

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 3

*Extended Constructed Response - Informational
(TREES)*

TEACHER LESSON PLAN GUIDE

Grade 4 • Cluster 3

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Table of Contents

FRONT MATTER

Statement of Purpose 5

Abstract 6

Standards at a Glance 7

MODULES

Module 1 — Your First Full TREES Response 9

Module 2 — Recognizing Relational Prompt Types (Why vs. How without using those words) 67

Module 3 — Magnifying Many Ideas into Three Strong Reasons 123

Module 4 — Matching Reasons, Evidence, and Explanation with CSI 195

Statement of Purpose

Cluster 3 has students write their first full TREES informative Extended Constructed Response. Using a poem and a drama, students learn that conflict, decisions, and support across two texts can be turned into a complete, organized response.

TREES names the five parts of the response: Thesis (Central Idea), Reasons or Ways, Evidence, Explanation, and Significant inferencing. Across four modules students move from a first full TREES response to matching reasons, evidence, and explanation with precision, with stamina growing from Low to Very High.

Abstract

Module 1, Your First Full TREES Response, walks students through all five parts at once. Module 2, Recognizing Relational Prompt Types, teaches students to read what a prompt is really asking.

Module 3, Magnifying Many Ideas into Three, helps students narrow and organize their thinking, and Module 4 matches reasons, evidence, and explanation into a tight response. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 3. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

TEKS	STRAND	MODULES
4.11B	Writing Process	M1, M2, M3, M4
4.11C	Revising	M1, M2, M3, M4
4.11D	Editing	M1, M2, M3, M4
4.12B	Writing Genre	M1, M2, M3, M4

TEKS 4.7(C) — “use text evidence to support an appropriate response” — applies wherever students use text evidence in this cluster.

ELPS (English Language Proficiency Standards) are correlated on each module’s daily “TEKS and ELPS for Today” pages.

MODULE

1

**Your First Full TREES
Response**

Week 1 • Low Stamina

Module 1: Your First Full TREES Response

Week 1 - Low Stamina - Cluster 3 (ECR Informative through Poetry & Drama)

First Full ECR using TREES + Conflict Across Genres

Teacher Script

"Great teachers don't just teach answers - they build thinkers who know how to prove their thinking."

Overarching Question

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

Today We Will Look For

- the five parts of a TREES response: Thesis (Central Idea), Reasons/Ways, Evidence, Explanation, Significant Inferencing
- the DEEP FACTS ways to explain evidence
- conflict as a problem, a decision, or a need for support
- how a poem and a drama can be connected in one informative response

Student reminder: Prove and explain your thinking.

Why This Module Matters

Students write their first full TREES informative Extended Constructed Response (ECR). They learn that conflict is not always fighting - it can be a decision or a need for support - and they read a poem and a drama to find those relationships. Using TREES (Thesis (Central Idea), Reasons/Ways, Evidence, Explanation with DEEP FACTS, Significant Inferencing), students build a complete response that connects both texts around a clear central idea.

Module Passage Set — Low Stamina

Two selections anchor Cluster 3 and return across all four modules at rising stamina: "A Lone Star Choice" (poetry) and "Making It Happen" (drama).

Module Independent Product

Write a full TREES response to an informative prompt: a thesis (central idea) that connects both texts, two reasons or ways, two pieces of evidence, an explanation using at least two DEEP FACTS types, and a significant inference that explains why the idea matters.

Module 1 — Family Communication

Purpose: Families are partners in this work. This page gives every family a clear picture of what their child is learning this week, a question to ask at home, and one simple way to help.

This Week at a Glance

- The big skill: writing a first full informative response using TREES - Thesis (Central Idea), Reasons/Ways, Evidence, Explanation, and Significant Inferencing.
- The two reading passages: "A Lone Star Choice" (a poem about Texas's decision to join the United States) and "Making It Happen" (a drama about how ideas gain the support they need to become real).
- What your child will produce: a complete TREES response that connects both texts and explains why the ideas matter.

One Question to Ask at Home



Teacher Script

"What was the big decision in your reading, and what happened because of it?"

One Way to Help

When your child explains something, ask them to add "why does that matter?" That is the Significant Inferencing step - the part of TREES that turns a fact into meaning.

Family Letter

Dear Families,

This week your child is beginning Cluster 3 of our 4th-grade writing curriculum, "ECR Informative through Poetry & Drama." Your child will write a first full informative response using a structure we call TREES: a Thesis (Central Idea) (main idea), Reasons or Ways, Evidence from the text, Explanation, and Significant Inferencing (why the idea matters). A big idea this week is that conflict is not always fighting - sometimes it is a decision to make or a need for support.

We are reading two texts: "A Lone Star Choice," a poem about Texas's decision to join the United States, and "Making It Happen," a drama about how ideas gain the support they need to become real. Your child will connect both texts in one clear response.

Please try this at home: When your child tells you about something they read, ask "What decision did someone make, and what happened because of it?" That decisions-and-outcomes thinking is exactly what we practice this week.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Grupo 3 de nuestro currículo de escritura de cuarto grado, "ECR Informative through Poetry & Drama." Su hijo o hija escribirá su primera respuesta informativa completa usando una estructura que llamamos TREES: una Tesis (idea principal), Razones o Maneras, Evidencia del texto, Explicación e Inferencia Significativa (por qué la idea importa). Una gran idea esta semana es que el conflicto no siempre es pelear: a veces es una decisión que tomar o una necesidad de apoyo.

Leemos dos textos: "A Lone Star Choice," un poema sobre la decisión de Texas de unirse a los Estados Unidos, y "Making It Happen," un drama sobre cómo las ideas obtienen el apoyo que necesitan para hacerse realidad. Su hijo o hija conectará ambos textos en una respuesta clara.

Por favor, intente esto en casa: Cuando su hijo o hija le cuente algo que leyó, pregúntele "¿Qué decisión tomó alguien y qué pasó por eso?" Ese pensamiento de decisiones y resultados es exactamente lo que practicamos esta semana.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 1 — Family Conversation Starters

Send these home with the letter, or post them in the class stream. None of them can be answered with only yes or no.

- What is a thesis (central idea), and why does a full response need one?
- What is the difference between evidence and explanation?
- What does it mean to say "why does this matter?" (a significant inference)?
- Which of our two texts - the poem or the drama - did you find more interesting, and why?

Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - A Big Decision

Talk about a decision your family once made. Name the decision, one reason for it, and one thing that changed because of it. That is cause and effect - a key move in this week's writing.

Family Activity - Who Helped?

Think of a time someone needed help to start something. Ask: who gave the support, and what became possible because of it? That is the "need for support" conflict we study this week.

Module 1 — Lesson Overview and Standards

Lesson Overview

Module 1 opens Cluster 3. Students write their first full TREES informative ECR. Using the poem "A Lone Star Choice" and the drama "Making It Happen," students learn that conflict can be a decision or a need for support, build a thesis (central idea) that connects both texts, choose evidence, explain it with DEEP FACTS, and finish with significant inferencing. A quality-and-conventions check spirals sentence structure, coherence, and grade-level conventions inside the student's own response.

BIG Goal: Students will build a complete TREES informative response - thesis (central idea), reasons or ways, evidence, explanation with DEEP FACTS, and significant inferencing - that connects a poem and a drama.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 4 TEKS breakout — quoted verbatim from the Cluster 3 scope and sequence, not paraphrased or abbreviated.

