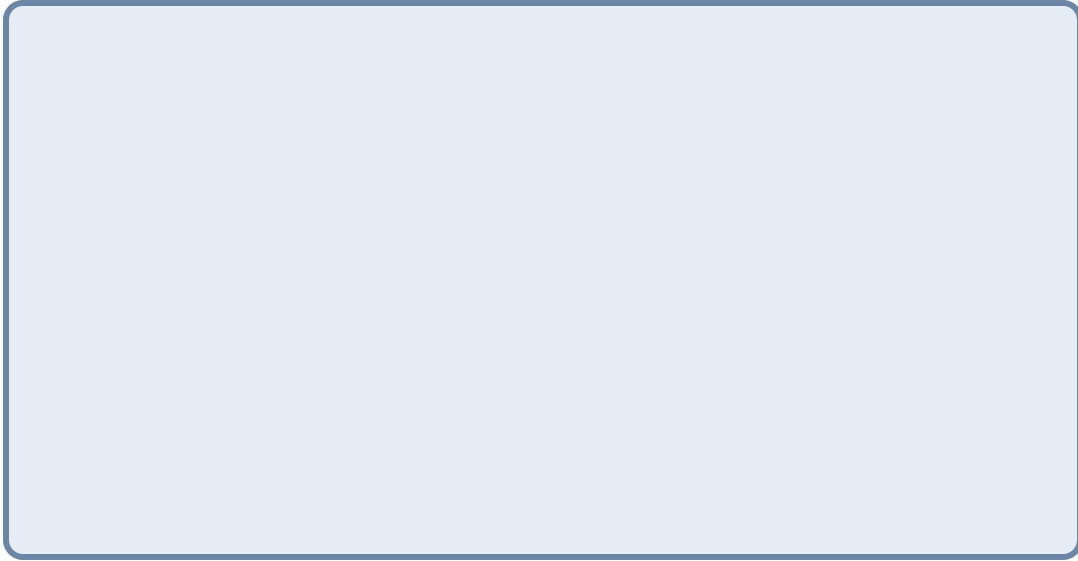


PROBLEM

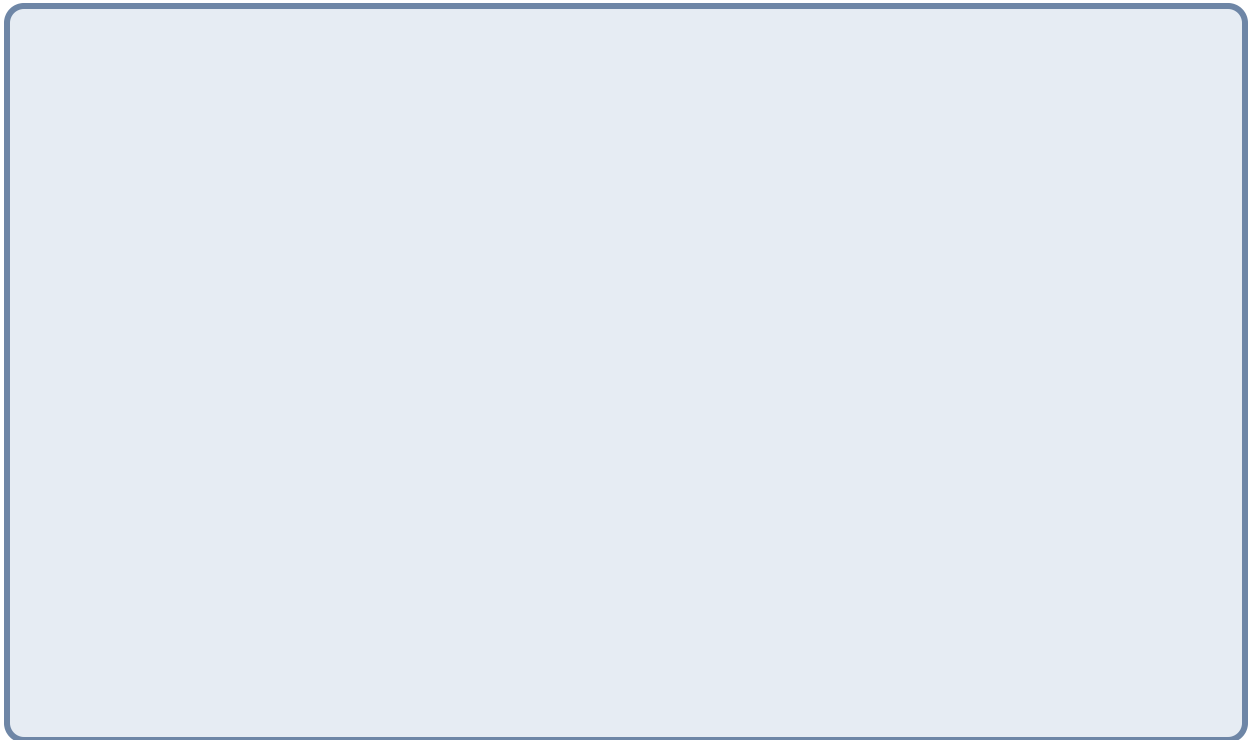
From Question to Solution



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

Communities become stronger when people notice problems and choose solutions.

WHY THIS MODULE MATTERS

This week moves from the conditions of a place to the problems people notice within those conditions. Students use direct quotations, paraphrases, and corroborated evidence to prove that problem solving helps communities grow.

Essential Question

How do I use my sources to show a community solving a problem?

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 research thinking for yourself.

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 3.11B(i) - Official Standard

SET introduction and purposeful organization

HOW I SAY THE STANDARD!

I can build my SET introduction with a clear purpose.

TEKS 3.11B(ii) - Official Standard

R1-R2-R3 conclusion and whole-paper closure

HOW I SAY THE STANDARD!

I can close my paper with a strong R1-R2-R3 conclusion.

TEKS 3.11B(iii) - Official Standard

relevant evidence, sustained E2, and engaging connections

HOW I SAY THE STANDARD!

I can add evidence and explain why it matters.

TEKS 3.13A - Official Standard

generate and clarify questions on a topic for formal and informal inquiry

HOW I SAY THE STANDARD!

I can ask and clarify a good research question.

The Standards I Am Learning - Part 2

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

TEKS 3.13B - Official Standard

develop and follow a research plan with adult assistance

HOW I SAY THE STANDARD!

I can make and follow a research plan with help.

TEKS 3.13C - Official Standard

identify and gather relevant information from a variety of sources

HOW I SAY THE STANDARD!

I can gather relevant evidence from more than one source.

TEKS 3.13D - Official Standard

identify primary and secondary sources

HOW I SAY THE STANDARD!

I can tell a primary source from a secondary source.

TEKS 3.13E - Official Standard

demonstrate understanding of information gathered

HOW I SAY THE STANDARD!

I can show that I understand the evidence I gathered.

The Standards I Am Learning - Part 3

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

TEKS 3.13F - Official Standard

recognize the difference between paraphrasing and plagiarism when using source materials

HOW I SAY THE STANDARD!

I can paraphrase and give credit instead of copying too closely.

TEKS 3.13G - Official Standard

develop a bibliography

HOW I SAY THE STANDARD!

I can list the sources I used.

TEKS 3.13H - Official Standard

use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

HOW I SAY THE STANDARD!

I can share my research in writing, out loud, or in more than one way.

TEKS 3.11C - Official Standard

revision for sentence structure, word choice, coherence, and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my ideas are clear.

The Standards I Am Learning - Part 4

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

TEKS 3.11D - Official Standard

cumulative editing of the weekly writing and final publication

HOW I SAY THE STANDARD!

I can edit my writing using standard English conventions.

The ELPS I Am Learning

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

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use this week's research words in my writing.

ELPS 4(D)(iii) - Official Standard

write using a variety of grade-appropriate connecting words

HOW I SAY THE STANDARD!

I can connect my ideas with transition words.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain with detail in my writing.

My Module 2 Learning Launchpad

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

I CAN

- answer the module question using evidence from more than one source.
- distinguish a direct quotation from a paraphrase.
- credit borrowed information from every source I use.
- write E2 explanations that show what my evidence proves.

I WILL

- ask, "What does this help me prove?" before including evidence.
- mark exact source words Q and same-idea, new-words notes P.
- explain the problem, the question or investigation, the action, and at least one impact.
- remember that one solution can create more than one effect.

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The research move I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name the problem before naming the solution	a lot / a little / new	a lot / a little / new	a lot / a little / new
Decide Q or P and give source credit	a lot / a little / new	a lot / a little / new	a lot / a little / new
Corroborate the pattern with a second source	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write E2 that explains an impact	a lot / a little / new	a lot / a little / new	a lot / a little / new
Recognize more than one effect	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.

ask

Say it: ASK

What it means: to seek information or an answer

Try the frame: The person asked ____.

build

Say it: BILD

What it means: to make or develop

Try the frame: The team built ____.

change

Say it: CHAYNJ

What it means: to make or become different

Try the frame: The solution changed ____.

choose

Say it: CHOOZ

What it means: to select among possibilities

Try the frame: The group chose to ____.

help

Say it: HELP

What it means: to make something easier or better

Try the frame: The idea helped by ____.

Tier 1 Vocabulary

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

idea

Say it: eye-DEE-uh

What it means: a thought or plan

Try the frame: The idea began when ____.

problem

Say it: PROB-lum

What it means: something that needs to be understood or improved

Try the frame: The problem was ____.

result

Say it: rih-ZULT

What it means: what happens because of an action

Try the frame: One result was ____.

safe

Say it: SAYF

What it means: protected from danger

Try the frame: The solution made people safer because ____.

work

Say it: WERK

What it means: effort used to accomplish something

Try the frame: The work led to ____.

Tier 2 Vocabulary

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

cause

Say it: KAWZ

What it means: why something happens

Try the frame: One cause of the problem was ____.

corroborate

Say it: kuh-RAH-buh-rayt

What it means: to confirm information with another source

Try the frame: The second source corroborates ____.

effect

Say it: uh-FEKT

What it means: what happens because of a cause or action

Try the frame: One effect of the solution was ____.

impact

Say it: IM-pakt

What it means: the important effect of an action or idea

Try the frame: The impact on the community was ____.

inference

Say it: IN-fer-uhns

What it means: a conclusion based on evidence and reasoning

Try the frame: I can infer that ____.

Tier 2 Vocabulary

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

investigate

Say it: in-VES-tih-gayt

What it means: to study carefully to find evidence

Try the frame: The person investigated by ____.

perspective

Say it: per-SPEK-tiv

What it means: a way of seeing or understanding something

Try the frame: Another perspective suggests ____.

reasoning

Say it: REE-zuh-ning

What it means: thinking that connects evidence to a conclusion

Try the frame: My reasoning shows ____.

relevant

Say it: REL-uh-vunt

What it means: directly useful for the point being proved

Try the frame: This evidence is relevant because ____.

solution

Say it: suh-LOO-shun

What it means: a response intended to solve a problem

Try the frame: The solution addressed ____.

Tier 3 Vocabulary

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

assembly line

Say it: uh-SEM-blee line

What it means: a system in which a product moves through ordered work steps

Try the frame: Ford used an ____ to make cars more efficiently.

ballot

Say it: BAL-ut

What it means: a way to record a vote

Try the frame: The class used a ____ to decide about recess.

citizenship

Say it: SIT-uh-zun-ship

What it means: membership and responsible participation in a community or country

Try the frame: Good ____ means making responsible choices.

conductor

Say it: kun-DUK-ter

What it means: a material that allows electricity to travel

Try the frame: The metal rod worked as a ____.

democracy

Say it: dih-MOK-ruh-see

What it means: a system in which citizens participate in decisions

Try the frame: In a ____, citizens take part in decisions.

innovation

Say it: in-uh-VAY-shun

What it means: a new or improved idea, method, or product

Try the frame: The lightning rod was one important ____.

Tier 3 Vocabulary

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

law

Say it: LAW

What it means: an official rule used to organize and protect a community

Try the frame: A ____ can protect rights and settle disagreements.

lightning rod

Say it: LYT-ning rod

What it means: a metal system that gives lightning electricity a safer path to the ground

Try the frame: The ____ gave the building a safer path for electricity.

manufacturing

Say it: man-yuh-FAK-chur-ing

What it means: making products, often in large amounts

Try the frame: The company used ____ to build many cars.

microorganism

Say it: my-kroh-OR-guh-niz-um

What it means: a living thing too small to see without special tools

Try the frame: A ____ can be too small to see without a tool.

pasteurization

Say it: pas-chur-uh-ZAY-shun

What it means: heating certain foods or liquids for a specific time to reduce harmful microorganisms

Try the frame: ____ helped make certain foods and drinks safer.

retail

Say it: REE-tail

What it means: selling goods directly to customers

Try the frame: Walton built a ____ business that sold many products.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Strong Writers Select the Facts with the Strongest Jobs

Strong writers do not gather the most facts - they select the facts with the strongest jobs.

THE BIG RESEARCH LESSON

"Strong writers do not gather the most facts. They select the facts with the strongest jobs." Every fact must earn a place in your paragraph. Before you record a fact, ask, "What does this help me prove?"

THE REPEATING PATTERN

Throughout history, people strengthened communities by inventing tools, making discoveries, creating businesses, establishing laws, serving neighbors, and speaking up for change. Many of their stories follow the same pattern: someone noticed something, asked a question, made a choice, and created change.

NOTICE ›

QUESTION ›

ACT ›

IMPACT

STUDENT SUPPORT - Another Way to Show What You Know

Say what a fact helps you prove before you write it down.

Ready to Stretch? Take Your Thinking Further!

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

The Repeating Pattern and the Source Pattern

A second source strengthens confidence when it confirms the same idea.

THE REPEATING PATTERN

NOTICE - QUESTION - INVESTIGATE - CHOOSE - IMPACT.

SOURCE PATTERN

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

CORROBORATION

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

EFFECTS

Researchers ask who was affected, what improved, what changed, and whether new challenges appeared. Change can have more than one effect.

STUDENT SUPPORT - Another Way to Show What You Know

Say each idea in your own words to a partner, then ask: What paper job will this information perform?

Ready to Stretch? Take Your Thinking Further!

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

Writing Structure: SET, R-E1-E2, R1-R2-R3

The same structure runs all month. This module builds Body Paragraph 2.