TEKS	Student Expectation (verbatim TEKS breakout)
(11)(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
(11)(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
(12)(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
(12)(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
(12)(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
(11)(C)(i)	revise drafts to improve sentence structure
(11)(C)(ii)	revise drafts to improve word choice
(11)(C)(iii)	revise drafts by adding ideas for coherence
(11)(C)(iv)	revise drafts by deleting ideas for coherence
(11)(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

(11)(D)(vi)	edit drafts using standard English conventions, including past tense of irregular verbs
(11)(D)(vii)	edit drafts using standard English conventions, including singular nouns
(11)(D)(viii)	edit drafts using standard English conventions, including plural nouns
(11)(D)(ix)	edit drafts using standard English conventions, including common nouns
(11)(D)(x)	edit drafts using standard English conventions, including proper nouns
(11)(D)(xi)	edit drafts using standard English conventions, including adjectives, including their comparative forms
(11)(D)(xii)	edit drafts using standard English conventions, including adjectives, including their superlative forms
(11)(D)(xiii)	edit drafts using standard English conventions, including adverbs that convey frequency
(11)(D)(xiv)	edit drafts using standard English conventions, including adverbs that convey degree
(11)(D)(xxxiii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns
(11)(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible in This Module

- Students compose their first full TREES informative ECR, using a clear central idea, relevant reasons, evidence, explanation, and significant inferencing.
- The full-response work develops an engaging idea with relevant details and gives students a place to practice a purposeful ending through the S — Significant Inferencing portion of TREES.
- The Module 1 standards application check spirals sentence structure, word choice, add/delete for coherence, nouns, irregular verbs, modifiers, spelling patterns, and high-frequency words inside students' own response.

Module 1 — TEKS and ELPS (Cluster 3 · from the Scope & Sequence)

These are the standards listed for Cluster 3 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 3 (from the Scope & Sequence)

Writing Process

- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-iv) revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas

Editing

- (11)(D)(i), (vi)–(xiv), (xxxiii), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; past tense of irregular verbs; singular, plural, common, and proper nouns; comparative and superlative adjectives; adverbs of frequency and degree; and correct spelling using grade-appropriate orthographic patterns and high-frequency words

ELPS — Cluster 3 (from the Scope & Sequence)

Writing Process

- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

This module builds all four language domains as students read, build, discuss, and explain. Every task below is open to English learners at any proficiency level; the supports are built in, not bolted on.

Domain	How this module builds it
Listening	In Partner Teach-Back, students listen for the job of each TREES part before teaching it.
Speaking	Students teach a partner one TREES part and discuss which reason and DEEP FACTS move made a response strongest.
Reading	Students read a poem and a drama and locate conflict, decisions, and support in each.
Writing	Students build a full TREES response with evidence, DEEP FACTS explanation, and significant inferencing, then run a quality-and-conventions check.

Module 1 — Learning Destination

I Can Statements

- I can build a complete TREES informative response by connecting conflict, decisions, and support across a poem and a drama.
- I can write a thesis (central idea) that answers the prompt and connects both texts.
- I can explain my evidence using at least two DEEP FACTS types.
- I can finish with a significant inference that tells why the idea matters.

I Will Statements

- I will read closely and notice conflict as a decision or a need for support.
- I will speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will choose strong evidence that proves my reason.
- I will make sure every part of TREES is present in my response.

Success Criteria

- I can name and use all five parts of TREES.
- I can connect a poem and a drama in one thesis (central idea).
- I can explain evidence with DEEP FACTS instead of repeating it.
- I can write a significant inference and check my paragraph for conventions.

Evidence That Will Demonstrate Mastery

- The Build-A-TREES Challenge response (thesis (central idea), reason, evidence, two DEEP FACTS types, significant inferencing).
- The independent full TREES response connecting both texts.
- The Turn-and-Teach explanation of one TREES part.

Module 1 — Rigor and Misconceptions

Rigor Safeguard

You may read the poem and the drama aloud, reread them, and let students use the TREES chart, the DEEP FACTS chart, the Conflict anchor chart, and sentence stems. You may provide oral rehearsal. You may not choose a student's thesis (central idea), pick their evidence, or write their explanation or inference. The student must still connect both texts, select the evidence, explain with DEEP FACTS, and state why it matters.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the five TREES parts and identify conflict in each text.	Supported. The teacher may reread a line.	The student labels each TREES part and the conflict type.
Inferential	Build a thesis (central idea) that connects the poem and the drama and choose evidence that proves a reason.	Guided early, independent by Use.	The student writes a connecting thesis (central idea) with matched evidence.
Evaluative	Explain evidence with DEEP FACTS and write a significant inference about why the idea matters.	Independent by the full TREES response.	The student's explanation deepens the evidence and ends with meaning.

Educator Insight

Students often confuse thesis (central idea) with topic. They may list reasons without organizing them clearly. Many students still struggle to explain evidence deeply. Some students skip the inferencing step entirely. Others repeat evidence instead of explaining it. Watch for shallow connections between texts. Encourage use of the Thinking Levels charts to deepen responses.

Module 1 — Thinking Levels

These charts support building rigor. Use them in every module to name the level of thinking a task and a student response require.

The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a claim.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, or broader understanding.

Growing a Full TREES Response

Level	What the Response Does
Level 1	States a topic but no clear thesis (central idea); little explanation.
Level 2	States a thesis (central idea) and gives evidence but does not explain it.
Level 3	States a thesis (central idea), gives evidence, and explains it with a DEEP FACTS move.
Level 4	Connects two texts, explains with more than one DEEP FACTS move, and reasons clearly.
Level 5	Ends with significant inferencing that explains why the idea matters beyond the texts.

Challenge: Move one response up one level by adding a DEEP FACTS move or a significant inference, not just more words.

 Teacher Script

"A longer response is only stronger when each part of TREES is present and connected. The goal is clear, proven thinking."

Oral-Rehearsal Frame: TREES **Teacher Script**

"My thesis (central idea) is _____. One reason is _____. My evidence is _____. I explain it using _____ (a DEEP FACTS move). This matters because _____. On the state writing assessment, a full TREES response will help you show your thinking all year."

Module 1 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

“Before we begin, let's preview the words we will use to talk about conflict, the TREES structure, and our two texts - everyday words, academic words, and words from the poem and the drama.”

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
choice	a decision between two or more things	The choice in the poem was ____.
change	to become different	One thing that changed was ____.
help	to make something easier for someone	The bank helped by ____.
support	to give aid so something can grow	Support means ____.
idea	a thought or plan	Aaliyah's idea was ____.
grow	to develop or increase	An idea can grow when ____.
plan	to think out before doing	My plan for my response is ____.
connect	to link two things together	I connect the poem and the drama by ____.
prove	to show something is true	I prove my thesis (central idea) by ____.
reason	why something is true or happens	One reason is ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
conflict	a problem, a decision, or a need for support	The conflict in this text is ____.
thesis (central idea)	the clear central idea a response will prove	My thesis (central idea) is ____.
evidence	proof from the text	My evidence is ____.
explanation	the writer's thinking about what the evidence means	My explanation shows ____.
inferencing	figuring out why something matters using clues	My significant inference is ____.
significant	important and meaningful	This is significant because ____.
coherence	how well ideas fit and flow together	I improve coherence by ____.
analyze	to look closely at parts to understand the whole	I analyze the prompt by ____.
informative	giving information about a topic	This informative response explains ____.
relevant	closely connected to the point	A relevant reason is ____.

Tier 3 Vocabulary — Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
republic	rih-PUB-lik	a country ruled by the people and their leaders, not a king	Texas was a young republic because ____.
patron	PAY-truhn	a wealthy person who supports an artist or an idea	A patron helped by ____.
enterprise	EN-ter-pryz	a business or bold project someone starts	In a free enterprise system, people ____.
loan	lohn	money that is borrowed and paid back	Mr. Patel used a loan to ____.
hopeful	HOPE-ful	feeling that good things may happen	Some Texans were hopeful because ____.
decision	dih-SIZH-un	a choice that leads to a result	An important decision was ____.
outcome	OWT-kum	the result of a decision or event	One outcome of the choice was ____.
consequence	KON-sih-kwens	something that happens because of an action	A consequence of the decision was ____.
annexation	an-ek-SAY-shun	the act of adding land to a country	The annexation of Texas meant ____.
voyage	VOY-ij	a long journey, often over water	A voyage in history led to ____.

Teacher Resource

For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

Module 1 — Background Knowledge and Teacher Context

This module uses two Cluster 3 passages. "A Lone Star Choice" is a poem about Texas, once part of Mexico and then a young republic, deciding in 1845 to join the United States - a choice that led to war with Mexico and to the United States gaining land across the West. "Making It Happen" is a drama in which two students, Aaliyah and Mateo, learn from their teacher, Mrs. Chen, and a business owner, Mr. Patel, how ideas gain support: long ago through patrons, and today through loans and a free enterprise system.

More Background for the Teacher

Both texts stay the same across the four Cluster 3 modules; each grows in length, detail, evidence density, and conceptual demand from module to module. In Module 1 (Low Stamina), students write their first FULL TREES response. The heart of the module is conflict as a decision or a need for support, and the habit of explaining evidence with DEEP FACTS and ending with significant inferencing - the part of the response that answers "why does this matter?"

Module 1 — Materials and Teacher Preparation

Anchor Charts to Create

- TREES Structure: T = Thesis (Central Idea); R = Reasons or Ways; E = Evidence; E = Explanation (DEEP FACTS); S = Significant Inferencing
- DEEP FACTS: Definition; Example; Expert Testimony; Process/Method/Steps; Facts & Statistics; Analogy; Compare & Contrast; Tipping Point (Cause & Effect); Story (Anecdote)
- Conflict Anchor Chart: Conflict = Problem or Decision; Types: Decision-Based Conflict, Need for Support Conflict

Post for Students

- Subordinating Conjunctions: because, although, since, while, if, when, after, before, unless
- Common Prepositions: in, on, at, under, over, between, through, during, across

Materials

- Gameboard with game pieces (students choose a "Pencil Guy" marker)
- DEEP FACTS cards
- Evidence strips from passages
- Interactive notebooks
- Highlighters

Quick Teacher Reference (Cluster 3)

Focus: conflict as decisions and support systems. Students write their first full TREES ECR, with emphasis on thesis (central idea) clarity, strong reasons (baskets and buckets), evidence selection (CSI), explanation using DEEP FACTS, and significant inferencing (why it matters).

Module 1 — The DOT Reading Habit

The DOT Reading Habit

The DOT reading habit has three steps: Dot, Discover, Drop.

Teacher Script

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What It Means
D — Dot	Place a small dot above any word that seems unfamiliar as you are reading.
O — Discover	Discover the meaning of the word as we learn together through our lessons.
T — Drop	Go back and erase the dot above the word once you know its meaning.

Board text: Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of the words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

Module 1 — TREES, DEEP FACTS, and Conflict Across Genres



Teacher Script

"Today we build a FULL response. We are not just answering - we are proving and explaining our thinking. We do that with TREES."

The TREES Structure

A full informative Extended Constructed Response grows through five parts.

Letter	Part	What It Does
T	Thesis (Central Idea)	The clear central idea that answers the prompt.
R	Reasons or Ways	The reasons or ways that organize the answer.
E	Evidence	The proof from the text.
E	Explanation (DEEP FACTS)	The thinking that proves what the evidence means.
S	Significant Inferencing	Why the idea matters beyond the single detail.

DEEP FACTS — Ways to Explain Evidence

Explanation is where you prove your thinking. Use DEEP FACTS to strengthen it.

Letter	Move	What It Means
D	Definition	Tell what a word or idea means.
E	Example	Give a specific example.
E	Expert Testimony	Share what an expert or knowledgeable person says.
P	Process / Method / Steps	Explain the steps or how it happened.
F	Facts & Statistics	Give a fact or number.
A	Analogy	Compare it to something familiar.
C	Compare & Contrast	Show how two things are alike or different.
T	Tipping Point (Cause & Effect)	Show what caused what.
S	Story (Anecdote)	Tell a short true story.

Conflict Across Genres

Conflict is not always fighting. Conflict = a problem that requires a decision or help.

- Decision-Based Conflict: a choice must be made (the poem: "Texas... unsure where to go").
- Need for Support Conflict: an idea needs help to grow (the drama: "How do people turn ideas into real stuff?").

Teacher Script

"These show that conflict is not always fighting. Sometimes it is choosing or needing help. Strong reasons come from sorting your ideas into baskets and buckets, and strong evidence is chosen with CSI - choose the smallest set of strongest proof."

Module 1 — TRACKS: Reading the Poem and Drama for Evidence

Before students build a response, they read "A Lone Star Choice" and "Making It Happen" and TAP the TRACKS to find the six kinds of measurable evidence. This helps students gather the exact words they will use as evidence in their TREES response.

The Six Types of Measurable Evidence: TRACKS

As students read each selection, they TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. Use the same six categories, the same wording, and the same colors in every module.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details. Often associated with adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often associated with verbs and adverbs.	Pastel Yellow
C	Character, Concept, Creature	Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category.	Pastel Orange
S	Scenery / Setting	Setting characteristics that are acknowledged or measured through the five senses.	Pastel Green

How to Use TRACKS

Teacher Script

"As we read the poem and the drama, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character/Concept/Creature is yellow, Key Knowledge is orange, and Scenery/Setting is green. The exact words we highlight become the evidence we use in our TREES response."

Before Students Read

Preview the poem and the drama with students before reading. Read each one aloud so students hear it first, and notice how the writer arranges the words into lines - that layout is part of the meaning (LEAVES: Lines and Layout). Each selection appears twice: first a plain copy to read, then a color-coded copy. On the second copy, students TAP the TRACKS - they hunt for the six kinds of evidence details and highlight each with the TRACKS color below.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

POEM 5 — A Lone Star Choice

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.

In 1845, a change was made,
Texas joined the U.S.—a choice that stayed.
But Mexico did not agree,
And anger grew across the sea.

Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.

The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.

For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

Student Annotation Guide — A Lone Star Choice

T — Time

In 1845

R — Reactions

its effects were strong and vast

A — Actions

Texas joined the U.S.

C — Character/Concept/Creature

A young republic

K — Key Knowledge

The U.S. gained land across the West

S — Scenery/Setting

beneath wide skies

TRACKS EVIDENCE HIGHLIGHTING — A Lone Star Choice

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.

In 1845, a change was made,
Texas joined the U.S.—a choice that stayed.
But Mexico did not agree,
And anger grew across the sea.

Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.

The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.

For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

DRAMA 6 — Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

Scene 4: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MRS. CHEN: Exactly—and those ideas can grow into something hopeful.

Student Annotation Guide — Making It Happen

T — Time

A long time ago

R — Reactions

they helped make it happen

A — Actions

I got a loan from a bank

C — Character/Concept/Creature

called patrons

K — Key Knowledge

Banks help people turn ideas into businesses

S — Scenery/Setting

a small shop

TRACKS EVIDENCE HIGHLIGHTING — Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

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NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

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NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MRS. CHEN: Exactly—and those ideas can grow into something hopeful.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (12)(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS (11)(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

Day 1 Purpose

Students gather the five jobs of TREES by teaching them to a partner, then reveal that conflict can be a decision or a need for support across a poem and a drama.

G — Gather: Auditory Engagement — Partner Teach-Back: TREES

Listen first. Then teach one part without reading a definition: T Thesis (Central Idea), R Reasons/Ways, E Evidence, E Explanation with DEEP FACTS, S Significant Inferencing. Partner challenge: Give one example from A Lone Star Choice or Making It Happen that could fit your assigned TREES part.

Teacher Script: "Pencils down while I explain one TREES part. When I pause, turn to your partner and teach the idea in your own words. Then close your notes and teach it again without looking."

Answer Key / Teacher Look-Fors: Thesis (Central Idea) answers the prompt; reasons/ways organize the answer; evidence supplies text proof; explanation explores what the evidence proves; significant inferencing explains why the idea matters beyond the single detail.

Fresh Recall: Partners cover notes and name all five TREES jobs in order from memory.

★ Daily Deck Slide (A Big Decision)

Write on the board: Raise your hand if you have ever had to make a big decision. Now raise your hand if that decision changed something in your life. Today, we explore how decisions and support can shape outcomes - not just in life, but in history and ideas.

R — Reveal: Conflict Across Genres

Display the TREES chart, the DEEP FACTS chart, and the Conflict anchor chart (see the TREES, DEEP FACTS, and Conflict page). Glue the charts into interactive notebooks.

Teacher Script

"Readers, today's habit is understanding conflict as a decision or a need for support."