Paper Part	Structure	Meaning
Introduction	SET	S - Statement of Purpose; E - Evidence-Reference Transition; T - Thesis (Central Idea)
Body Paragraphs	R-E1-E2	R - Reason; E1 - Evidence; E2 - Explanation
Conclusion	R1-R2-R3	R1 - Restate the thesis (central idea); R2 - Reference evidence collectively; R3 - Reflect on the larger theme

THIS MODULE BUILDS BODY PARAGRAPH 2

My R: Another way communities grow strong is when people notice problems, ask questions, and create solutions together. My E2 answers: What does this mean? Why does it matter? How does it prove my R?

STUDENT SUPPORT - Another Way to Show What You Know

Say your R aloud, then read only the E1 that helps prove it.

Ready to Stretch? Take Your Thinking Further!

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

Evidence HABIT: Q, P, and E2

Q means a direct quotation. P means a paraphrase. E2 is your own reasoning.

Mark	Evidence Type	Rule
Q	Direct quotation	The author's exact words; use quotation marks and give source credit.
P	Paraphrase	A source idea in new words and a new sentence structure; still give source credit.
E2	The researcher's own reasoning	What the evidence means, why it matters, and how it proves the R.

Q MODEL

The source says, "A place gives people resources and challenges."

P MODEL

The simulated website explains that every location offers both useful resources and difficulties.

E2 MODEL

This matters because people must decide how to use the help and respond to the difficulty.

STUDENT SUPPORT - Another Way to Show What You Know

Listen to a statement. Show Q with two fingers, P with one open palm, or point to your head for E2. Then explain why.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

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. 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.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 • Part 1 of 10

AS YOU READ

This passage is a RESEARCH SOURCE - an evidence bank, not a single-sitting read-aloud. Use the DOT HABIT. TAP the TRACKS. Mark Q for a direct quotation and P for a paraphrase, and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

[1] A community can have roads, buildings, stores, schools, parks, and homes.

[2] But those things alone do not make a community strong.

[3] People do.

[4] Throughout history, people have strengthened communities in many different ways. Some invented tools. Some made scientific discoveries. Some created businesses. Others wrote stories, painted pictures, established laws, served their neighbors, or spoke up for changes they believed were important.

[5] Their work was different, but many of their stories followed a similar pattern.

[6] Someone noticed something.

[7] Someone asked a question.

[8] Someone made a choice.

[9] Then an idea or action created change.

[10] Change Often Begins With a Problem

[11] Many improvements begin when somebody notices that something is not working well.

[12] Benjamin Franklin noticed a dangerous problem during thunderstorms.

[13] In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged.

[14] Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings.

[15] A metal rod and conductor could provide electricity from lightning with a safer path toward the ground.

[16] The invention did not stop storms.

[17] Instead, it helped people respond to one of the dangers storms could cause.

[18] Franklin's story shows an important pattern:

[19] Notice a problem. Study it. Develop a possible solution.

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 2 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

[20] Years later, a scientist named Louis Pasteur followed a similar pattern with a very different problem.

[21] Pasteur studied microorganisms and helped scientists understand that tiny living things could cause changes in food and contribute to disease.

[22] His research led to a process now called pasteurization, in which certain foods and liquids are heated for a specific amount of time to reduce harmful microorganisms.

[23] Today, people may open a carton of milk without thinking about the scientific discoveries that helped make many foods safer.

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

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

[26] New Ideas Can Change Daily Life

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

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

[29] Henry Ford saw a transportation problem.

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

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

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

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

[34] People could travel farther in less time.

[35] Roads became increasingly important.

[36] Businesses developed along travel routes.

[37] Workers could live farther from their jobs.

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

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 3 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

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

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

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

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

[43] That is another important lesson for researchers:

[44] Change can have more than one effect.

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

[46] They can also ask:

[47] Who was affected?

[48] What improved?

[49] What changed?

[50] Were there new challenges too?

[51] Those questions lead to deeper thinking.

[52] Communities Also Need Rules

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

[54] Who decides what is fair?

[55] What happens when two people disagree?

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

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

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 4 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

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

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

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

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

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

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

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

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

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

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

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

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

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

[71] That is citizenship in action.

[72] Good Citizenship Happens in Ordinary Moments

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

[74] Children can demonstrate good citizenship too.

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

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

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 5 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

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

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

[79] Yet communities depend on them.

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

[81] What if people refused to admit mistakes?

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

[83] Trust would become difficult.

[84] Cooperation would weaken.

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

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

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

[88] Service Can Travel Far

[89] Sometimes service begins with a small action.

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

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

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

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

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

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

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 6 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

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

[97] A child can collect supplies.

[98] A family can volunteer.

[99] A student can help a younger reader.

[100] Neighbors can clean a shared space.

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

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

[103] What can I give?

[104] Words Can Change Communities Too

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

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

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

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

[109] A listener remembers.

[110] A parent tells a child.

[111] A teacher shares a story.

[112] A student decides to treat someone differently.

[113] Words can become actions.

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

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 7 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

[115] Art and Stories Preserve Communities

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

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

[118] Carmen Lomas Garza does this through art.

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

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

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

[122] Art can become evidence about culture.

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

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

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

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

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

[128] History also lives in kitchens, classrooms, farms, neighborhoods, family traditions, paintings, letters, objects, and memories.

[129] Someone has to preserve those stories.

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

[131] Benjamin Franklin used science and invention.

[132] Louis Pasteur used scientific investigation.

[133] Henry Ford changed manufacturing and transportation.

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 8 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

[134] Sam Walton developed a retail business.

[135] Carmen Lomas Garza preserved culture through art.

[136] Laura Ingalls Wilder preserved memories through writing.

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

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

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

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

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

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

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

[144] One person may build.

[145] Another may teach.

[146] Another may invent.

[147] Another may paint.

[148] Another may organize.

[149] Another may volunteer.

[150] Another may speak.

[151] Another may listen.

[152] The Question Passes to Us

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 9 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

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

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

[155] What problem did this person notice?

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

[157] What action was taken?

[158] Who was affected?

[159] How did the community change?

[160] What can we learn from the result?

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

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

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

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

[165] But every person participates in a community.

[166] Every person makes choices.

[167] Every person has some ability to contribute.

[168] A student can solve a problem.

[169] A student can preserve a family story.

[170] A student can include someone.

[171] A student can volunteer.

People Make the Difference: How Ideas and Actions Change Communities - Continued

Passage 16 • Part 10 of 10

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark Q or P and credit the source "People Make the Difference: How Ideas and Actions Change Communities."

[172] A student can ask a useful question.

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

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

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

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

[177] People decide what to build.

[178] People decide what to invent.

[179] People decide how to treat one another.

[180] People decide what stories to preserve.

[181] People decide whether to participate.

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

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

People Make the Difference: How Ideas and Actions Change Communities - TRACKS Evidence Hunt

Verbally explain why each exact clue fits, then decide Q or P.

TRACKS	Exact Evidence	Why It Fits
T ● Time	"In the 1700s, lightning strikes could set wooden buildings on fire."	It fits because _____
R ■ Reactions	"A metal rod and conductor could provide electricity from lightning with a safer path toward the ground."	It fits because _____
A ▲ Actions	"Benjamin Franklin noticed a dangerous problem during thunderstorms."	It fits because _____
C ★ Character, Concept, Creature	"Henry Ford saw a transportation problem."	It fits because _____
K ♦ Key Knowledge	"His research led to a process now called pasteurization, in which certain foods and liquids are heated for a specific amount of time to reduce harmful microorganisms."	It fits because _____
S ▼ Scenery / Setting	"His first Walmart store opened in Arkansas in 1962."	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Second Source: Small Choices, Strong Communities (Simulated)

Label this source SIMULATED - a realistic practice form, not a real publication.

SOURCE INFORMATION

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

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

Change often follows four steps: NOTICE -> QUESTION -> ACT -> IMPACT.

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

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

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

Small Choices, Strong Communities - Continued

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

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

A student might welcome someone who is new.

A volunteer might help at an animal shelter.

Neighbors might work together to clean a park.

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

Each action begins with a choice.

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

QUESTIONS FOR YOUNG RESEARCHERS

When you study someone who helped a community, ask: What did the person notice? What problem or need existed? What action did the person take? How did that action help others?

BIG IDEA

People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs. *This is a simulated book excerpt created for research practice.*

STUDENT SUPPORT - Another Way to Show What You Know

Mark Q or P for one sentence from this source and name what it helps you prove.

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 One-Solution Trap

Choose like a researcher, not by guessing.

THE ONE-SOLUTION TRAP

A leaking classroom roof has appeared, and there are three ideas: place a bucket under it, move the class forever, or investigate the leak and repair the cause. Which response is strongest, and what evidence would you need before deciding?

OUR OVERARCHING QUESTION

What turns an ordinary problem into a researchable problem-solution investigation?

CHECK FOR UNDERSTANDING

What makes an answer a prediction rather than a proven conclusion? A prediction is an early idea. A proven conclusion requires evidence and explanation.

STUDENT SUPPORT - Another Way to Show What You Know

Choose the response you think is strongest, then say one reason why.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Background and Modeling

A problem must appear before the solution so the reader can judge its usefulness.

REVEAL POINT 1 - THE REPEATING PATTERN

NOTICE - QUESTION - INVESTIGATE - CHOOSE - IMPACT.

REVEAL POINT 2 - SOURCE PATTERN

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

REVEAL POINT 3 - CORROBORATION

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

REVEAL POINT 4 - EFFECTS

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

TEACHER MODEL - FRANKLIN

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

STUDENT SUPPORT - Another Way to Show What You Know

Say each Reveal Point in your own words to a partner, then ask: What paper job will this information perform?

Ready to Stretch? Take Your Thinking Further!

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

Auditory Engagement - Q, P, or E2

Listen, decide, retrieve.

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

CHECKS FOR UNDERSTANDING

Which part names the problem? Lightning could set wooden buildings on fire. Which part is the response? Franklin developed the lightning rod as a practical way to direct electricity more safely.

THE ANSWER TO OUR OVERARCHING QUESTION

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

Community Problem-Solution Chain Challenge - How to Play

Make every decision visible and defend it with a because statement.

ROLES

Problem Spotter • Question Builder • Action Analyst • Impact Reporter

GAME PIECES

Six chain mats with spaces for NOTICE, QUESTION, ACT, and IMPACT; twenty-four case cards and six distractor cards; six Source Credit badges; six Multiple Effects tokens.

NOTICE ›

QUESTION ›

ACT ›

IMPACT

STUDENT DIRECTIONS

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

TEACHER DEMONSTRATION - FRANKLIN

NOTICE: Lightning could strike wooden buildings and start dangerous fires. Read the entire card. Name the case, the card's job, the source connection, and the proof sentence before placing it.

STUDENT SUPPORT - Another Way to Show What You Know

No cards? Point to the numbered cases in the book, arrange them in order on paper, and record the same chain on the recording page.

Ready to Stretch? Take Your Thinking Further!

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

Get Ready to Play

Choose cut cards or the numbered no-cut pathway.

SET UP

If you are cutting cards, cut only on the dashed lines. Keep each card together. Each group needs one full mixed set (24 case cards + 6 distractors).

STUDENT SUPPORT - Another Way to Show What You Know

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

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 - Community Problem-Solution Chain Challenge Cards

Dashed lines mean CUT. Cut every card, then mix the case cards with the distractors.

Franklin • NOTICE Lightning could strike wooden buildings and start dangerous fires.	Franklin • QUESTION How does lightning behave, and how might buildings be protected?	Franklin • ACT Franklin studied electricity and developed the lightning rod as a practical safety response.	Franklin • IMPACT Buildings had a safer way to respond to one danger caused by lightning.	Pasteur • NOTICE Tiny living things could change food and contribute to disease.
Pasteur • QUESTION How could scientific investigation help reduce harmful microorganisms in certain foods and liquids?	Pasteur • ACT Pasteur's research led to pasteurization, which uses controlled heating.	Pasteur • IMPACT The process helped make certain foods and drinks safer.	Ford • NOTICE Automobiles existed, but many ordinary families could not afford them.	Ford • QUESTION How could a dependable automobile be produced more efficiently and at a lower cost?
Ford • ACT Ford Motor Company used moving assembly-line production.	Ford • IMPACT More people could travel farther, and roads, jobs, and businesses changed.	Walton • NOTICE Some families needed access to a wide variety of products at prices they could more easily afford.	Walton • QUESTION How could a retail business offer many products at lower prices?	Walton • ACT Walton developed and expanded a retail business built around affordability and access.
Walton • IMPACT Stores created jobs and services but also affected shopping patterns and other businesses.	Laws • NOTICE Growing communities faced disagreement, unfairness, and the need to protect rights and responsibilities.	Laws • QUESTION How can people organize behavior and solve conflicts more fairly?	Laws • ACT Communities created rules, laws, and procedures for decisions and disputes.	Laws • IMPACT People gained shared expectations and ways to protect rights and settle disagreements.
Recess • NOTICE Students wanted more recess, but a school day had several competing needs.	Recess • QUESTION Which choice would best balance movement, friendship, and learning time?	Recess • ACT Students gathered information, listened to perspectives, considered an alternative, and voted.	Recess • IMPACT The class practiced respectful problem solving and democratic decision making.	Distractor • - The Nile left fertile soil after floodwaters went down.
Distractor • - Carmen Lomas Garza painted family celebrations.	Distractor • - Laura Ingalls Wilder wrote about frontier life.	Distractor • - A seashell was found far from the coast.	Distractor • - A poem describes two small hands.	Distractor • - A harbor can protect ships.

Community Problem-Solution Chain Challenge - Card Backs

Use each back to check the matching card.

? CHAIN CHALLENGE Keep each case together in order	? CHAIN CHALLENGE Keep each case together in order	? CHAIN CHALLENGE Keep each case together in order	? CHAIN CHALLENGE Keep each case together in order	? CHAIN CHALLENGE Keep each case together in order
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Chain Challenge - Answer Key and Recording

Check the sequence, then record one chain.

ANSWER KEY

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

BONUS QUESTION

Which case has an obvious distractor cousin (a real detail that is interesting but does not belong to its chain)? Explain why you rejected it.

MY RECORDING

My case: _____ The card that supplies E1: _____

My problem-solution chain:

What E2 must explain:

STUDENT SUPPORT - Another Way to Show What You Know

Say the four links aloud before recording. You still choose which card becomes your E1.

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

Explain your reasoning, not only your answer.

- What separates a biography retell from a research argument?
- Why must the problem appear before the solution?
- Why should researchers ask about multiple effects?
- What does corroboration add?
- What makes E2 strong?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The research paragraph selects only the details that prove the R. This helps prove my R because ____.

Ready to Stretch? Take Your Thinking Further!

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

Independent Body Paragraph 2 - R-E1-E2 Planner

Plan before you draft. Include repeated E1-E2 sets and a linking sentence.