- Board text: Conflict = A problem that requires a decision or help.
- From the poem: "Texas... unsure where to go."
- From the drama: "How do people turn ideas into real stuff?"
- "These show that conflict is not always fighting. Sometimes it is choosing or needing help."

★ Daily Deck Slide (TREES + Conflict Across Genres)

Write on the board: Conflict can be a problem, a decision, or a need for support.
TREES: Thesis (Central Idea) -> Reasons/Ways -> Evidence -> Explanation with DEEP
FACTS -> Significant Inferencing. Look across both texts: What choice or need
creates the problem? What changes because of it?

Day 1 Closing

Partner completion: "The five parts of TREES are ___, and conflict in these texts is a ___."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (12)(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS (11)(C)(ii)	revise drafts to improve word choice
ELPS 4(D)(iii)	write content-area texts using a variety of transition words

Day 2 Purpose

Students attempt a full response through the Build-A-TREES Challenge: sort reasons, build a thesis (central idea) that connects both texts, choose evidence with CSI, explain with at least two DEEP FACTS types, and finish with significant inferencing.

★ Daily Deck Slide (Build-A-TREES Challenge — Directions)

Write on the board: Work with your group. Sort reasons. Build a thesis (central idea) that connects both texts. Choose evidence with CSI. Explain with at least two DEEP FACTS types. Finish with significant inferencing.

Build-A-TREES Challenge — Steps

Setup: Students work in groups, use a gameboard and "Pencil Guy" marker, and draw Reason Cards, Evidence Cards, and DEEP FACTS Cards.

Step 1 — Baskets and Buckets (Reasons/Ways)

Teacher Script

"Sort your ideas into strong reasons or ways."

- Reason 1: Decisions shape outcomes.
- Reason 2: Support helps ideas grow.

Step 2 — Build the Thesis (Central Idea)

Teacher Script

"A thesis (central idea) answers the prompt clearly and connects BOTH texts."

- Model: "Both the poem and the drama show that decisions and support shape outcomes."

Step 3 — Select Evidence (CSI)

Teacher Script

"Choose your strongest evidence. Remember - strong evidence proves your reason."

- "Texas joined the U.S.—a choice that stayed."
- "Banks help people turn ideas into businesses."

Step 4 — Explanation Using DEEP FACTS

Reason: Decisions shape outcomes. Evidence: "Texas joined the U.S.—a choice that stayed."

- Definition: A decision is a choice that leads to change.
- Example: Texas changed from a republic to a state.
- Expert Testimony: My teacher always says important decisions shape history.
- Process: First leaders discussed, then decided, and finally Texas joined the U.S.
- Facts: This happened in 1845.
- Analogy: This is like choosing a path that leads to a new place.
- Compare and Contrast: Before, Texas was alone; after, it was part of a country.
- Tipping Point: This decision caused war and land changes.
- Story: Many people remember learning this moment in history class.

Step 5 — Significant Inferencing

Teacher Script

"This is where you answer - why does this matter?"

- Model: "This shows that decisions can shape history and affect many people over time."

Win Condition and Answer Key

To win, a response must include: a Thesis (Central Idea), at least one Reason, Evidence, two DEEP FACTS explanation types, and Significant Inferencing.

Day 2 Closing

Interactive Notebook Reminder: "Add your best TREES example to your interactive notebook. Use it to review anytime."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (12)(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS (11)(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion
TEKS (11)(C)(iii)	revise drafts by adding ideas for coherence
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific purpose

Day 3 Purpose

Students discuss what made their full ECR strong, then independently write a full TREES response and run a quality-and-conventions check.

D — Discuss Your Full ECR

Ask: How did your thesis (central idea) connect both texts? Which reason was strongest and why? How did DEEP FACTS improve your explanation? What made your inferencing significant?

- Possible Student Responses: "The thesis (central idea) showed both texts had similar ideas." / "The best reason connected both texts." / "DEEP FACTS made it more detailed." / "The inference explained why it mattered."
- Teacher Response: "You are thinking like strong writers. You are proving and explaining your ideas clearly."

Teacher Script

"Connect to the Overarching Question: How do conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?"

U — Use Again: Independent Full TREES Response

Prompt: How do both texts show that decisions or support can shape outcomes?

Requirements: a thesis (central idea), two reasons or ways, two pieces of evidence, an explanation using at least two DEEP FACTS types, and significant inferencing.

- Sample Answer: Both the poem and the drama show that decisions and support shape outcomes. One reason is that decisions can change the future. The poem states, "Texas joined the U.S.—a choice that stayed." This shows cause and effect because the decision led to war and change. For example, Texas became part of a larger country. Another reason is that support helps ideas grow. The drama shows banks help people start businesses. This is like giving someone tools to build something new. My teacher always says support helps ideas succeed. This shows that support can help ideas turn into real outcomes that affect people's lives.

Standards Application Check — Module 1 (Full ECR Quality + Conventions Check)

Choose one paragraph from your TREES response. Improve sentence structure and word choice. ADD one detail that strengthens coherence or DELETE one detail that distracts. Then check subject-verb agreement, irregular past tense, nouns, comparative/superlative adjectives, adverbs of frequency/degree, spelling patterns, and high-frequency words.

- Teacher Model / Look-Fors: A revision should make the idea clearer, not merely longer. Example: "Texas made a choice." becomes "Texas made a lasting political choice that changed its future." Check that any modifier is accurate, proper nouns are capitalized, and spelling is correct.

Teacher Script

"This is not a new paragraph. It is a quality check on the writing you already built."

Day 3 Closing

Students star the part of their response that best proves their thinking and underline their significant inference.

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (11)(C)(ii)	revise drafts to improve word choice
TEKS (11)(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

Day 4 Purpose

Students recognize what they did well in their TREES response and set a precise next goal.

A — Award

Give yourself credit for building a full TREES response today.

- I wrote a thesis (central idea) that connected both texts.
- I chose strong evidence with CSI.
- I explained with DEEP FACTS.
- I finished with a significant inference.

Idea: "TREES Builder" recognition. Star the part of your response that best proves your thinking.

★ Daily Deck Slide (Award Your TREES Growth)

Write on the board: Complete: "One part of TREES I did well was ___ because ___."
Star the part of your response that best proves your thinking.

T — Target

Choose one target: thesis (central idea) clarity, distinct reasons, stronger evidence, deeper explanation, or more significant inferencing. Write exactly what you will do next time.
Curiosity Questions: "What happens when people make poor decisions?" "How might history change without support systems?"

★ Daily Deck Slide (Target Your Next TREES Habit)

Write on the board: Choose one target - thesis (central idea) clarity, distinct reasons, stronger evidence, deeper explanation, or more significant inferencing. Write exactly what you will do next time.

Day 4 Closing

Complete the sentence: "My next TREES goal is ____ because ____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS (12)(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

Day 5 Purpose

Students teach a partner one TREES part, proving their understanding by explaining what it does, why it matters, and giving an example from the poem or drama.

E — Turn and Teach TREES

Teach one TREES part to your partner. You must say: what it does; why it matters; and one example from the poem or the drama.

Sentence Frame: "The ___ in TREES does ___. It matters because ___. For example, in ___, ___."

✓ Module Overarching Question — Answer

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

In *A Lone Star Choice*, conflict grows from a major decision and its consequences; in *Making It Happen*, the problem is how ideas gain the support needed to become real. Recognizing those relationships helps writers build a TREES response with a thesis (central idea), distinct reasons or ways, evidence, explanation, and significant inferencing.

✓ Daily Deck Slide (Answer the Overarching Question)

Write on the board: In *A Lone Star Choice*, conflict grows from a major decision and its consequences; in *Making It Happen*, the problem is how ideas gain the support needed to become real. Recognizing those relationships helps writers build a full TREES response. Finish: "One TREES part I can teach someone else is ___ because ___."

Teacher Closing Encouragement



Teacher Script

"Today, you built a full response using TREES. You didn't just answer - you explained, connected, and proved your thinking. That is what powerful readers and writers do."

Module 1 — Low, Medium, and High Exemplars

Prompt: How do both texts show that decisions or support can shape outcomes? Write a full TREES response with a thesis (central idea), reasons, evidence, DEEP FACTS explanation, and significant inferencing.