MY R (copy the model R exactly)

Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

E1-A - Evidence from Passage 16 or Small Choices

Q or P? Source credit? Exact note:

E2-A - This means... This matters because... This helps prove my R because...

E1-B - Evidence from an earlier passage

Q or P? Source credit? Exact note:

E2-B - Continue until the evidence is thoroughly explained.

LINKING SENTENCE

Connect this reason to the thesis (central idea) or next section.

My Independent Body Paragraph 2 Draft

Begin with the R. Use at least one Q and one P, each with source credit.

STUDENT CHECKLIST

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

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

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 is no handwriting or other markings on the paper.

Day 4 - AWARD the Best Evidence of Growth

Point to evidence on your own paper and name the research behavior it proves.

AWARD OPTIONS

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

MY AWARD

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

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest E2 before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

A target names the next action, not a vague feeling.

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

MY TARGET

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

MY NEW CURIOSITY

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

Ready to Stretch? Take Your Thinking Further!

Partners may point to the checklist, ask a question, or identify a missing job. The writer remains the decision maker.

Day 5 - EXPLAIN: Community Solution Summit

Teach the learning rather than simply show the paper.

STUDENT ORAL FRAMES

The problem or need was _____

The useful question was _____

The person or group investigated or chose to _____

One direct quotation or paraphrase from my source is _____

One impact was _____

A second effect or possible challenge was _____

This pattern proves _____

LISTENER RESPONSIBILITIES

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse the oral frames aloud, then speak naturally and point to 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.

Module Exit Ticket

Show what you learned this module.

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

ANSWER KEY

Correct order: NOTICE - QUESTION - ACT - IMPACT. The chain must match the supplied game-card key and include a supported action and effect. The source should match the case. E2 must state significance or connection to the community, not only repeat the effect.

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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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 an idea needs an action before it can become a solution.

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING



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EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

Show what you can do in three ways.

VERBAL - Fist to Five

Show 0-5 fingers: how sure are you that you can tell the difference between a report fact and a research move?

VISUAL - Q, P, or E2

As statements are read aloud, show Q with two fingers, P with one open palm, or E2 by pointing to your head, and explain why.

WRITTEN - One-Sentence Proof

Write one E2 sentence that explains how a piece of evidence proves the week's R.

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Choose your favorite card or evidence chain from the Community Problem-Solution Chain Challenge. Write what you are proud of and name the research move that made it strong.

TARGET

Choose one: name a new problem or solution this lesson made you curious about, or name the research move (naming the problem, deciding Q or P, or writing E2) you want to improve.

EXPLAIN

Name the page that best proves my growth. Explain how it shows the problem, the action, and the impact.

Day 5 - Writing Opportunity - A New Source, a New Case

Use one new source or earlier passage not used in the independent U assignment.

TRANSFER PROMPT

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

PLANNING SUPPORT

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

STUDENT SUPPORT - Another Way to Show What You Know

Do not add an unrelated fact. Every sentence must help prove your answer.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Research Response

Gather evidence and explain what it shows.

THE PROBLEM/NOTICE

THE QUESTION

THE ACTION

THE IMPACT (CREDITED EVIDENCE, Q OR P)

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Research Draft - Page 1

Begin with your R. Keep every fact earning its place.

DRAFTING FOCUS

Use the model R, credited Q and P evidence, and developed E2 sentences that explain meaning, importance, and proof.

[illegible]

Research Draft - Page 2

Begin with your R. Keep every fact earning its place.

DRAFTING FOCUS

Use the model R, credited Q and P evidence, and developed E2 sentences that explain meaning, importance, and proof.

[illegible]

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

☐ model R stated exactly ☐ sentence structure ☐ word choice ☐ ideas connected

EDIT

☐ subject-verb agreement ☐ proper noun ☐ quotation marks on a Q ☐ spelling pattern

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your R and one E2 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? - More Than One Effect

Build research thinking that reaches beyond the first result.

A THIRD SOURCE OR A COUNTEREXAMPLE

Choose a third case from Passage 16 not already used. Explain how it changes or qualifies your paragraph's claim.

COMPARE SOURCE FORMS

Compare the usefulness and limits of Passage 16 and the simulated source Small Choices, Strong Communities. Which one is easier to quote? Which one is easier to paraphrase?

MORE THAN ONE EFFECT

Choose one case (Ford or Walton work well) and explain how one solution created more than one effect, including any new challenge.

MOVE YOUR THINKING



**Foundational
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**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

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

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I use my sources to show a community solving a problem?

My Answer

I use my sources to show a real problem a community faced, the evidence people gathered, the solutions they tried, and the one they chose - then I explain how that choice helped, remembering that one solution can have more than one effect.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the problem: My source shows the problem ____, people tried ____, and it helped by ____.

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 8



M O D U L E

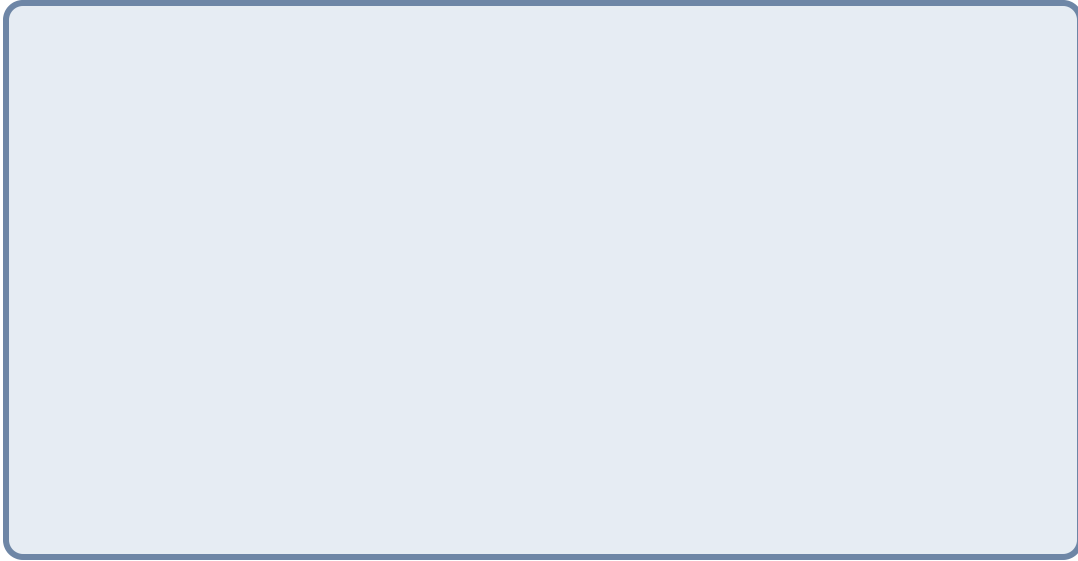


PEOPLE

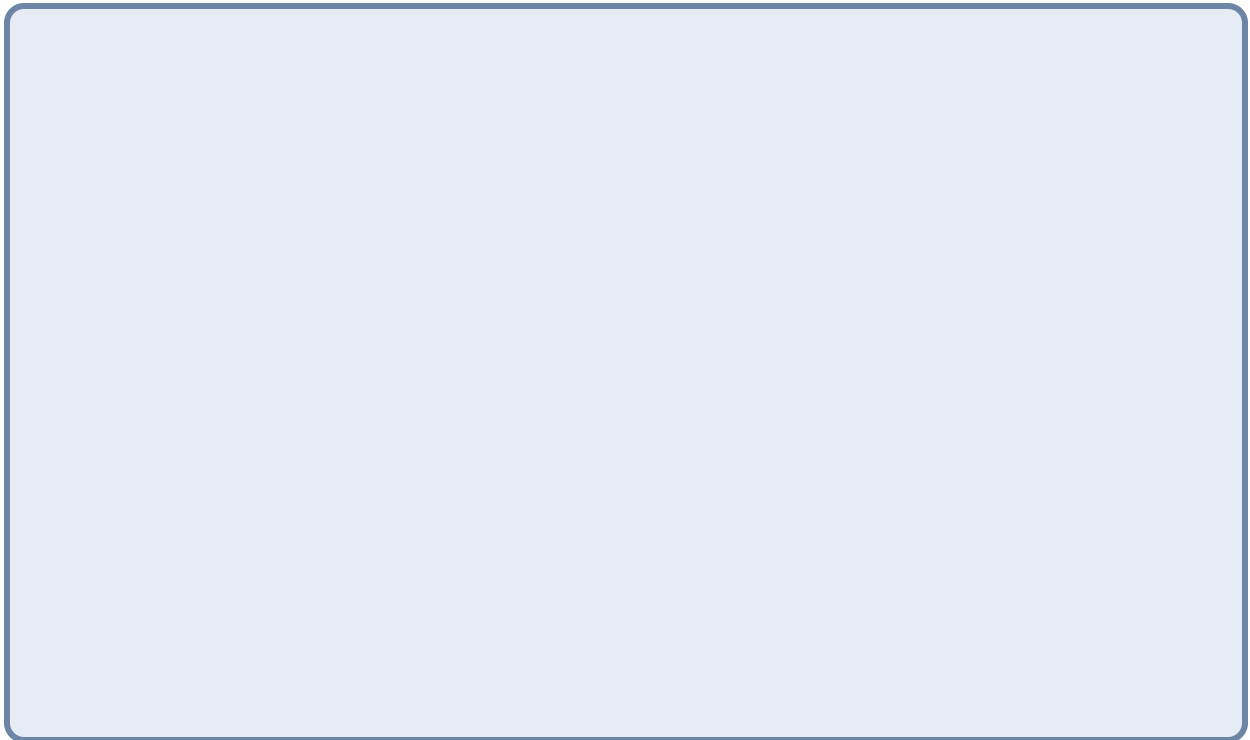
Choices, Service, and Memory



Pocket Practice



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



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

Why This Module Matters

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

WHY THIS MODULE MATTERS

Module 3 turns from locations and famous solutions toward the choices people make every day. You will synthesize poetry, biography, fiction, art, history, and civic examples, and learn that different source forms have different jobs: a poem supports theme and significance, fiction illustrates a decision or consequence, and nonfiction supports a factual claim. Using Passage 16, two poems, and earlier passages, you will write the third body paragraph of the research paper: how responsible choices, service, voice, art, and stories help communities grow and remember.

Essential Question

How do I use my sources to show how people strengthened a community?

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 research thinking for yourself.

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

My Research Promise

I will name what kind of source I am using. I will use a poem for theme, fiction as an example, and nonfiction for facts. I will give source credit and explain what my evidence proves.

The Standards I Am Learning - Part 1

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

TEKS 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can begin my research paper with a SET introduction that sets up my thesis (central idea).

TEKS 11(B)(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion (R1-R2-R3 conclusion and whole-paper closure)

HOW I SAY THE STANDARD!

I can end my research paper with an R1-R2-R3 conclusion that pulls my evidence together.

TEKS 11(B)(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details (relevant evidence, sustained E2, and engaging connections)

HOW I SAY THE STANDARD!

I can choose relevant evidence and write E2 explanations that stay connected to my reason.

The Standards I Am Learning - Part 2

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

TEKS 13(A-H) - Official Standard

research planning, source use, evidence collection, synthesis, citation, and presentation

HOW I SAY THE STANDARD!

I can plan my research, use my sources carefully, collect evidence, and give credit for it.

TEKS 11(C)(i-x) - Official Standard

revision for sentence structure, word choice, coherence, and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my research reads clearly.

TEKS 11(D)(i-xxxii) - Official Standard

cumulative editing of the weekly writing and final publication

HOW I SAY THE STANDARD!

I can edit my draft so my conventions are correct.

The ELPS I Am Learning

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

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my research out loud with more and more exact detail.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use research words like source form, contribution, and significance in my writing.

ELPS 4(D)(iii) - Official Standard

write using a variety of grade-appropriate connecting words

HOW I SAY THE STANDARD!

I can use connecting words that link my reason, evidence, and explanation.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write to explain my research with detail.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION (BIG GOAL)

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

MY LAUNCHPAD PROMISE

The research part I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name a source form (poem, fiction, nonfiction)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use a poem for theme, not as a fact	a lot / a little / new	a lot / a little / new	a lot / a little / new
Give source credit for every Q and P	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write E2 after every E1	a lot / a little / new	a lot / a little / new	a lot / a little / new
Synthesize more than one kind of contribution	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.

art

Say it: ART

What it means: creative work such as painting, drawing, music, or sculpture

Try the frame: The art shows ____.

care

Say it: KAIR

What it means: concern shown through attention or action

Try the frame: The student showed care by ____.

choice

Say it: CHOYSS

What it means: a decision between possibilities

Try the frame: The choice affected ____.

hands

Say it: HANDZ

What it means: parts of the body used to work, help, and create

Try the frame: These hands can ____.

remember

Say it: rih-MEM-ber

What it means: to keep or bring back knowledge of something

Try the frame: The community remembers ____.

Tier 1 Vocabulary - Everyday Words

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

serve

Say it: SURV

What it means: to help or contribute to others

Try the frame: I can serve by ____.

share

Say it: SHAIR

What it means: to give, use, or communicate with others

Try the frame: The person shared ____.

story

Say it: STOR-ee

What it means: a telling of events or experiences

Try the frame: The story preserved ____.

truth

Say it: TROOTH

What it means: what is honest and accurate

Try the frame: The truthful choice was ____.

voice

Say it: VOYSS

What it means: the words or ideas a person shares

Try the frame: A voice can help a community by ____.

Tier 2 Vocabulary - Academic Research Words

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

contribution

Say it: kon-truh-BYOO-shun

What it means: something a person gives or does to help a group

Try the frame: The contribution strengthened ____.

culture

Say it: KUHL-cher

What it means: the shared customs, art, beliefs, and ways of life of a group

Try the frame: Culture is visible in ____.

legacy

Say it: LEG-uh-see

What it means: what continues because of a person's words, choices, or work

Try the frame: The legacy continues when ____.

preserve

Say it: prih-ZURV

What it means: to protect or keep something from being lost

Try the frame: The artist preserved ____.

reflection

Say it: rih-FLEK-shun

What it means: thinking that explains a larger lesson or meaning

Try the frame: My reflection shows ____.

Tier 2 Vocabulary - Academic Research Words

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

responsibility

Say it: rih-spon-suh-BIL-uh-tee

What it means: the duty to make dependable and honest choices

Try the frame: Responsibility is shown when ____.

significance

Say it: sig-NIF-ih-kuhnss

What it means: why something matters beyond one fact

Try the frame: The significance is ____.

source form

Say it: SORSS FORM

What it means: the type of source, such as poem, fiction, biography, website, or article

Try the frame: This source form is useful for ____.

theme

Say it: THEEM

What it means: a larger message that a text develops

Try the frame: The poem's theme is ____.

tradition

Say it: truh-DISH-un

What it means: a practice or belief passed through a family or group

Try the frame: The tradition teaches ____.

Tier 3 Vocabulary - Passage-Specific Words

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

civic responsibility

Say it: SIV-ik ree-spon-suh-BIL-uh-tee

What it means: an action people take to support or improve a community

Try the frame: One civic responsibility is ____.

civil rights

Say it: SIV-uhl ryts

What it means: rights that protect equal treatment and participation

Try the frame: Dr. King worked for civil rights when he ____.

dependability

Say it: dee-pen-duh-BIL-uh-tee

What it means: being trusted to do what one promised

Try the frame: Dependability matters because ____.

frontier

Say it: frun-TEER

What it means: land at the edge of a settled area

Try the frame: Wilder wrote about life on the frontier because ____.

generation

Say it: jen-uh-RAY-shun

What it means: people born and living during a similar period

Try the frame: A legacy passes to the next generation when ____.

historical record

Say it: his-TOR-ih-kul REK-erd

What it means: evidence that helps later people understand the past

Try the frame: Garza's art became a historical record because ____.

Tier 3 Vocabulary - Passage-Specific Words

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

inclusion

Say it: in-KLOO-zhun

What it means: making sure people are welcomed and able to participate

Try the frame: The student showed inclusion by ____.

Mexican-American

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

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

Try the frame: Garza painted Mexican-American ____.

nonviolent

Say it: non-VY-uh-lunt

What it means: using peaceful actions rather than violence

Try the frame: The nonviolent action was ____.

Peace Corps

Say it: PEES kor

What it means: a service organization whose volunteers work with communities in other countries

Try the frame: The Peace Corps helped a community by ____.

perspective

Say it: per-SPEK-tiv

What it means: the viewpoint through which a person understands events

Try the frame: Wilder's perspective shows ____.

volunteer

Say it: vol-un-TEER

What it means: a person who freely gives time and effort to help

Try the frame: A volunteer can ____.

Different Source Forms Have Different Jobs

A poem, a story, and a nonfiction passage are not the same kind of evidence.

SOURCE FORMS AND THEIR JOBS

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

NOTICE

Part of research is naming what each source is and using it only for the job it can do. A poem can be treated as historical proof in every detail is a misconception - ask, "Is this the poem's theme or a proven fact?"

STUDENT SUPPORT - Another Way to Show What You Know

Point to a source and use the frame: This source is a _____. Its best job is _____. You still choose the evidence and what it proves.

Ready to Stretch? Take Your Thinking Further!

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

The Research Move, One Step at a Time

R -> source -> Q or P -> source credit -> E2.

THE RESEARCH MOVE

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

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

If deciding Q or P is difficult, say the idea aloud to a partner first. You still choose the mark and name the source.

Ready to Stretch? Take Your Thinking Further!

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

Buildings Do Not Build a Community by Themselves

People do.

CORE SOURCE CLAIM

"A community can have roads, buildings, stores, schools, parks, and homes. But those things alone do not make a community strong. People do." Throughout history, people have strengthened communities in many different ways: they invent, teach, paint, write, lead, volunteer, listen, tell the truth, include others, and preserve culture.

COMMON MISCONCEPTION

"Only famous adults can strengthen a community." Ask: What can an ordinary student do? Point to Crash, The Good Citizen, or The Recess Question - children can demonstrate honesty, responsibility, cooperation, and respect in their own communities too.

EVIDENCE DECISION PATH

1. Name the R you must prove.
2. Choose a contribution and name its source form.
3. Decide the right evidence job: fact, example, theme, or significance.
4. Mark the evidence Q or P.
5. Record source credit.
6. Write E2: what does this help me prove?

MY FIRST THINKING (DAY ONE)

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

How do I use my choices, my voice, and my service to help my community grow strong?

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. 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:
People can help a community 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.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 1 of 10

BEFORE YOU READ

This is a research source - an evidence bank, not a single-sitting read-aloud. Preview it, then reread selected sections to collect evidence. As you read, mark Q for a direct quotation and P for a paraphrase, and note the source so you can give credit. Strong research selects the smallest set of strongest evidence.

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

[1] A community can have roads, buildings, stores, schools, parks, and homes.

[2] But those things alone do not make a community strong.

[3] People do.

[4] Throughout history, people have strengthened communities in many different ways. Some invented tools. Some made scientific discoveries. Some created businesses. Others wrote stories, painted pictures, established laws, served their neighbors, or spoke up for changes they believed were important.

[5] Their work was different, but many of their stories followed a similar pattern.

[6] Someone noticed something.

[7] Someone asked a question.

[8] Someone made a choice.

[9] Then an idea or action created change.

[10] Change Often Begins With a Problem

[11] Many improvements begin when somebody notices that something is not working well.

[12] Benjamin Franklin noticed a dangerous problem during thunderstorms.

[13] In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged.

[14] Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings.

[15] A metal rod and conductor could provide electricity from lightning with a safer path toward the ground.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 2 of 10

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

[16] The invention did not stop storms.

[17] Instead, it helped people respond to one of the dangers storms could cause.

[18] Franklin's story shows an important pattern:

[19] Notice a problem. Study it. Develop a possible solution.

[20] Years later, a scientist named Louis Pasteur followed a similar pattern with a very different problem.

[21] Pasteur studied microorganisms and helped scientists understand that tiny living things could cause changes in food and contribute to disease.

[22] His research led to a process now called pasteurization, in which certain foods and liquids are heated for a specific amount of time to reduce harmful microorganisms.

[23] Today, people may open a carton of milk without thinking about the scientific discoveries that helped make many foods safer.

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

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

[26] New Ideas Can Change Daily Life

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

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

[29] Henry Ford saw a transportation problem.

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

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

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

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

[34] People could travel farther in less time.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 3 of 10

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

[35] Roads became increasingly important.

[36] Businesses developed along travel routes.

[37] Workers could live farther from their jobs.

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

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

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

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

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

[43] That is another important lesson for researchers:

[44] Change can have more than one effect.

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

[46] They can also ask:

[47] Who was affected?

[48] What improved?

[49] What changed?

[50] Were there new challenges too?

[51] Those questions lead to deeper thinking.

[52] Communities Also Need Rules

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

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 4 of 10

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

[54] Who decides what is fair?

[55] What happens when two people disagree?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[71] That is citizenship in action.

[72] **Good Citizenship Happens in Ordinary Moments**

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 5 of 10

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

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

[74] Children can demonstrate good citizenship too.

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

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

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

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

[79] Yet communities depend on them.

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

[81] What if people refused to admit mistakes?

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

[83] Trust would become difficult.

[84] Cooperation would weaken.

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

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

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

[88] Service Can Travel Far

[89] Sometimes service begins with a small action.

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

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

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 6 of 10

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

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

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

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

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

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

[97] A child can collect supplies.

[98] A family can volunteer.

[99] A student can help a younger reader.

[100] Neighbors can clean a shared space.

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

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

[103] What can I give?

[104] Words Can Change Communities Too

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

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

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

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

[109] A listener remembers.

[110] A parent tells a child.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 7 of 10

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

[111] A teacher shares a story.

[112] A student decides to treat someone differently.

[113] Words can become actions.

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

[115] Art and Stories Preserve Communities

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

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

[118] Carmen Lomas Garza does this through art.

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

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

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

[122] Art can become evidence about culture.

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

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

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

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

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

[128] History also lives in kitchens, classrooms, farms, neighborhoods, family traditions, paintings, letters, objects, and memories.

[129] Someone has to preserve those stories.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 8 of 10

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

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

[131] Benjamin Franklin used science and invention.

[132] Louis Pasteur used scientific investigation.

[133] Henry Ford changed manufacturing and transportation.

[134] Sam Walton developed a retail business.

[135] Carmen Lomas Garza preserved culture through art.

[136] Laura Ingalls Wilder preserved memories through writing.

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

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

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

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

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

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

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

[144] One person may build.

[145] Another may teach.

[146] Another may invent.

[147] Another may paint.

[148] Another may organize.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 9 of 10

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

[149] Another may volunteer.

[150] Another may speak.

[151] Another may listen.

[152] The Question Passes to Us

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

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

[155] What problem did this person notice?

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

[157] What action was taken?

[158] Who was affected?

[159] How did the community change?

[160] What can we learn from the result?

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

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

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

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

[165] But every person participates in a community.

[166] Every person makes choices.

[167] Every person has some ability to contribute.

People Make the Difference: How Ideas and Actions Change Communities

Passage 16 - Part 10 of 10

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

[168] A student can solve a problem.

[169] A student can preserve a family story.

[170] A student can include someone.

[171] A student can volunteer.

[172] A student can ask a useful question.

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

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

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

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

[177] People decide what to build.

[178] People decide what to invent.

[179] People decide how to treat one another.

[180] People decide what stories to preserve.

[181] People decide whether to participate.

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

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

Passage 16 - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the 1700s, lightning strikes could set wooden buildings on fire."	It fits because _____
T • Time	"In 1961, President John F. Kennedy challenged Americans to think about what they could contribute to their country."	It fits because _____
R ■ Reactions	"A student who admits breaking something accidentally shows honesty."	It fits because _____
R ■ Reactions	"A volunteer who completes an important job shows responsibility."	It fits because _____
A ▲ Actions	"Franklin studied electricity and asked questions about lightning."	It fits because _____
A ▲ Actions	"Pasteur studied microorganisms and helped scientists understand that tiny living things could cause changes in food."	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Passage 16 - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Carmen Lomas Garza does this through art."	It fits because _____
C ★ Character, Concept, Creature	"Laura Ingalls Wilder preserved memories in another way."	It fits because _____
K ♦ Key Knowledge	"Rules explain what people are expected to do. Laws can protect rights, establish responsibilities, and provide ways to settle disputes."	It fits because _____
K ♦ Key Knowledge	"A community does not need everyone to have the same talent."	It fits because _____
S ▼ Scenery / Setting	"Her paintings show scenes from Mexican-American family and community life—cooking, celebrations, gatherings, games, and everyday activities."	It fits because _____
S ▼ Scenery / Setting	"History also lives in kitchens, classrooms, farms, neighborhoods, family traditions, paintings, letters, objects, and memories."	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Small Choices, Strong Communities (Simulated Excerpt)

Simulated nonfiction book excerpt by Dr. Elena Brooks, created for research practice. Label it "Simulated Source" — a realistic practice form, not a real publication.

SOURCE TYPE

Simulated nonfiction book excerpt. Use it for source-form recognition and to corroborate the problem-solution pattern from Passage 16.

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

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

[2] Change often follows four steps: NOTICE -> QUESTION -> ACT -> IMPACT

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

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

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

[6] People do not have to become famous to make a difference.

[7] A student might welcome someone who is new.

[8] A volunteer might help at an animal shelter.

[9] Neighbors might work together to clean a park.

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

[11] Each action begins with a choice.

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

[13] Questions for Young Researchers: When you study someone who helped a community, ask: What did the person notice? What problem or need existed? What action did the person take? How did that action help others?

[14] Big Idea: People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

Day 1 - GATHER: The Beautiful Empty Town

Is a perfect town already a strong community?

LOOK CAREFULLY

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

MY FIRST PREDICTION

What I think is missing:

What makes an answer a prediction rather than a proven conclusion? A prediction is an early idea. A proven conclusion requires evidence and explanation.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing is difficult, name one thing a PERSON could do that a building cannot do. Then say it 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

Our final cluster prompt pulls PLACE, PROBLEM, and PEOPLE together.

OUR FINAL CLUSTER PROMPT

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

WEEK 3 REASON

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

CORE SOURCE CLAIM

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

MANY KINDS OF CONTRIBUTION

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

Day 1 - Teacher Model + Listen, Decide, Retrieve

Compare three sources, then show Q, P, or E2 for each statement.

TEACHER MODEL

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

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

PAUSE POINT

Do not move on until you can state the R, identify a useful source, and explain why E2 must follow E1.

Day 2 - ATTEMPT: Community Contribution Museum Match

The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement.

ROLES

Curator • Source-Type Specialist • Evidence Label Writer • Docent

GAME PIECES

• Seven exhibit mats: Hope and Voice, Service, Art and Culture, Writing and Memory, Honesty, Dependability, Inclusion and Decision Making • Twenty-eight contribution cards • Source-form badges: POEM, FICTION, BIOGRAPHY/NONFICTION, SIMULATED SOURCE • Use-It-As labels: FACT, EXAMPLE, THEME, SIGNIFICANCE • Museum scorecard and answer key

STUDENT DIRECTIONS - READ THESE EXACTLY

1. Place the seven exhibit mats around the room or table.
2. Shuffle the contribution cards. The Curator reads one card aloud.
3. The team places the card on the correct exhibit mat.
4. The Source-Type Specialist adds the correct source-form badge.
5. The Evidence Label Writer adds FACT, EXAMPLE, THEME, or SIGNIFICANCE to show how the card may be used in a research paper.
6. The Docent explains how the contribution or choice strengthens, helps, or preserves a community.
7. Score one point for the exhibit, one for source form, one for appropriate use, and two for a complete explanation.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. No card earns a point until someone explains why it belongs.

CUT PAGE - Community Contribution Museum Match: Hope and Voice

Cut on the dashed lines. Keep each card whole.

VOICE CARDHope and Voice - MLK
Poem - Passage 13

A hopeful voice travels from one person to another and invites later people to carry the dream.

CHOICE CARDHope and Voice - MLK
Poem - Passage 13

Children carry hope when they listen, include others, and choose what is right.

IMPACT CARDHope and Voice - MLK
Poem - Passage 13

The poem's theme shows that words can become actions across generations.

SOURCE CARDHope and Voice - MLK
Poem - Passage 13

Passage 13: poem; use as **THEME** or **SIGNIFICANCE**, not as a complete factual biography.

Self-Check Backs - Hope and Voice

Read the self-check only after your team commits.

CHOICEHope and Voice

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

VOICEHope and Voice

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

SOURCEHope and Voice

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

IMPACTHope and Voice

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

✂ CUT PAGE - Community Contribution Museum Match: Service

Cut on the dashed lines. Keep each card whole.

HANDS CARDService - Service Poem
- Passage 14

Ordinary hands can gather, plant,
clean, share, welcome, and help.

QUESTION CARDService - Service
Poem - Passage 14

The repeated question asks, What will
I give?