Low Exemplar

- Student Response: "The poem is about Texas and the drama is about a store. They both have choices. That is important." (Level 1)
- What Is Working: The student names both texts and notices choices.
- Teacher Notes: There is no clear thesis (central idea), no exact evidence, no DEEP FACTS explanation, and no significant inference.
- What Needs Improvement: Add a thesis (central idea) that connects both texts, quote exact evidence, explain it with a DEEP FACTS move, and end with why it matters.

Medium Exemplar

- Student Response: "Both texts show decisions shape outcomes. The poem says, 'Texas joined the U.S.—a choice that stayed.' This shows a decision was made. The drama shows banks help people." (Level 2-3)
- What Is Working: A connecting thesis (central idea), one exact quote, and a beginning explanation.
- Teacher Notes: The response uses one DEEP FACTS move loosely and has no significant inference.
- What Needs Improvement: Add a second reason and DEEP FACTS move, and finish with a significant inference about why the idea matters.

High Exemplar

- Student Response: "Both the poem and the drama show that decisions and support shape outcomes. One reason is that decisions can change the future. The poem states, 'Texas joined the U.S.—a choice that stayed.' This shows cause and effect because the decision led to war and change. Another reason is that support helps ideas grow. The drama shows banks help people start businesses, which is like giving someone tools to build something new. This shows that decisions and support can turn ideas into real outcomes that affect people's lives." (Level 4)
- What Is Working: A connecting thesis (central idea), two reasons, exact evidence from both texts, DEEP FACTS moves (cause and effect, analogy), and a significant inference.
- Teacher Notes: Every part of TREES is present and connected - a complete, proven response.

Module 1 — Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a full TREES response that connects a poem and a drama.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The poem and drama, the TREES/DEEP FACTS/Conflict charts, the Build-A-TREES gameboard and cards, and student notebooks.
Related TEKS Breakout	(12)(B)(i) compose informational texts using a clear central idea; (11)(B)(iii) organize with purposeful structure, including a conclusion
Task	Students complete the Build-A-TREES Challenge and write an independent full TREES response.
Expected Response	Students include a thesis (central idea), reasons, evidence, DEEP FACTS explanation, and significant inferencing.

Informal Assessment

During the lesson, observe the Build-A-TREES Challenge and Partner Teach-Back. Note whether students can name all five TREES parts and connect both texts in one thesis (central idea).

Formative Assessment

The Day 3 independent full TREES response serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Thesis (Central Idea)	Must state a clear central idea that connects both texts.
Reasons/Ways	Must give at least one relevant reason or way.
Evidence	Must quote exact words that prove the reason.
Explanation (DEEP FACTS)	Must explain evidence with at least two DEEP FACTS types.
Significant Inferencing	Must explain why the idea matters beyond the single detail.

Move	Example (from Day 2)
Tipping Point (Cause & Effect)	The decision caused war and land changes.
Analogy	Support is like giving someone tools to build something new.
Compare & Contrast	Before, Texas was alone; after, it was part of a country.

Check the Learning

✓ Check the Learning

Informal, low-stakes ways to SEE what students understand in this module — no worksheet required. Use all three so you gather verbal, visual, and written evidence:

- Verbal — Gather/Reveal — Fist to Five: Students hold up 0-5 fingers to show how sure they are they can name the five TREES parts.
- Visual/Physical — Attempt — Sort and Show: In Build-A-TREES, students hold up a reason, evidence, or DEEP FACTS card and name its job.
- Written — Discuss/Use — One Significant Inference: Students write one sentence answering "why does this matter?" about a piece of evidence.

Assessment Option

Beside any activity, choose how to check without slowing the lesson:

- Listen — assess through the Partner Teach-Back and group discussion.
- Look — observe a Build-A-TREES thesis (central idea) or a DEEP FACTS explanation.
- Collect — have students produce a full TREES response you can examine.

Intervention — Module 1

Build-A-TREES Scaffold

Build one part of TREES at a time using supports, then read the full response aloud.

Provide:

- A thesis (central idea) starter (for example, "Both texts show that ___ can shape outcomes.")
- Pre-written reasons (Decisions shape outcomes; Support helps ideas grow.)
- Matching evidence strips from the poem and the drama.
- Sentence stems for explanation ("This shows ___ because ____.") and inferencing ("This matters because ____").



Teacher Script

"Let's build this step-by-step together."

Additional Support: color-code each TREES part and read the finished response aloud so students hear how the parts connect. Teacher Answer Check: the evidence must prove the reason, and the response must end with a significant inference.

Module 1 — Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to state the thesis (central idea).	Students give a central idea that connects both texts.	Students give the topic instead of a thesis (central idea).	Ask, "What is your main idea ABOUT the topic?"
Ask students to explain evidence.	Students use a DEEP FACTS move.	Students repeat the evidence.	Ask, "What does this evidence mean? Use a DEEP FACTS move."
Ask for the significant inference.	Students explain why the idea matters.	Students skip the inference.	Ask, "Why does this matter beyond this one detail?"

Student Support Quick Reference

If a student...	Support to Provide
Gives a topic, not a thesis (central idea)	Use the thesis (central idea) starter in the Build-A-TREES Scaffold.
Repeats evidence	Point to the DEEP FACTS chart and choose one move.
Skips the inference	Use the stem "This matters because ____."
Masters quickly	Route to Module 1 enrichment (Advanced TREES Challenge).

Enrichment — Module 1

Advanced TREES Challenge

Push your full response further.

Students must:

- Use three reasons.
- Include three DEEP FACTS explanation types.
- Write a deeper significant inference that compares what the two texts teach about decisions and support.

Teacher Look-For: Students should show three distinct reasons and three different DEEP FACTS moves, ending with an inference that compares both texts. Advanced challenge: explain how the poem and the drama teach the same lesson in different ways.

Module 1 — Additional Writing Opportunity: A Full TREES Response

Writing Prompt

Choose one prompt below and write a full TREES response.

- How do both texts show that decisions or support can shape outcomes?
- How does conflict in the poem and the drama lead to change?

Connection to This Module

This week you built your first full TREES response. Now use all five parts - Thesis (Central Idea), Reasons/Ways, Evidence, Explanation with DEEP FACTS, and Significant Inferencing.

Planning Support

1. Write a thesis (central idea) that answers the prompt and connects both texts.
2. Give two reasons or ways.
3. Choose exact evidence that proves each reason.
4. Explain each piece of evidence with a DEEP FACTS move.
5. Finish with a significant inference about why the idea matters.

Step	Planning Guide
Step 1: Thesis (Central Idea)	Write your central idea connecting both texts.
Step 2: Reasons + Evidence	Give a reason, then exact evidence that proves it.
Step 3: Explanation + Inference	Explain with DEEP FACTS, then tell why it matters.

Drafting Space

Success Criteria

- My response has all five TREES parts.
- My evidence is the author's exact words.
- My explanation uses at least two DEEP FACTS types and ends with a significant inference.

Additional Writing Opportunity: Revise and Edit

Revise

Read your response aloud. Improve sentence structure or word choice, and ADD one detail for coherence or DELETE one detail that distracts.

Edit

Run the Conventions Sweep: subject-verb agreement, irregular past tense, singular/plural/common/proper nouns, comparative/superlative adjectives, adverbs of frequency/degree, spelling patterns, and high-frequency words.

Module 1 — Auditory Engagement (Active Participation)

Approach: Partner Teach-Back.

Purpose: Students listen for the job of each TREES part, then immediately teach the idea to a partner instead of copying the teacher word for word.

Listening Target: Listen for what each letter in TREES contributes to a complete informative response.

Student Materials: interactive notebook; pencil (down until the teach-back begins).



Teacher Script

"Pencils down while I explain one TREES part. When I pause, turn to your partner and teach the idea in your own words. Then close your notes and teach it again without looking."

TREES Part	What It Contributes
T — Thesis (Central Idea)	Answers the prompt.
R — Reasons/Ways	Organize the answer.
E — Evidence	Supplies text proof.
E — Explanation (DEEP FACTS)	Explores what the evidence proves.
S — Significant Inferencing	Explains why the idea matters beyond the single detail.