IMPACT CARDService - Service Poem
- Passage 14

The poem's theme shows that service
begins with nearby choices and
useful actions.

SOURCE CARDService - Service
Poem - Passage 14

Passage 14: poem; use as **THEME** or
SIGNIFICANCE.

Self-Check Backs - Service

Read the self-check only after your team commits.

QUESTION_{Service}

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

HANDS_{Service}

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

SOURCE_{Service}

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

IMPACT_{Service}

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

✂ **CUT PAGE - Community Contribution Museum Match: Art and Culture**

Cut on the dashed lines. Keep each card whole.

CONTRIBUTION CARD Art and Culture - Garza

Carmen Lomas Garza painted Mexican-American family and community life.

PRESERVATION CARD Art and Culture - Garza

Her art keeps celebrations, foods, games, gatherings, and everyday experiences visible to later generations.

IMPACT CARD Art and Culture - Garza
Art can become evidence about culture and help communities remember.

SOURCE CARD Art and Culture - Garza
Passage 4 and Passage 16: biography/nonfiction; use as FACT and SIGNIFICANCE.

Self-Check Backs - Art and Culture

Read the self-check only after your team commits.

PRESERVATION Art and Culture

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

CONTRIBUTION Art and Culture

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

SOURCE Art and Culture

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

IMPACT Art and Culture

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

✂ CUT PAGE - Community Contribution Museum Match: Writing and Memory

Cut on the dashed lines. Keep each card whole.

CONTRIBUTION CARD Writing and Memory - Wilder
Laura Ingalls Wilder wrote stories drawing from frontier experiences.

PRESERVATION CARD Writing and Memory - Wilder
Her writing describes homes, weather, schooling, chores, farming, and family life.

IMPACT CARD Writing and Memory - Wilder
Stories can preserve everyday history while researchers still compare the writer's perspective with other sources.

SOURCE CARD Writing and Memory - Wilder
Passage 3 and Passage 16: biography/nonfiction; use as **FACT**, **EXAMPLE**, and **SOURCE-PERSPECTIVE** practice.

Self-Check Backs - Writing and Memory

Read the self-check only after your team commits.

PRESERVATION Writing

and Memory

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

CONTRIBUTION Writing

and Memory

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

SOURCE Writing and Memory

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

IMPACT Writing and Memory

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

✂ CUT PAGE - Community Contribution Museum Match: Honesty

Cut on the dashed lines. Keep each card whole.

CHOICE CARDHonesty - Crash

A character faces the need to admit a mistake and take responsibility.

IMPACT CARDHonesty - Crash

Honesty and correcting a mistake help protect trust.

SOURCE CARDHonesty - Crash

Passage 11: fiction; use as an **EXAMPLE** of a choice and consequence, not a historical fact.

SIGNIFICANCE CARDHonesty - Crash

Communities weaken when people hide harm and strengthen when people take responsibility.

Self-Check Backs - Honesty

Read the self-check only after your team commits.

IMPACTHonesty

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

CHOICEHonesty

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

SIGNIFICANCEHonesty

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

SOURCEHonesty

Which exhibit, source-form badge,
and use-label does this card earn?
Explain why.

✂ CUT PAGE - Community Contribution Museum Match: Dependability

Cut on the dashed lines. Keep each card whole.

CHOICE CARD Dependability - The Good Citizen

A character completes a helpful responsibility even when the task is not glamorous.

IMPACT CARD Dependability - The Good Citizen

Dependability allows others to trust that important work will be completed.

SOURCE CARD Dependability - The Good Citizen

Passage 12: fiction; use as an **EXAMPLE** of service and responsibility.

SIGNIFICANCE CARD Dependability - The Good Citizen

Small actions become community strength when many people contribute.

Self-Check Backs - Dependability

Read the self-check only after your team commits.

IMPACT Dependability

Which exhibit, source-form badge, and use-label does this card earn? Explain why.

CHOICE Dependability

Which exhibit, source-form badge, and use-label does this card earn? Explain why.

SIGNIFICANCE Dependability

Which exhibit, source-form badge, and use-label does this card earn? Explain why.

SOURCE Dependability

Which exhibit, source-form badge, and use-label does this card earn? Explain why.

✂ CUT PAGE - Community Contribution Museum Match: Inclusion and Decision Making

Cut on the dashed lines. Keep each card whole.

CHOICE CARDInclusion and Decision Making - The Recess Question
Beth includes a new student, and the class listens to several perspectives before voting.

IMPACT CARDInclusion and Decision Making - The Recess Question
Inclusion and respectful decision making strengthen a classroom community.

SOURCE CARDInclusion and Decision Making - The Recess Question
Passage A: fiction; use as an **EXAMPLE** of citizenship habits.

SIGNIFICANCE CARDInclusion and Decision Making - The Recess Question
Children can practice community-building choices in ordinary school moments.

Self-Check Backs - Inclusion and Decision Making

Read the self-check only after your team commits.

IMPACT Inclusion and Decision Making

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

CHOICE Inclusion and Decision Making

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

SIGNIFICANCE Inclusion and Decision Making

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

SOURCE Inclusion and Decision Making

Which exhibit, source-form badge, and use-label does this card earn?
Explain why.

Museum Match - Distractor Cards and Answer Key

Some cards are interesting but do not belong on any exhibit. Reject them and say why.

DISTRACTOR CARDS - reject these, they do not belong on an exhibit mat

- The Nile left fertile soil after flooding.
- The Mayflower crossed the Atlantic Ocean.
- A lightning rod provides a path toward the ground.
- An assembly line organizes manufacturing steps.

ANSWER KEY AND DEBRIEF

Exhibit	Correct Assembly and Source Connection
Hope and Voice	MLK poem cards; POEM; THEME/SIGNIFICANCE.
Service	What Will You Give? cards; POEM; THEME/SIGNIFICANCE.
Art and Culture	Garza cards; BIOGRAPHY/NONFICTION; FACT/SIGNIFICANCE.
Writing and Memory	Wilder cards; BIOGRAPHY/NONFICTION; FACT/EXAMPLE/PERSPECTIVE.
Honesty	Crash cards; FICTION; EXAMPLE/SIGNIFICANCE.
Dependability	The Good Citizen cards; FICTION; EXAMPLE/SIGNIFICANCE.
Inclusion and Decision Making	The Recess Question cards; FICTION; EXAMPLE/SIGNIFICANCE.

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

Museum Match - My Recording Sheet

Record each round: the exhibit, the source form, the use-label, and your Docent explanation.

Card	Exhibit	Source Form	Use Label	Docent Explanation
Round 1				
Round 2				
Round 3				
Round 4				

NO-CUT PATHWAY

You do not have to cut the cards. Read a card from the answer key, record your round in the table, and explain aloud or in the last column how it strengthens a community.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Docent frame: This card belongs on the ____ exhibit. It is a ____ (source form). It works as a ____ (fact, example, theme, or significance) 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: Make Yesterday's Thinking Visible

Yesterday the cards made our decisions visible. Today we discuss why those decisions worked.

Question	Possible Response
Why can a poem support theme without proving every historical detail?	Poetry uses voice, image, and compressed language; it communicates meaning but may not provide complete factual context.
How can fiction help research thinking?	It can illustrate a decision, consequence, or civic habit, as long as the writer identifies it as an example rather than historical proof.
Why are Garza and Wilder important to community memory?	They preserve culture and everyday experiences through art and writing.
How are service and invention similar?	Both may begin when someone notices a need and chooses a useful response.
What does the researcher add after a poetic quote?	E2 explaining theme, significance, and connection to the R.

MY DISCUSSION NOTES

A card that was relevant, not just interesting, because:

STUDENT SUPPORT - Another Way to Show What You Know

Use the source, the R, and the paper job in your response 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 Body Paragraph 3 (R-E1-E2)

Independently write Body Paragraph 3. Begin with the assigned R. Use one short poetic quotation and one paraphrase from a nonfiction or clearly-labeled fictional source.

R - REASON ›

E1 - EVIDENCE (Q or P) ›

E2 - EXPLANATION

THE ASSIGNMENT

Independently write Body Paragraph 3. Begin with the assigned R. Use one short quotation from Passage 13 or 14 and one paraphrase from Passage 16, Passage 3, Passage 4, Passage 11, Passage 12, or Passage A. Identify each source form accurately and explain how the choices, service, voice, art, or stories strengthen or preserve a community.

INDEPENDENT WRITING PLANNER

R - my reason	A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.
E1-A - Poetic evidence	Q, identified as a poem. Source credit? Exact note:
E2-A	Explains theme and significance - not historical fact.
E1-B - Nonfiction/fiction evidence	P, identified by source form. Source credit? Exact note:
E2-B	Explains impact and connects to the R.
Closing sentence	Synthesizes different talents and contributions.

STUDENT SUPPORT - Another Way to Show What You Know

Use the R-E1-E2 model and the Museum Match answer key. You still choose your evidence and explain what it proves.

Ready to Stretch? Take Your Thinking Further!

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

Body Paragraph 3 - Draft Space

Write R, one poetic E1 (Q), one nonfiction or fiction E1 (P), sustained E2, and a synthesizing closing sentence.

STUDENT CHECKLIST

- ☐ R names responsible choice, service, or preservation as the third thesis (central idea) reason
- ☐ E1-A uses a short poetic quotation with source credit, identified as a poem ☐ E2-A explains theme and significance
- ☐ E1-B paraphrases a nonfiction fact or clearly-labeled fictional example ☐ E2-B explains impact and connects to the R
- ☐ Closing sentence synthesizes different talents and contributions

[illegible]

Body Paragraph 3 - Low, Medium, and High

Study three responses. Notice what makes the HIGH response strong.

LOW

"People make communities strong. MLK had a dream. People should help. Garza painted. This proves people are important."

The writer recognizes the people theme and names two examples, but does not identify source forms, has no exact quote or true paraphrase, lacks source credit, and does not explain how each contribution strengthens or preserves a community.

MEDIUM

"A third way communities grow strong is when people help and remember important things. The poem *What Will You Give?* asks, 'What will I give?' This means people should serve. Passage 16 says Carmen Lomas Garza painted family life. Her paintings helped people remember culture. Different people can help in different ways."

The paragraph has a clear R, a suitable poetic quotation, a factual example, and basic significance. It needs stronger source attribution, more precise paraphrasing, multiple E2 sentences after each evidence piece, and a deeper synthesis of service and preservation.

HIGH

"A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions. In the poem *What Will You Give?*, the speaker asks, 'What will I give?' Because this is a poem, the question works as a theme rather than a list of historical facts. It turns citizenship into a personal decision and reminds readers that useful service can begin with ordinary hands, time, listening, and care. Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life, including celebrations, foods, games, and everyday gatherings. Her art strengthens community memory because later viewers can study details that might otherwise be forgotten. The *Good Citizen* adds a fictional example of dependability: a community can trust people who complete needed work. Together, the poem, nonfiction passage, and fictional example prove that communities need many kinds of contributors. Some people speak, some create, some remember, and some quietly help."

The writer identifies source forms, uses poetry for theme, nonfiction for factual support, and fiction as an example. The paragraph contains sustained E2 and synthesizes different talents under one R.

Standards Application Check - Research and Editing

Read the official standard, then say it in student-friendly words.

TEKS 13(A-H) - Official Standard

research planning, source use, evidence collection, synthesis, citation, and presentation

HOW I SAY THE STANDARD!

I can plan my research, use my sources carefully, collect evidence, and give credit for it.

TEKS 11(C)(i-x) - Official Standard

revision for sentence structure, word choice, coherence, and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my research reads clearly.

TEKS 11(D)(i-xxxii) - Official Standard

cumulative editing of the weekly writing and final publication

HOW I SAY THE STANDARD!

I can edit my draft so my conventions are correct.

Day 4 - AWARD the Best Evidence of Growth

An award is not vague praise. Point to evidence on your own paper and name the research behavior it proves.

AWARD OPTIONS - point to evidence on your paper

- I identified the poem, fiction, or nonfiction source form correctly.
- I used a poetic quotation for theme or significance.
- I used nonfiction for accurate factual support.
- I labeled fiction as an example rather than a historical fact.
- I explained how a choice affects trust, service, memory, fairness, or belonging.
- I synthesized more than one kind of contribution.

AWARD SENTENCE FRAME

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

MY AWARD

One research decision I am proud of is

My proof is on page _____.

Day 4 - TARGET Your Next Growth

A target names the next action. Choose the one change that will improve your proof most.

TARGET OPTIONS

- I need to name the source form clearly.
- I need to explain why the contribution matters beyond one person.
- I need another source showing a different talent or kind of service.
- I need to distinguish theme from factual evidence.
- I have a new curiosity about a person, tradition, civic action, or community memory.

TARGET SENTENCE FRAME

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

CURIOSITY SENTENCE FRAME

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

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: connect a third source form and explain what all three sources prove together.

Day 5 - EXPLAIN: Living Community Contribution Gallery

Teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves.

STUDENT ORAL FRAMES

My exhibit represents _____

The source form is _____

I can use this source as a fact, example, theme, or significance because

One quotation or paraphrase is _____

This contribution strengthens or preserves the community by _____

A different contribution from another passage is _____

Together, these examples prove _____

LISTENER RESPONSIBILITIES

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the gallery. Use the frames, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Module 3 Exit Ticket

Answer using what you know from the whole module.

1. Match poem, fiction, and nonfiction to the best evidence job.
2. Name one service example and one preservation example.
3. Write one sentence explaining why children can be community contributors.
4. Write one sentence connecting Passage 13 or 14 to Passage 16.
5. Answer the module question in one complete sentence.

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

MY THINKING NOW

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

How do I use my choices, my voice, and my service to help my community grow strong?

WHAT CHANGED?

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

My research 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.

VERBAL - GATHER/REVEAL - Fist to Five

Hold up 0-5 fingers to show how sure you are that you can match a source form to the right evidence job.

My number and why:

PHYSICAL - ATTEMPT - Source Form Sort

As sources are named aloud, show POEM, FICTION, or NONFICTION with a pose and name the job the source can do.

One source I sorted:

WRITTEN - DISCUSS/USE - One-Sentence Synthesis

Write one sentence that combines two different contributions under this week's R.

My sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say a source form and its job aloud, show a Museum Match placement, or hand in a Body Paragraph 3 page.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Choose your favorite exhibit card or Body Paragraph 3 sentence. Write what you are proud of and name the source form (poem, fiction, or biography/nonfiction) that made it strong.

TARGET

Choose one: name a new contribution or contributor this lesson made you curious about, or name the research move (naming a source form, adding an evidence label, or writing E2) you want to improve.