Partner challenge: Give one example from A Lone Star Choice or Making It Happen that could fit your assigned TREES part.

Fresh Recall: Partners cover notes and name all five TREES jobs in order from memory.

Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer. Each pause names exactly what to think about.

|| Pause Point — Name the Conflict

Stop and think: Is the conflict a decision to make or a need for support? Name which one in each text.

|| Pause Point — Thesis (Central Idea) Connects Both Texts

Stop and think: Does my thesis (central idea) connect the poem AND the drama, or only one of them?

|| Pause Point — Explain, Do Not Repeat

Stop and think: Am I repeating the evidence, or explaining it with a DEEP FACTS move?

|| Pause Point — Why Does It Matter?

Stop and think: What is my significant inference? Why does this idea matter beyond this one detail?

Module 1 — My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning, and I am so proud of the thinking you are doing."

Directions: This tracker is for YOU! As you read and write this week, look at each skill below. If you can do it all by yourself without help, color in or check the box that matches how you feel. Be honest with yourself — this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Name the five parts of TREES.			
Write a thesis (central idea) that connects both texts.			
Choose evidence that proves my reason.			
Explain evidence with DEEP FACTS.			
Write a significant inference about why it matters.			

One thing I am proud of:

One thing I want to get better at:

Module 1 — Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

“At the beginning of this module, we asked how conflict, decisions, and support across a poem and a drama help us build a complete informative ECR. Now we can answer it: recognizing conflict as a decision or a need for support helps us build a full TREES response with a thesis (central idea), reasons, evidence, explanation, and significant inferencing.”

✓ Module Overarching Question — Answered

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR? In *A Lone Star Choice*, conflict grows from a major decision and its consequences; in *Making It Happen*, the problem is how ideas gain the support needed to become real. Recognizing those relationships helps writers build a TREES response with a thesis (central idea), distinct reasons or ways, evidence, explanation, and significant inferencing.

Teacher Reflection - Module 1

Which students can name and use all five TREES parts?

Which students explained evidence with DEEP FACTS instead of repeating it?

Which students still skip the significant inference?

Who is ready for Module 2, deepening thesis (central idea) and reasons across the poem and drama?

Teacher Notes

Module 1 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 1 fully online without losing rigor or participation. For Partner Teach-Back, put students in breakout rooms of two and have each partner teach one TREES part aloud, then return and name all five from memory in the chat. Post the TREES chart, the DEEP FACTS chart, and the Conflict anchor chart in the class stream so students can glue printed copies or keep a digital version. Run the Build-A-TREES Challenge on a shared slide: give each group a slide with Reason, Evidence, and DEEP FACTS boxes to fill, and require a thesis (central idea) that connects both texts plus at least two DEEP FACTS moves. For the independent full TREES response, students draft in a shared or private doc; use private comments to ask "Which DEEP FACTS move is this?" and "Why does this matter?" rather than writing the sentences for them. Collect the quality-and-conventions check as a one-photo or typed submission of the single revised paragraph.

M O D U L E

2

**Recognizing Relational
Prompt Types (Why vs. How
without using those words)**

Week 2 • Medium Stamina

Module 2: Recognizing Relational Prompt Types (Why vs. How without using those words)

Week 2 - Medium Stamina - Cluster 3 (ECR Informative through Poetry & Drama)

Recognizing Relational Prompt Types

Teacher Script

"When students learn to recognize the question behind the question, their thinking becomes unstoppable."

Overarching Question

How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

Today We Will Look For

- relational clue words that point toward reason-based thinking
- relational clue words that point toward way/process-based thinking
- a direct match between the prompt type and the response structure
- a precise thesis (central idea) that answers the task instead of only naming the topic

Why This Module Matters

Students learn to recognize what a prompt is REALLY asking, even when it does not use the words "why" or "how." They sort clue words, classify prompts, and connect prompt type to reasons or ways before drafting a precise thesis (central idea).

Module Passage Set — Medium Stamina

The required selections are "A Lone Star Choice" and "Making It Happen." The same poem and drama increase in length, detail, evidence density, and conceptual demand across the four modules.

★ Daily Deck Slide (M2-01)

Write on the board: Cluster 3 - ECR Informative through Poetry & Drama - Module 2 - Medium Stamina passages

Write on the board: Overarching Question: How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

Write on the board: I can: use relational clue words to decide whether a prompt needs reasons or ways.

Write on the board: I will: read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.

Module 2 — Family Communication

This Week at a Glance

- The big skill: using relational clue words to decide whether a prompt needs reasons or ways.
- The two readings: "A Lone Star Choice" and "Making It Happen."
- The student product: a correctly classified prompt and a precise one-sentence thesis (central idea) that answers its task.

One Question to Ask at Home



Teacher Script

"Which clue word tells you whether the prompt needs reasons or ways?"

One Way to Help

Give your child a prompt from the module. Ask them to underline importance, significance, reasons, meaning, impact, value, reveal, influence, develop, show, ways, or demonstrate. Then ask whether the clue points toward reasons or ways.

Family Letter

Dear Families,

This week your child is learning to recognize the question behind a writing prompt. Some prompts do not use the words "why" or "how," so students look for relational clue words. Words such as importance, significance, reasons, impact, value, and meaning point toward reason-based thinking. Words such as reveal, influence, develop, show, ways, and demonstrate point toward way/process-based thinking.

We will practice with "A Lone Star Choice" and "Making It Happen." Students will classify prompts, explain the clue that proves each choice, and write a thesis (central idea) that answers the correct kind of thinking.

Please try this at home: Give your child the prompt "Explain the significance of support in helping ideas grow in the drama." Ask which word reveals the hidden question and whether the answer should give reasons or ways.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprenderá a reconocer la pregunta escondida dentro de una consigna de escritura. Algunas consignas no usan las palabras "por qué" o "cómo," así que los estudiantes buscan palabras clave de relación. Las palabras importancia, significado, razones, impacto y valor indican un pensamiento basado en razones. Las palabras revelar, influir, desarrollar, mostrar y maneras indican un pensamiento basado en procesos o maneras.

Practicaremos con "A Lone Star Choice" y "Making It Happen." Los estudiantes clasificarán consignas, explicarán qué palabra demuestra cada elección y escribirán una tesis que responda al tipo correcto de pensamiento.

Pruebe esto en casa: Dé a su hijo o hija la consigna "Explain the significance of support in helping ideas grow in the drama." Pregunte qué palabra revela la pregunta escondida y si la respuesta debe presentar razones o maneras.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 2 — Family Conversation Starters

- Which clue word helped you most today?
- What is the difference between a reason and a way?
- What happens if a writer answers the topic but not the task?
- How does recognizing the prompt improve your writing?

Family Activity — Prompt Detective

Start with one of the 12 Prompt Cards. Underline its clue word, choose Reasons or Ways, and explain the match aloud.

Family Activity — Two Clue Groups

Give three reason-type clue words and three way/process-type clue words from memory. Check them against the Prompt Clue Words Chart.

Module 2 — Lesson Overview and Standards

Lesson Overview

Students analyze task language in relational prompts and distinguish reason-based thinking from way/process-based thinking before drafting. They match clue words to the response structure a prompt requires, write a one-sentence thesis (central idea), revise one word or phrase for precision, and check conventions.

BIG Goal: Students identify prompt type without relying on the words "why" and "how," then use the type to prepare a stronger thesis (central idea).

Passage and Product Sequence

Students read the medium-stamina poem and drama for importance, impact, influence, and ways change happens. They move through the GRADUATE cycle: Gather and Reveal on Day 1, Attempt on Day 2, Discuss and Use It Again on Day 3, Award and Target on Day 4, and Explain to Others on Day 5.

Where the Standards Are Visible

- Students analyze the task language in relational prompts and distinguish reason-based thinking from way/process-based thinking before drafting.
- Students apply informational genre thinking by matching clue words to the response structure a prompt requires, then write and revise a sample thesis (central idea) so the central idea is precise.
- The Module 2 standards application check provides explicit evidence of sentence structure, word choice, and distributed editing conventions within a prompt-to-thesis (central idea) response.

Module 2 — TEKS and ELPS (Cluster 3 · from the Scope & Sequence)

These are the standards listed for Cluster 3 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 3 (from the Scope & Sequence)

Writing Process

- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-iv) revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas

Editing

- (11)(D)(i), (vi)–(xiv), (xxxiii), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; past tense of irregular verbs; singular, plural, common, and proper nouns; comparative and superlative adjectives; adverbs of frequency and degree; and correct spelling using grade-appropriate orthographic patterns and high-frequency words

ELPS — Cluster 3 (from the Scope & Sequence)

Writing Process

- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How this module builds it
Listening	Students listen for a close-but-not-correct prompt classification and repair it with evidence from a clue word.
Speaking	Students explain whether a prompt needs reasons or ways and teach the hidden-question HABIT to a partner.
Reading	Students read the poem, drama, and prompt cards closely for relationships and task language.
Writing	Students sort clue words, classify prompts, and write and revise a precise one-sentence thesis (central idea).

Module 2 — Learning Destination

I Can Statements

- I can use relational clue words to decide whether a prompt needs reasons or ways.
- I can distinguish reason-based thinking from way/process-based thinking even when a prompt never says why or how.
- I can write a thesis (central idea) that answers the task instead of only naming the topic.
- I can explain which clue word proves my classification.

I Will Statements

- I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will underline the relational clue in each prompt before I choose Reasons or Ways.
- I will use clue words to match my response structure to the prompt.
- I will revise one word or phrase so my thesis (central idea) is precise.

Success Criteria

- I correctly classify reason-type and way/process-type prompts.
- I name the clue word that proves each classification.
- I write a one-sentence thesis (central idea) that answers the requested kind of thinking.

Module 2 — Rigor and Misconceptions

Rigor Safeguard

Teachers may read prompts aloud, highlight a relational clue during guided practice, provide the Prompt Clue Words Chart, and allow oral rehearsal. Students must still classify new prompts, name the proving clue word, and write their own thesis (central idea).

Rigor and Cognitive Demand

Level	Student Thinking	Evidence
Literal	Locate the topic and relational clue.	The clue word is underlined.
Inferential	Decide whether the clue asks for reasons or ways.	The prompt is placed under the correct flap with an explanation.
Evaluative	Judge which response structure fits and revise a precise thesis (central idea).	The thesis (central idea) answers the task rather than merely restating the topic.

Educator Insight

Students often depend on the words “why” and “how” to guide their thinking. Without those words, they may feel unsure. Many students confuse reason-based thinking with process-based thinking. Some will misidentify prompts because they focus on topic instead of task. Watch for students who list instead of explain. Reinforce clue words consistently. Model thinking aloud frequently. Encourage use of Thinking Levels Charts.

Module 2 — Thinking Levels

The Five Thinking Levels

Level	Thinking Stage	Prompt Work
Level 1	Foundational	Repeats a prompt or names its topic.
Level 2	Emergent	Notices a clue word but is unsure which type it signals.
Level 3	Visible	Classifies the prompt and points to the clue word as evidence.
Level 4	Independent	Writes a thesis (central idea) whose structure matches reasons or ways.
Level 5	Reflective	Explains how recognizing the relationship improves the response.

Challenge: Move the response up one level by explaining how the relational clue controls the kind of answer required.



Teacher Script

“The topic tells WHAT. The relational clue tells HOW TO THINK.”

Module 2 — Vocabulary

Vocabulary — Teacher Script



Teacher Script

"We will use everyday, academic, and domain words to recognize what a prompt is REALLY asking."

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
ask	to request an answer	The prompt asks me to ____.
clue	something that helps you figure out an answer	The clue ____ points to ____.
word	a spoken or written unit of meaning	The word ____ matters because ____.
find	to locate or discover	I find the clue ____.
choose	to select	I choose Reasons/Ways because ____.
answer	a response to a question	My answer must include ____.
help	to make something easier or possible	The clue helps me ____.
change	to become different	The poem shows change through ____.
idea	a thought or plan	The drama begins with an idea and ____.
show	to make something clear	The text can show ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	a direction or question that tells a writer what to do	The prompt asks for ____.
significance	the importance or meaning of something	The significance clue asks for reasons.
influence	the power to affect what happens	Influence points toward ways something affects ____.
develop	to grow or build over time	Develop asks how an idea grows.
impact	an important effect or result	Impact points toward reason-based thinking.
reason	an explanation for importance or action	One reason is ____.
way	a method or manner	One way is ____.
structure	the organized form of a response	My structure matches the prompt type.
reveal	to make something known	Reveal asks how the text makes an idea clear.
demonstrate	to show clearly	Demonstrate points toward way/process thinking.

Tier 3 Vocabulary — Domain Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
relational prompt	ri-LAY-shuh-nuhl prompt	a prompt whose clue word signals a relationship	This relational prompt asks for ____.
reason-based	REE-zuhn bayst	organized around explanations of importance or results	This is reason-based because ____.
process-based	PRAH-sess bayst	organized around ways, steps, or influence	This is process-based because ____.
clue word	KLOO werd	a word that reveals the kind of thinking required	The clue word ____ proves ____.
task language	task LANG-gwij	the words that tell the writer what to do	The task language requires ____.
prompt classification	prompt klas-uh-fuh-KAY-shuhn	sorting a prompt by the thinking it requires	My prompt classification is ____.
central idea	SEN-truhl eye-DEE-uh	the focused main idea of informational writing	My central idea answers ____.
thesis (central idea)	THEE-sis	a sentence that directly answers the prompt	My thesis (central idea) states ____.
evidence	EV-uh-duhns	details from a text that support an idea	My evidence proves ____.
significant inference	sig-NIF-uh-kuhnt IN-fer-uhns	thinking that explains why an idea matters	My significant inference shows ____.

Module 2 — Background Knowledge and Teacher Context

Students already know the TREES structure. Module 2 focuses on the R in TREES: Reasons or Ways. The topic tells WHAT; the relational clue tells HOW TO THINK. Reason-type clues include important, significance, reasons, meaning, impact, and value. Way/process-type clues include reveal, influence, develop, show, ways, and demonstrate.

Module 2 — Materials and Teacher Preparation

Anchor Charts to Create

- TREES Structure: T – Thesis (Central Idea); R – Reasons or Ways; E – Evidence; E – Explanation (DEEP FACTS); S – Significant Inferencing.
- Prompt Clue Words Chart titled “What is the prompt REALLY asking?”

Materials

- Flip flap board labeled “Why” and “How”
- Prompt cards (12 provided in Day 2)
- Interactive notebooks
- Sorting worksheet (clue words)
- Highlighters
- Medium-stamina copies of "A Lone Star Choice" and "Making It Happen"

Daily Deck Slide (M2-02)

Write on the board: As you read, collect words and relationships that help you explain importance, impact, influence, and ways change happens.

Module 2 — The DOT Reading HABIT

D — Details

Notice words, lines, dialogue, and stage directions that connect to importance, impact, influence, or ways change happens.

O — Organization

Track whether the prompt needs Reasons or Ways, then organize notes under the matching heading.

T — Thinking

Explain how the relational clue determines the response structure.

Teacher Script

“As you read, collect words and relationships that help you explain importance, impact, influence, and ways change happens.”

Module 2 — Relational Prompt Mentor Chart

What Is the Prompt REALLY Asking?

Reason / WHY-type clues	Way / HOW-type clues
important	reveal
significance	influence
reasons	develop
meaning	show
impact	ways
value	demonstrate

Match the Thinking to TREES

The R in TREES means Reasons or Ways. A reason-type clue calls for reasons/results that make an idea important. A way/process-type clue calls for steps, actions, methods, or influence.

Prompt-to-Thesis (Central Idea) HABIT

1. Read the whole prompt.
2. Name the topic.
3. Underline the relational clue.
4. Choose Reasons or Ways.
5. Write a thesis (central idea) that directly answers that task.

Module 2 — TRACKS: Reading for Relational Evidence

Use TRACKS annotations while reading both medium-stamina selections.