EXPLAIN

Name the page that best proves my growth. Explain how it shows a contribution strengthening or preserving a community.

I Can...	Not Yet	Getting Set	I Can Do It
Name the source form (poem, fiction, biography/nonfiction)	☐	☐	☐
Use a poem for theme or significance, not as a historical fact	☐	☐	☐
Use nonfiction for a factual statement and label fiction as an example	☐	☐	☐
Give source credit for each quotation and paraphrase	☐	☐	☐
Write E2 that explains how a contribution strengthens or preserves a community	☐	☐	☐
Synthesize more than one kind of contribution under one reason	☐	☐	☐

Day 5 - Writing Opportunity

Write a brief response answering the transfer question using a new source or earlier passage.

THE TRANSFER PROMPT

How do people use choices, voices, talents, stories, and service to strengthen a community? Use one new source or earlier passage not used in the independent U assignment. Name the source form and include one E1 and at least two E2 sentences.

PLANNING SUPPORT

1. Name the R (reason) you will prove.
2. Choose one new source (poem, fiction, or nonfiction) you did not use in Body Paragraph 3, and name its form.
3. Select your E1 - decide Q (direct quotation) or P (paraphrase) and record the source credit.
4. Write at least two E2 sentences explaining the theme or significance, the impact, and how the evidence proves the R.

STUDENT SUPPORT - Another Way to Show What You Know

Reread only the source section you need. Choose the evidence whose meaning you can explain most clearly, then mark it Q or P.

Ready to Stretch? Take Your Thinking Further!

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

Research Draft - Page 1

My response answers the transfer question. My researcher voice explains what the evidence proves.

SUCCESS CRITERIA

- ☐ My response answers the transfer question. ☐ I named the source form and used it for the right job.
- ☐ I included one E1 with source credit and at least two E2 sentences. ☐ I explained how the contribution strengthens or preserves a community.

[illegible]

Revise, Edit, and Share

Improve one sentence, run the conventions sweep, then explain one research decision.

REVISE

Improve one sentence by adding, deleting, combining, or rearranging ideas for coherence and clarity.

Before:

After:

EDIT - Conventions Sweep

- ☐ Complete sentences
 ☐ Subject-verb agreement
 ☐ Capitalization
☐ Punctuation and quotation marks
 ☐ Spelling
 ☐ Source credit for every Q and P

SHARE

My partner heard my evidence prove my R when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your R and strongest E1-E2 connection to a partner. The feedback must name what the evidence proves.

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? - Enrichment

Require a third source form or a counterexample and explain how it changes or qualifies the claim.

ENRICHMENT CHOICES

- Require a third source form or a counterexample and explain how it changes or qualifies the claim.
- Compare the usefulness and limits of a poem, fiction passage, biography, and simulated source for the same reason.
- Investigate a new kind of contribution (voice, art, service, memory) and add it only if it strengthens the existing R.
- Explain why the same community need can be met by different talents.
- Design and defend an additional exhibit element for the final expo.

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 research thinking did during Module 3.

Evidence	Page	What It Proves About My Research Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 3 CLOSING IDEA

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

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do I use my sources to show how people strengthened a community?

My Answer

I find evidence in my sources of people acting with honesty, serving needs they noticed, using their voice for fairness, and keeping stories through art and writing - then I explain how those many different talents made the community stronger.

STUDENT SUPPORT - Another Way to Show What You Know

Start with a person: My source shows ____ helped by ____, which made the community stronger because ____.

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 8



M O D U L E

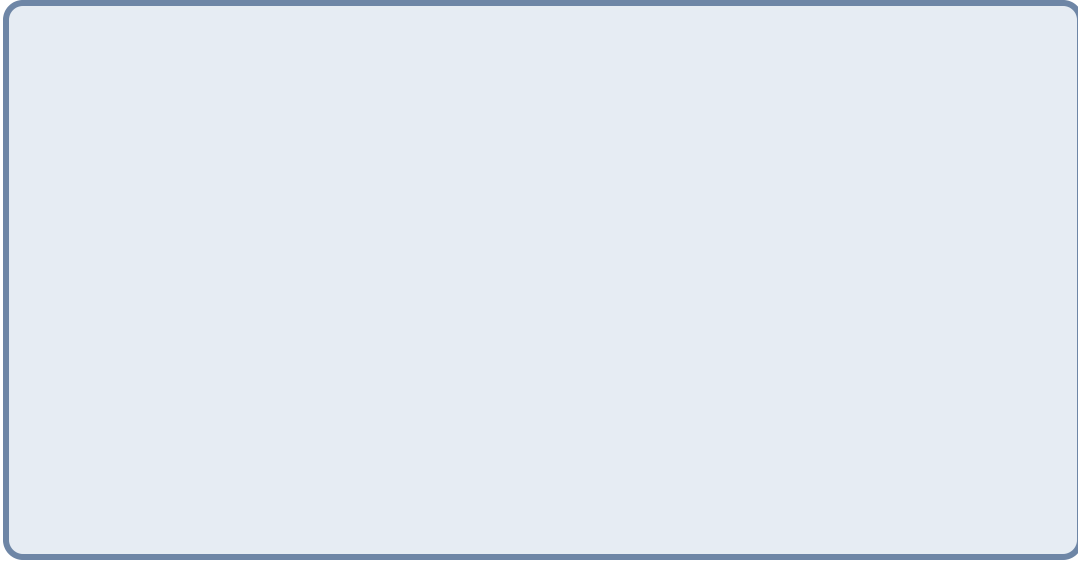


TRANSFER

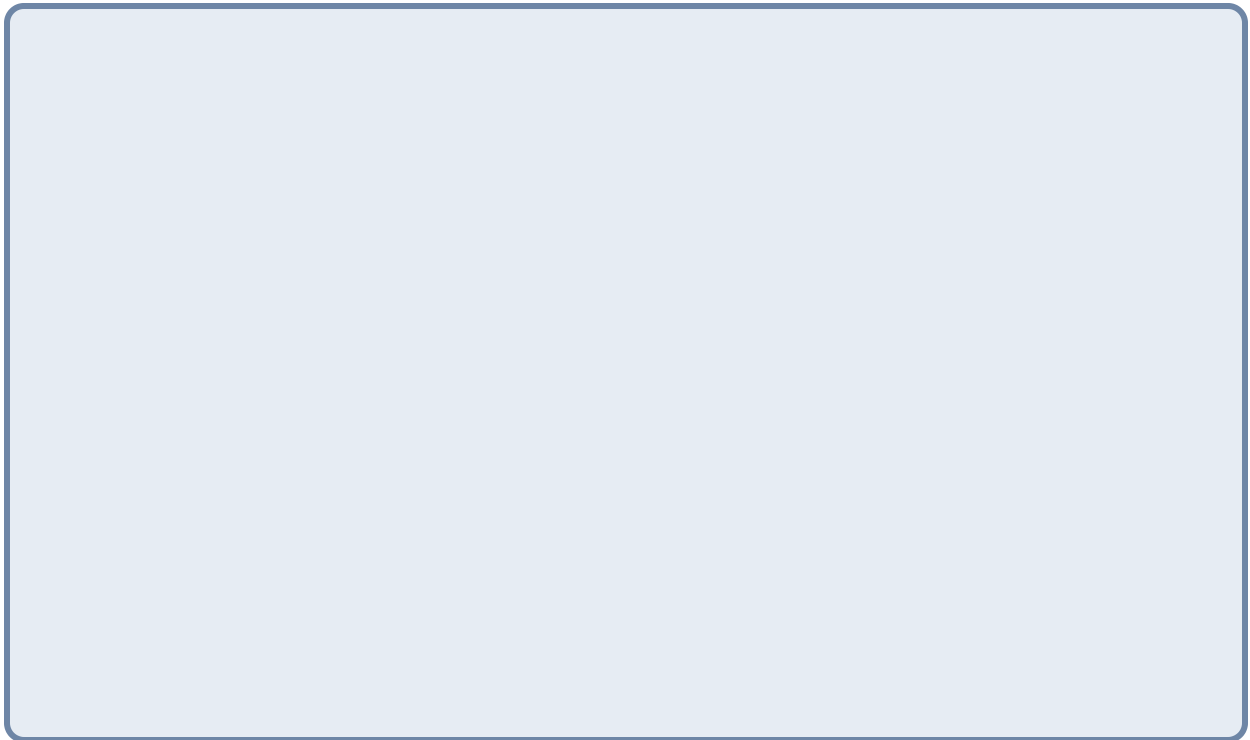
One Paper, One Proof, One Community



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

Week 4 is the convergence point - a year of thinking becomes one proof.

WHY THIS MODULE MATTERS

Week 4 is the convergence point. You do not begin a new topic; you assemble, revise, and publish the thinking built during the first three weeks and across the entire Grade 3 passage sequence. The research paper shows that narrative, informational, opinion/argumentative, compare-contrast, cause-effect, problem-solution, procedural, poetic, descriptive, and reflective thinking can work together inside one sustained product.

Essential Question

How do I combine all my research into one clear paper that proves my answer?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

My Research Promise

I will keep my researcher voice louder than the source voices. I will revise for cohesion before I edit conventions. I will explain what my evidence proves, and I will publish my proof for a real audience.

The Standards I Am Learning - Part 1

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

TEKS 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can begin my research paper with a SET introduction that sets up my thesis (central idea).

TEKS 11(B)(ii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion (R1-R2-R3 conclusion and whole-paper closure)

HOW I SAY THE STANDARD!

I can end my research paper with an R1-R2-R3 conclusion that pulls my evidence together.

TEKS 11(B)(iii) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details (relevant evidence, sustained E2, and engaging connections)

HOW I SAY THE STANDARD!

I can add relevant evidence and write E2 that explains it clearly and keeps my reader engaged.

TEKS 13(A-H) - Official Standard

research planning, source use, evidence collection, synthesis, citation, and presentation

HOW I SAY THE STANDARD!

I can plan my research, use my sources carefully, collect evidence, and give credit for it.

The Standards I Am Learning - Part 2

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

TEKS 11(C)(i-x) - Official Standard

revision for sentence structure, word choice, coherence, and clarity

HOW I SAY THE STANDARD!

I can revise my sentences and words so my whole paper reads clearly.

TEKS 11(D)(i-xxxii) - Official Standard

cumulative editing of the weekly writing and final publication

HOW I SAY THE STANDARD!

I can edit my whole paper so my conventions are correct.

ELPS 2(E) - Official Standard

use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions

HOW I SAY THE STANDARD!

I can explain my research out loud with more and more exact detail.

ELPS 4(C)(ii) - Official Standard

write using content-area vocabulary

HOW I SAY THE STANDARD!

I can use research words like source, evidence, and paraphrase in my writing.

The ELPS I Am Learning

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

ELPS 4(D)(iii) - Official Standard

write using a variety of grade-appropriate connecting words

HOW I SAY THE STANDARD!

I can use connecting words that link my reason, evidence, and explanation.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write to explain my research with detail.

My Module 4 Learning Launchpad

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

I CAN

- answer the module question, use evidence from more than one source, and complete a published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.

I WILL

- distinguish direct quotations from paraphrases.
- credit borrowed information from every source I use.
- write E2 explanations that show what my evidence proves.

LEARNING DESTINATION (BIG GOAL)

I combine a year of reading and writing into one published five-paragraph research paper - a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion - with a source list, a multimodal exhibit, an oral presentation, and a final reflection.

MY LAUNCHPAD PROMISE

The research part I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Align every R beneath one thesis (central idea)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell a direct quotation from a paraphrase	a lot / a little / new	a lot / a little / new	a lot / a little / new
Give source credit for every Q and P	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write E2 after every E1	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise across paragraphs, then edit conventions	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

Try the frame: My introduction begins with ____.

check

Say it: CHEK

What it means: to examine for accuracy

Try the frame: I check my source credit for ____.

end

Say it: END

What it means: the final part

Try the frame: My conclusion ends with ____.

explain

Say it: ek-SPLAYN

What it means: to make meaning clear

Try the frame: My explanation shows ____.

fix

Say it: FIKS

What it means: to correct or improve

Try the frame: I fixed the sentence by ____.

Tier 1 Vocabulary - Everyday Words

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

middle

Say it: MID-ul

What it means: the central part

Try the frame: The middle proves ____.

order

Say it: OR-der

What it means: the arrangement of parts

Try the frame: The best order is ____.

read

Say it: REED

What it means: to understand written words

Try the frame: I read my draft to check ____.

share

Say it: SHAIR

What it means: to communicate with others

Try the frame: I will share my research by ____.

write

Say it: RYTE

What it means: to communicate with written language

Try the frame: I write to prove ____.

Tier 2 Vocabulary - Academic Research Words

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

citation

Say it: sy-TAY-shun

What it means: information that gives credit to a source

Try the frame: My citation identifies ____.

cohesion

Say it: koh-HEE-zhun

What it means: the quality of ideas fitting and flowing together

Try the frame: I improved cohesion by ____.

conventions

Say it: kun-VEN-shunz

What it means: the agreed rules of written language

Try the frame: I checked the conventions in ____.

edit

Say it: ED-it

What it means: to correct conventions such as grammar, punctuation, capitalization, and spelling

Try the frame: I edited ____.

presentation

Say it: prez-en-TAY-shun

What it means: an organized explanation shared with an audience

Try the frame: My presentation teaches ____.

Tier 2 Vocabulary - Academic Research Words

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

publish

Say it: PUB-lish

What it means: to prepare and share final work with an audience

Try the frame: I will publish by ____.

revise

Say it: rih-VYZ

What it means: to improve ideas, organization, sentences, or word choice

Try the frame: I revised ____.

source list

Say it: SORSS LIST

What it means: an organized record of sources used

Try the frame: My source list includes ____.

thesis (central idea)

Say it: THEE-sis

What it means: the simple answer the entire paper will prove

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

transition

Say it: tran-ZISH-un

What it means: a word or phrase that connects ideas

Try the frame: The transition connects ____.

Tier 3 Vocabulary - Passage-Specific Words

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

bibliography

Say it: bib-lee-OG-ruh-fee

What it means: a list of sources used in research

Try the frame: My bibliography lists ____.

direct quotation

Say it: dy-REKT kwoh-TAY-shun

What it means: a source's exact words inside quotation marks

Try the frame: My direct quotation is ____.

evidence-reference transition

Say it: EV-uh-dens REF-er-ens tran-ZISH-un

What it means: the E sentence naming the broad evidence areas used in the paper

Try the frame: My evidence-reference transition names ____.

exhibition

Say it: ek-suh-BISH-un

What it means: a public display of completed work

Try the frame: My exhibition shows ____.

multimodal

Say it: mul-tee-MOH-dul

What it means: communicating through more than one form, such as writing, speaking, maps, images, or models

Try the frame: My multimodal exhibit includes ____.

paraphrase

Say it: PAIR-uh-frayz

What it means: a source idea expressed with new words and sentence structure

Try the frame: My paraphrase says ____.

Tier 3 Vocabulary - Passage-Specific Words

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

publication

Say it: pub-lih-KAY-shun

What it means: the final prepared version shared with readers

Try the frame: My publication is ready when ____.

R-E1-E2

Say it: R - E one - E two

What it means: Reason or Way, Evidence, and Explanation

Try the frame: My body paragraph uses R-E1-E2 to prove ____.

R1-R2-R3

Say it: R one - R two - R three

What it means: Restate, Reference evidence collectively, and Reflect

Try the frame: My conclusion uses R1-R2-R3 to close ____.

SET

Say it: S-E-T

What it means: Statement of Purpose, Evidence-Reference Transition, and Thesis (Central Idea)

Try the frame: My introduction follows SET: ____.

source credit

Say it: sors KRED-it

What it means: language naming where borrowed information came from

Try the frame: I gave source credit by writing ____.

synthesis

Say it: SIN-thuh-sis

What it means: a new understanding created by combining evidence and thinking

Try the frame: My synthesis connects ____.

The Research Move, One Step at a Time

Watch how a researcher assembles a whole year into one proof.

THE RESEARCH MOVE

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

THE WRITING STRUCTURE WE USE ALL MONTH

Paper Part	Structure	Meaning
Introduction	SET	S - Statement of Purpose; E - Evidence-Reference Transition; T - Thesis (Central Idea)
Body Paragraphs	R-E1-E2	R - Reason; E1 - Evidence; E2 - the researcher's own explanation
Conclusion	R1-R2-R3	R1 - Restate; R2 - Reference the evidence collectively; R3 - Reflect

Module 4 assembles all five paragraphs into one published paper.

MY SHARED THESIS (CENTRAL IDEA)

Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.

Revising Is Not Editing

Revise the ideas first. Edit the conventions last.

REVISING

Revising improves ideas, order, cohesion, details, sentences, and word choice.

EDITING

Editing corrects conventions such as grammar, punctuation, capitalization, and spelling.

ONE STRONG FACT IS NOT A PAPER

"A brick may be strong, but one brick is not a building." Every part of a research paper has a job, and our three weekly paragraphs must become one proof.

MY FINAL AUDIENCE

I will publish for the Strong Community Research Museum and Community Builders Expo.

STUDENT SUPPORT - Another Way to Show What You Know

Keep your researcher voice louder than the source voices. Say each reveal point in your own words to a partner.

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How do I combine everything I researched this year into one clear paper that proves my answer?

[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: I combine my research by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Study the Complete Model Research Paper - Part 1

See how three weekly paragraphs become one proof.

WHAT HELPS A COMMUNITY GROW STRONG? (High Exemplar)

Paragraph 1 - SET Introduction

S: Communities do not become strong by accident; they grow through the relationship between places, problems, and people. E: Research from geography, history, science, civic life, poetry, fiction, art, and biography helps reveal the repeated pattern. T: Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.

Paragraph 2 - PLACE

R: One way communities grow strong is when people use the resources and possibilities of a place to meet their needs. E1: Passage 15 explains that the Nile River provided water, fertile soil, fish, and a route for transportation. E2: These resources supported several needs at the same time, but the river did not organize the community by itself - people had to farm, build boats, transport goods, and plan around the flood cycle. This proves that geography creates possibilities while human choices turn those possibilities into community strength.

STUDENT SUPPORT - Another Way to Show What You Know

Read one paragraph at a time. You still label S, E, T, R, E1, and E2 in your own copy.

Ready to Stretch? Take Your Thinking Further!

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

Study the Complete Model Research Paper - Part 2

See how a researcher proves three reasons and closes with a reflection.

Paragraph 3 - PROBLEM

R: Another way communities grow strong is when people notice problems, ask questions, and create solutions together. E1: Passage 16 summarizes Benjamin Franklin's pattern with the words, "Notice a problem. Study it. Develop a possible solution." E2: This sequence shows that the lightning rod did not begin as a lucky object - Franklin first noticed a danger, studied electricity, and then developed a practical response, strengthening communities by helping protect buildings from one danger caused by lightning.

Paragraph 4 - PEOPLE

R: A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions. E1: In the poem What Will You Give?, the speaker asks, "What will I give?" E2: Because this is a poem, the question works as a theme rather than a complete historical report - it turns citizenship into a personal decision and reminds children that service can begin with ordinary hands, time, listening, and care.

Paragraph 5 - R1-R2-R3 Conclusion

R1: Strong communities depend on useful places, thoughtful solutions, and caring people. R2: Evidence from rivers, settlements, artifacts, inventors, artists, leaders, citizens, poems, and stories shows that resources and choices work together. R3: The largest lesson is that every person, including a child, can strengthen a community by noticing a need and choosing to act responsibly.

MODEL USE NOTE

Study the model after you attempt your own writing. Identify jobs, compare decisions, and revise your own work rather than copy the language.

My Sources This Year

Every source has a job. Use the smallest set of the strongest evidence.

Source	How to Use It
Passage 15	Main PLACE evidence bank: resources, opportunities, challenges, adaptation, scarcity, trade, transportation.
Passage 16	Main PEOPLE and PROBLEM evidence bank: notice-question-choice-impact, multiple effects, laws, citizenship, service, invention, culture.
Community Quest Kids	Simulated website. Use for source-form practice and to corroborate PLACE ideas.
Small Choices, Strong Communities	Simulated book excerpt. Use for NOTICE-QUESTION-ACT-IMPACT and varied contribution examples.
Passages 13 and 14 (poetry)	Use for theme, voice, significance, legacy, and service - not as complete historical biographies.
Earlier fiction	Use as clearly labeled examples of decisions and consequences, not as proof that a historical event occurred.
Earlier nonfiction/biography	Use for factual support, comparisons, causes/effects, and patterns across the year.

STUDENT SUPPORT - Another Way to Show What You Know

A direct quotation is not automatically better than a paraphrase. Choose based on the job of the evidence.

Ready to Stretch? Take Your Thinking Further!

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

Low, Medium, and High: Study Three Exemplars

Notice what changes as a response grows from listing to proving.

PROMPT

Explain what helps a community grow strong.

LOW

"Communities are strong. They have rivers and roads. Franklin made a lightning rod. People should help. The end."

What is missing?

MEDIUM

"Communities grow strong because they have good places, solve problems, and have helpful people. The Nile gave Egypt water, and Plymouth had trees and a harbor. Franklin studied lightning and made a lightning rod. The poem What Will You Give? asks people to help. These things made communities stronger. In conclusion, place, solutions, and people are important."

What still needs a SET introduction, source credit, and a reflective R3?

HIGH

The complete annotated model paper on the previous pages: a SET introduction; three aligned R-E1-E2 body paragraphs using direct quotations, paraphrases, and source credit; and an R1-R2-R3 conclusion that reflects on a global lesson.

How does the HIGH paper prove its answer?

STUDENT SUPPORT - Another Way to Show What You Know

Underline SET, R-E1-E2, and R1-R2-R3 in different colors across the three levels. 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.

Day 1 - GATHER: One Strong Fact Is Not a Paper

Is one excellent quotation already a complete research paper?

LOOK CAREFULLY

This quotation is accurate, memorable, and useful: "A place gives people resources and challenges." Is it already a complete research paper?

MY FIRST PREDICTION

Is one strong fact a whole paper? Why or why not?

What makes an answer a prediction rather than a proven conclusion? A prediction is an early idea. A proven conclusion requires evidence and explanation.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing is difficult, think of a brick and a building. Then say your answer 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 the Paper Fits Together

A brick may be strong, but one brick is not a building.

FINAL CLUSTER PROMPT

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

REVEAL POINT 1 - SET INTRODUCTION

S states the large purpose; E references the broad evidence areas; T gives a simple thesis (central idea) with a noun, verb, and clear answer.

REVEAL POINT 2 - BODY PARAGRAPHS

Each paragraph begins with one R and repeats E1-E2 until the reason is thoroughly proven and explained.

REVEAL POINT 3 - R1-R2-R3 CONCLUSION

R1 restates the thesis (central idea) in new words; R2 references the evidence collectively; R3 reflects on the global theme or big takeaway.

REVEAL POINT 4 - REVISING VS. EDITING

Revising improves ideas, order, cohesion, details, sentences, and word choice. Editing corrects conventions.

STUDENT SUPPORT - Another Way to Show What You Know

Say each reveal point in your own words to a partner, then ask: What paper job will this information perform?

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 - Listen, Decide, Retrieve

Show Q, P, or E2 for each statement, then explain why.

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

CHECKS FOR UNDERSTANDING

Which introduction sentence states the global purpose? S. Which body part is borrowed knowledge? E1. Which body part is the student's reasoning? E2. Which conclusion part states the big takeaway? R3.

THE ANSWER TO OUR OVERARCHING QUESTION

Day 1 Answer: SET promises the answer, each R-E1-E2 body paragraph proves one part of that answer, and R1-R2-R3 gathers the proof and explains the larger lesson.

Community Strength Research Paper Assembly Race - How to Play

Make every decision visible and defend it with a because statement.

ROLES

Structure Captain • Evidence Auditor • Cohesion Coach • Reader-Defender

GAME PIECES

Five paragraph mats: SET, PLACE, PROBLEM, PEOPLE, R1-R2-R3 • Twenty-eight model sentence cards • Eight structure labels: S, E, T, R, E1, E2, R1, R2, R3 • Six distractor cards • Transition strips and Fact Filter tokens • Answer key and challenge-question cards

STUDENT DIRECTIONS - READ THESE EXACTLY

1. Spread the five paragraph mats in order.
2. Shuffle the model sentence cards and distractors.
3. Build the SET introduction first, explaining the job of S, E, and T.
4. Build each body paragraph with R, E1, E2, E1, E2, and a linking sentence.
5. Build R1-R2-R3 without copying the thesis (central idea) exactly or adding new evidence.
6. Use Fact Filter tokens to remove facts that are irrelevant, repeated, or uncredited.
7. Read the assembled paper aloud and place transition strips where cohesion improves.
8. The Reader-Defender answers one challenge question before the team checks the answer key.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. You do not have to cut - use the No-Cut Recording Sheet.

✂ CUT PAGE - Assembly Race Cards 1

Cut only on the dashed lines.

S

Communities do not become strong by accident; they grow through the relationship between places, problems, and people.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E

Research from geography, history, science, civic life, poetry, fiction, art, and biography helps reveal the repeated pattern.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

T

Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

R-PLACE

One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E1-PLACE-1

Passage 15 explains that the Nile provided water, fertile soil, fish, and transportation.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E2-PLACE-1

These resources supported several needs, but people still had to farm, travel, build, and organize their lives around the river.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Self-Check Backs - Assembly Race Cards

1

Check only after the team commits.

E ASSEMBLY RACE SET Introduction	S ASSEMBLY RACE SET Introduction
R-PLACE ASSEMBLY RACE Body Paragraph - PLACE	T ASSEMBLY RACE SET Introduction
E2-PLACE-1 ASSEMBLY RACE Body Paragraph - PLACE	E1-PLACE-1 ASSEMBLY RACE Body Paragraph - PLACE

CUT PAGE - Assembly Race Cards 2

Cut only on the dashed lines.

E1-PLACE-2

Community Quest Kids states, “A place gives people resources and challenges.”

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E2-PLACE-2

The exact words matter because they show that geography provides help and difficulty at the same time, so human choices determine how the community responds.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

LINK-PLACE

Therefore, a useful location becomes community strength when people understand and use it thoughtfully.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

R-PROBLEM

Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E1-PROBLEM-1

Passage 16 states, “Notice a problem. Study it. Develop a possible solution.”

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E2-PROBLEM-1

This pattern shows that an invention begins with investigation rather than a lucky guess.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Self-Check Backs - Assembly Race Cards

2

Check only after the team commits.

E2-PLACE-2

ASSEMBLY RACE

Body Paragraph - PLACE

E1-PLACE-2

ASSEMBLY RACE

Body Paragraph - PLACE

R-PROBLEM

ASSEMBLY RACE

Body Paragraph - PROBLEM

LINK-PLACE

ASSEMBLY RACE

Body Paragraph - PLACE

E2-PROBLEM-1

ASSEMBLY RACE

Body Paragraph - PROBLEM

E1-PROBLEM-1

ASSEMBLY RACE

Body Paragraph - PROBLEM

✂ CUT PAGE - Assembly Race Cards 3

Cut only on the dashed lines.

E1-PROBLEM-2

Passage 9 explains that Ford used moving assembly-line production to make automobiles more affordable.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E2-PROBLEM-2

The choice affected travel, roads, jobs, and businesses, showing that one solution can create several community effects.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

LINK-PROBLEM

Strong communities study both the solution and the changes that follow it.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

R-PEOPLE

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

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E1-PEOPLE-1

The poem What Will You Give? asks, "What will I give?"

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E2-PEOPLE-1

As a poetic theme, the question turns citizenship into a personal choice and reminds children that service can begin nearby.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Self-Check Backs - Assembly Race Cards

3

Check only after the team commits.

E2-PROBLEM-2

ASSEMBLY RACE

Body Paragraph - PROBLEM

E1-PROBLEM-2

ASSEMBLY RACE

Body Paragraph - PROBLEM

R-PEOPLE

ASSEMBLY RACE

Body Paragraph - PEOPLE

LINK-PROBLEM

ASSEMBLY RACE

Body Paragraph - PROBLEM

E2-PEOPLE-1

ASSEMBLY RACE

Body Paragraph - PEOPLE

E1-PEOPLE-1

ASSEMBLY RACE

Body Paragraph - PEOPLE

✂ CUT PAGE - Assembly Race Cards 4

Cut only on the dashed lines.

E1-PEOPLE-2

Passage 16 explains that Carmen Lomas Garza's paintings preserve Mexican-American family and community life.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

E2-PEOPLE-2

Her art becomes community memory because later viewers can study traditions and ordinary moments that might otherwise be lost.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

LINK-PEOPLE

Communities need many kinds of contributors, including people who create, remember, speak, listen, and help.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

R1

Strong communities depend on useful places, thoughtful solutions, and caring people.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

R2

Evidence from rivers, settlements, artifacts, inventors, artists, leaders, citizens, poems, and stories shows that resources and choices work together.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

R3

The largest lesson is that every person, including a child, can strengthen a community by noticing a need and choosing to act responsibly.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Self-Check Backs - Assembly Race Cards

4

Check only after the team commits.

E2-PEOPLE-2

ASSEMBLY RACE

Body Paragraph - PEOPLE

E1-PEOPLE-2

ASSEMBLY RACE

Body Paragraph - PEOPLE

R1

ASSEMBLY RACE

R1-R2-R3 Conclusion

LINK-PEOPLE

ASSEMBLY RACE

Body Paragraph - PEOPLE

R3

ASSEMBLY RACE

R1-R2-R3 Conclusion

R2

ASSEMBLY RACE

R1-R2-R3 Conclusion

✂ CUT PAGE - Assembly Race Cards 5

Cut only on the dashed lines.

LINK

For example,
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

LINK

A second source confirms this pattern.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

LINK

In a different way,
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

LINK

Together, the evidence shows...
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Distractor

The word community has nine letters.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Distractor

Some roads are made of concrete.
Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Self-Check Backs - Assembly Race Cards

5

Check only after the team commits.

LINK ASSEMBLY RACE Transition Strip	LINK ASSEMBLY RACE Transition Strip
LINK ASSEMBLY RACE Transition Strip	LINK ASSEMBLY RACE Transition Strip
Distractor ASSEMBLY RACE REMOVE - Distractor	Distractor ASSEMBLY RACE REMOVE - Distractor

✂ CUT PAGE - Assembly Race Cards 6

Cut only on the dashed lines.

Distractor

A painting can use many colors.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Distractor

I like longer recess because it is fun.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Distractor

This is my paper about communities.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Distractor

In conclusion, that is all I know.

Which paragraph does this belong to? SET
PLACE PROBLEM PEOPLE CONCLUSION
TRANSITION REMOVE

Self-Check Backs - Assembly Race Cards

6

Check only after the team commits.

Distractor
ASSEMBLY RACE
 REMOVE - Distractor

Distractor
ASSEMBLY RACE
 REMOVE - Distractor

Distractor
ASSEMBLY RACE
 REMOVE - Distractor

Distractor
ASSEMBLY RACE
 REMOVE - Distractor

Assembly Race - Answer Key and Recording

Check the order, then record your own assembled paper.

ANSWER KEY

Paragraph 1	S -> E -> T.
Paragraph 2 (PLACE)	R-PLACE -> E1-PLACE-1 -> E2-PLACE-1 -> E1-PLACE-2 -> E2-PLACE-2 -> LINK-PLACE.
Paragraph 3 (PROBLEM)	R-PROBLEM -> E1-PROBLEM-1 -> E2-PROBLEM-1 -> E1-PROBLEM-2 -> E2-PROBLEM-2 -> LINK-PROBLEM.
Paragraph 4 (PEOPLE)	R-PEOPLE -> E1-PEOPLE-1 -> E2-PEOPLE-1 -> E1-PEOPLE-2 -> E2-PEOPLE-2 -> LINK-PEOPLE.
Paragraph 5	R1 -> R2 -> R3.
Distractors	All six are removed because they are irrelevant, opinion-only, weak announcement language, or empty conclusion language.

EMBEDDED CHECKS

Can you name the card's job? Can you cite the source form accurately? Can you connect the card to the R using the frame, "This helps prove the R because..."? Can you reject a distractor and explain why it is interesting but irrelevant?

MY RECORDING

Write your paper order using the card codes:

SET: _____ PLACE: _____

PROBLEM: _____ PEOPLE: _____

CONCLUSION: _____

STUDENT SUPPORT - Another Way to Show What You Know

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

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

Explain your reasoning, not only your answer.

- What makes the paper one proof instead of five separate pieces?
- Where should source credit appear?
- What does the researcher voice do?
- What is the difference between revising and editing?
- What makes R3 strong?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: This information proves the R because _____. My researcher voice explains _____.

Ready to Stretch? Take Your Thinking Further!

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

Build My SET Introduction

Zoom out, name your research, and state your exact answer.

S - STATEMENT OF PURPOSE

Open with the large, global idea. Do not begin with "My paper is about" or "I am going to tell you."

E - EVIDENCE-REFERENCE TRANSITION

Name the broad categories of evidence your paper will use without placing detailed proof in the introduction.

T - THESIS (CENTRAL IDEA)

State the simple answer with a noun, verb, and three clear reasons that match your body paragraphs.

STUDENT SUPPORT - Another Way to Show What You Know

Say your S, E, and T aloud in order. You still write the exact thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

Build Body Paragraph 1 - PLACE

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

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

E1-A - EVIDENCE

Q or P? Source credit? Exact note:

E2-A - EXPLANATION

What does it mean? Why does it matter? How does it prove my R?

E1-B - EVIDENCE and E2-B - EXPLANATION

Q or P? Source credit? Continue until the evidence is thoroughly explained.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation and the linking sentence.

Ready to Stretch? Take Your Thinking Further!

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

Build Body Paragraph 2 - PROBLEM

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

E1-A - EVIDENCE

Q or P? Source credit? Exact note:

E2-A - EXPLANATION

What does it mean? Why does it matter? How does it prove my R?

E1-B - EVIDENCE and E2-B - EXPLANATION

Q or P? Source credit? Continue until the evidence is thoroughly explained.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation and the linking sentence.

Ready to Stretch? Take Your Thinking Further!

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

Build Body Paragraph 3 - PEOPLE

Reason, evidence, explanation. Every E1 needs an E2.

R - REASON OR WAY

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

E1-A - EVIDENCE

Q or P? Source credit? Exact note:

E2-A - EXPLANATION

What does it mean? Why does it matter? How does it prove my R?

E1-B - EVIDENCE and E2-B - EXPLANATION

Q or P? Source credit? Continue until the evidence is thoroughly explained.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail help me prove? You still write the explanation and the linking sentence.

Ready to Stretch? Take Your Thinking Further!

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

Build My R1-R2-R3 Conclusion

Restate, reference the evidence together, and reflect.

R1 - RESTATEMENT

Restate the thesis (central idea) in new words. Do not copy it exactly.

R2 - REFERENCE THE EVIDENCE COLLECTIVELY

Look across your whole evidence collection. Name the major types or patterns without relisting every fact.

R3 - REFLECTION

Reflect on the global theme, responsibility, or larger takeaway. Do not add a new piece of evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse R1, R2, and R3 aloud. You still write the larger takeaway.

Ready to Stretch? Take Your Thinking Further!

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

Independent Publication Checklist

Check your assembled paper before you draft the final copy.

MY CHECKLIST

- Five organized paragraphs.
- SET introduction with a student-friendly thesis (central idea) that previews PLACE, PROBLEM, and PEOPLE.
- Three R-E1-E2 body paragraphs with repeated E1-E2 sets.
- R1-R2-R3 conclusion.
- At least four approved sources, including at least two Cluster 8 research sources and two earlier passages.
- At least two direct quotations and at least four paraphrases.
- Source credit every time words or ideas are borrowed.
- Complete source list and final revision/editing pass.

STUDENT SUPPORT - Another Way to Show What You Know

Point to one requirement at a time and read aloud. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

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

Full Research Paper Draft - Page 1

Assemble your complete five-paragraph paper.

DRAFTING FOCUS

SET $\rightarrow$ R-E1-E2 $\rightarrow$ R-E1-E2 $\rightarrow$ R-E1-E2 $\rightarrow$ R1-R2-R3. Every fact must earn its place.

[illegible]

Full Research Paper Draft - Page 2

Continue your complete paper.

COHESION CHECK

Do my paragraphs work as one proof, and does each E1 connect to an E2 that proves my R?

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

Day 4 - AWARD the Best Evidence of Growth

An award is not vague praise. Point to evidence on your own paper.

AWARD OPTIONS

- I answered the prompt and completed the required research parts.
- I organized the paper so ideas flow and connect.
- I revised, edited, spelled, and selected vocabulary carefully.
- I used direct quotations and paraphrases ethically.
- My E2 voice explains more than the sources say alone.
- My conclusion reflects on a larger lesson.

MY AWARD

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

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest E2 before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

A target names the next action, not a vague feeling.

- Prompt/completion target: strengthen the thesis (central idea), missing evidence, or assignment requirement.
- Organization/cohesion target: reorder, combine, transition, or connect ideas.
- Editing/revising target: improve sentences, word choice, grammar, punctuation, spelling, or vocabulary.
- Citation target: repair quotation marks, attribution, paraphrasing, or source list information.
- Curiosity target: identify a new community question to carry into fourth grade.

MY TARGET

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

MY NEW CURIOSITY

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN: Strong Community Research Museum and Community Builders Expo

Teach the learning rather than simply show the paper.

STUDENT ORAL FRAMES

My research question was _____

My thesis (central idea) was _____

My PLACE reason was _____ and one strong piece of evidence was _____

My PROBLEM reason was _____ and the impact I explained was _____

My PEOPLE reason was _____ and the source form I used was _____

My strongest direct quotation was _____ because _____

My strongest paraphrase was _____

My largest takeaway is _____

One action children can take is _____

LISTENER RESPONSIBILITIES

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse the oral frames aloud, then speak naturally and point to 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.

Module Exit Ticket

Show what you learned this module.

1. Submit your published research paper and source list.
2. Complete one full oral presentation using the frames.
3. Teach one visitor how Q, P, and E2 are different.
4. Collect evidence-based visitor feedback.
5. Answer the module question in complete sentences.

ANSWER KEY

Q = exact words with quotation marks and source credit; P = source idea in new words/structure with credit; E2 = the student's own explanation. The final answer should explain that place, problem solving, and people's responsible choices work together to build, strengthen, and remember communities.

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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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 a research paper needs source credit even when the writer uses a paraphrase.

MY THINKING NOW

Answer the module question again.

How do I combine everything I researched this year into one clear paper that proves my answer?

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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USE**



**Reflective
EXTEND**

Check the Learning

Show what you can do in three ways.

VERBAL - Fist to Five

Show 0-5 fingers: how sure are you that you can name each paper part and its job?

VISUAL - Paper Part Freeze

As paper parts are named aloud, show SET, BODY, or CONCLUSION with the class pose and whisper the job that part performs.

WRITTEN - One-Sentence Synthesis

Write one sentence explaining how your three body paragraphs work together as one proof under one thesis (central idea).

MY MODULE CHECK-IN

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

AWARD

Choose your favorite paragraph or sentence from your assembled research paper. Write what you are proud of and name the paper part (SET, R-E1-E2, or R1-R2-R3) that made it strong.

TARGET

Choose one: name a new topic this year of research made you curious about, or name the paper part (revising across paragraphs, or editing conventions) you want to improve.

EXPLAIN

Name the page that best proves my growth. Explain how it shows my thesis, my three reasons, and my evidence working together.

I Can...	Not Yet	Getting Set	I Can Do It
Write a SET introduction with S, E, and a simple thesis (central idea)	☐	☐	☐
Begin each body paragraph with one clear R and repeat E1-E2	☐	☐	☐
Give source credit for each quotation and paraphrase	☐	☐	☐
Write an R1-R2-R3 conclusion that adds no new evidence	☐	☐	☐
Revise across paragraphs, then edit conventions	☐	☐	☐

Day 5 - Writing Opportunity

The transfer prompt: use a new source not used in your independent paper.

TRANSFER PROMPT

Write a brief response answering: How can a researcher combine a year of reading and writing into one clear, organized proof? Use one new source or earlier passage not used in the independent U assignment. Include one E1 and at least two E2 sentences.

PLANNING SUPPORT

1. Name the R (reason) you will prove.
2. Choose one new source or earlier passage you did not use.
3. Select your E1 - decide Q or P and record the source credit.
4. Write at least two E2 sentences explaining meaning, importance, and proof.

STUDENT SUPPORT - Another Way to Show What You Know

Do not add an unrelated fact. Every sentence must help prove your answer.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Research Response

Gather evidence and explain what it shows.

THE R (REASON)

THE SOURCE

THE E1 (CREDITED EVIDENCE, Q OR P)

THE E2 (MEANING, IMPORTANCE, PROOF)

STUDENT SUPPORT - Another Way to Show What You Know

Use your source list from this year. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Additional Research Paper Draft - Page 1

Prove your answer with credited evidence and clear explanation.

DRAFTING FOCUS
Use a clear R, credited Q or P evidence, and developed E2 sentences that explain meaning, importance, and proof.

DRAFTING FOCUS
Use a clear R, credited Q or P evidence, and developed E2 sentences that explain meaning, importance, and proof.

[illegible]

Additional Research Paper Draft - Page 2

Prove your answer with credited evidence and clear explanation.

DRAFTING FOCUS
Use a clear R, credited Q or P evidence, and developed E2 sentences that explain meaning, importance, and proof.

DRAFTING FOCUS
Use a clear R, credited Q or P evidence, and developed E2 sentences that explain meaning, importance, and proof.

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, suggesting it's part of a bound notebook.

Revise, Edit, and Share

Improve coherence and check conventions.

REVISE

☐ my R is stated exactly ☐ sentence structure ☐ word choice ☐ ideas connected

EDIT

☐ subject-verb agreement ☐ proper nouns ☐ quotation marks on a Q ☐ spelling pattern

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read your R and one E2 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? - Third Source and Comparison

Build research thinking that reaches beyond the model paper.

A THIRD SOURCE OR A COUNTEREXAMPLE

Choose a third case or source not already used in your paper. Explain how it changes or qualifies your paragraph's claim.

COMPARE SOURCE FORMS

Compare the usefulness and limits of a poem, a fiction passage, a simulated source, and a long nonfiction source. Which one is easier to quote? Which one is easier to paraphrase?

SOPHISTICATED TRANSITIONS

Vary your sentence structure, integrate a quotation smoothly, and create a more sophisticated transition than the strips you used in the game.

MOVE YOUR THINKING



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Reflective
EXTEND

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

Before this cluster, I thought research was...

Now I know a research paper...

MODULE 4 CLOSING IDEA

A researcher combines the year by answering one prompt with a simple thesis (central idea), organizing three reasons, using direct quotations and paraphrases from varied sources, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 4.

OUR ESSENTIAL QUESTION

How do I combine all my research into one clear paper that proves my answer?

My Answer

I answer one prompt with a thesis (central idea), organize three reasons - PLACE, PROBLEM, and PEOPLE - use quotations and paraphrases from different sources, explain every piece of evidence, revise and edit, and publish my paper for a real audience.

STUDENT SUPPORT - Another Way to Show What You Know

Start with my thesis: My answer is ____, my three reasons are PLACE ____, PROBLEM ____, and PEOPLE ____.

Ready to Stretch? Take Your Thinking Further!

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