Letter	Reader Move	Connection to Prompt Work
T	Time or transition	Notice when change happens.
R	Reaction or result	Collect results that may explain impact or significance.
A	Action	Collect actions that may show ways a change happens.
C	Context	Notice details that clarify the topic.
K	Key idea	Mark a line central to a reason or way.
S	Setting or situation	Notice where the relationship develops.

After annotating, ask: Does this prompt need reasons, or does it need ways? Use the clue word to decide which TRACKS notes belong in the response.

Before Students Read

Preview the poem and the drama with students before reading. Read each one aloud so students hear it first, and notice how the writer arranges the words into lines - that layout is part of the meaning (LEAVES: Lines and Layout). Each selection appears twice: first a plain copy to read, then a color-coded copy. On the second copy, students TAP the TRACKS - they hunt for the six kinds of evidence details and highlight each with the TRACKS color below.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

POEM 5 — A Lone Star Choice

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.

In 1845, a change was made,
Texas joined the U.S.—a choice that stayed.
But Mexico did not agree,
And anger grew across the sea.

Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.

The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.

For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.

Others worried what might come,
If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?

People shared opinions near and far,
In towns, on ranches, and by the bar.
The future seemed unclear to many,
Though hopes and concerns were both plenty.

As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
Since it could affect the lives of all.

Student Annotation Guide — A Lone Star Choice

T — Time

In 1845, a change was made

R — Reactions

the choice had shaped its way

A — Actions

Texas joined the U.S.

C — Character/Concept/Creature

A young republic

K — Key Knowledge

The U.S. gained land

S — Scenery/Setting

beneath wide skies

TRACKS EVIDENCE HIGHLIGHTING — A Lone Star Choice

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A young republic in people's eyes.
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Or would statehood bring a different name?

People shared opinions near and far,
In towns, on ranches, and by the bar.
The future seemed unclear to many,
Though hopes and concerns were both plenty.

As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
Since it could affect the lives of all.

DRAMA 6 — Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

Scene 4: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

MR. PATEL: [Standing at a booth.] Every business here started with an idea.

AALIYAH: And someone believed in those ideas enough to help.

MR. PATEL: Exactly. Support can come from family, friends, customers, or banks.

Scene 5: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea—and someone willing to help make it happen.

Student Annotation Guide — Making It Happen

T — Time

A long time ago

R — Reactions

they helped make it happen

A — Actions

I got a loan from a bank

C — Character/Concept/Creature

called patrons

K — Key Knowledge

Support can come from family

S — Scenery/Setting

a small shop

TRACKS EVIDENCE HIGHLIGHTING — Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

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MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

Scene 4: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

MR. PATEL: [Standing at a booth.] Every business here started with an idea.

AALIYAH: And someone believed in those ideas enough to help.

MR. PATEL: Exactly. Support can come from family, friends, customers, or banks.

Scene 5: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea—and someone willing to help make it happen.

Day 1 - Gather and Reveal

GRADUATE Focus

G – Gather Attention and R – Reveal Background Knowledge

Learning Target

I can listen for whether a prompt is really asking for reasons or ways and name the clue word that proves my thinking.

G - Gather Attention: Catch and Correct the Mistake

Purpose: Students listen for a close-but-not-correct prompt classification, detect the misconception, and repair it with evidence from the clue words.

Listening Target: Listen for whether each prompt is really asking for reasons or ways.

★ Daily Deck Slide (M2-03)

Write on the board: The teacher may try to trick your ears. Mark Correct or Incorrect. If it is incorrect, repair the classification and name the clue word that proves your thinking.

Round 1: “Explain the significance of support in helping ideas grow” is a HOW-type prompt. Answer: Incorrect. Significance signals reason/WHY-type thinking.

Round 2: “Describe the ways Texas’s decision changed its future” is a HOW-type prompt. Answer: Correct. Ways signals process/method thinking.

Round 3: “Explain the impact of the choice Texas made” is a HOW-type prompt. Answer: Incorrect. Impact asks for the reasons/results that make the choice important.

🔊 Teacher Script

“Do not just say I am wrong. Repair my thinking and name the clue that proves it.”

★ Daily Deck Slide (M2-03) (cont.)

Fresh Recall: Students close notes and orally name three reason-type clue words and three way/process-type clue words.

🔊 Teacher Script

“I am going to trick your brain today.”

★ Daily Deck Slide (M2-03) (cont.)

(Pause)

🔊 Teacher Script

"I'm going to ask you a question... but I won't use the word 'why' or 'how.'" Write on the board: "What is the importance of Texas joining the United States?"

🔊 Teacher Script

"Turn and talk—what is this really asking you to do?"

★ Daily Deck Slide (M2-03) (cont.)

Call on students.

🔊 Teacher Script

"Yes—you just figured out the hidden question. That means you are leveling up your thinking."

★ Daily Deck Slide (M2-04)

Write on the board: Reason / WHY-type clues: important - significance - reasons - meaning - impact - value.

Write on the board: Way / HOW-type clues: reveal - influence - develop - show - ways - demonstrate.

Write on the board: The topic tells WHAT. The relational clue tells HOW TO THINK.

R - Reveal Background Knowledge

🔊 Teacher Script

"Readers, today's habit is recognizing what a prompt is REALLY asking—even when it hides the clue."

★ Daily Deck Slide

Two Types of Thinking: Reason Thinking (Why-type) / Process Thinking (How-type)

**Teacher Script**

"If a prompt asks about importance, significance, or reasons, it is asking for reasons."

**Teacher Script**

"If a prompt asks about reveal, influence, or ways, it is asking for steps or processes."

Use passages:

- "Texas joined the U.S.—a choice that stayed."
- "Banks help people turn ideas into businesses."
- "These examples help us think about reasons and ways."

Day 1 Check

Students classify the board prompt, name importance as the clue, and explain that it calls for reasons.

Day 2 - Attempt

GRADUATE Focus

A – Attempt Activity

Game: Flip-Flap Prompt Sort

Create a flip flap with two sections: “Why” and “How.” Students work in pairs. Each pair gets 12 prompt cards.

★ Daily Deck Slide (M2-05)

Write on the board: Read each prompt. Decide whether it asks for REASONS or WAYS. Place it under the correct flap. Underline the clue word that proves your choice.

Teacher Script

“You will read each prompt and place it under the correct flap. You must decide if it is asking for reasons or ways.”

12 Prompt Cards (No “why” or “how”)

- Explain the importance of Texas joining the United States.
- Describe the ways Texas’s decision changed its future.
- Explain the significance of support in helping ideas grow in the drama.
- Describe how characters show that support helps success.
- Explain the reasons Texas leaders had to make a decision.
- Describe the ways banks help people turn ideas into businesses.
- Explain the impact of the choice Texas made.
- Describe how the drama reveals the role of support.
- Explain the meaning of Texas becoming a state.
- Describe the ways the characters learn about support systems.
- Explain the importance of decisions in both texts.
- Describe how the poem shows change over time.



Answer Key

Why-Type (Reasons): 1, 3, 5, 7, 9, 11

How-Type (Ways): 2, 4, 6, 8, 10, 12

Interactive Notebook Reminder



Teacher Script

"Glue your prompt list into your interactive notebook. This will help you practice recognizing prompts anytime."

Accountability Move

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

Day 3 - Discuss and Use Again

GRADUATE Focus

D – Discuss and Ask Questions and U – Use It Again (Independent Work)

★ Daily Deck Slide (M2-06)

Write on the board: Which clue words helped most? - What is the difference between a reason and a way? - Which prompt was hardest to classify, and what finally helped?

D - Discuss and Ask Questions

Teacher Script

"Let's talk about what your brain noticed."

Questions:

- "What words helped you decide the prompt type?"
- "What is the difference between reasons and ways?"
- "Which prompts were tricky?"

Possible Student Responses:

- "Words like importance meant reasons."
- "Ways means steps or actions."
- "Some prompts looked similar."

Teacher Response: "Yes. Strong readers look for clues, not just obvious words."

★ Daily Deck Slide (M2-07)

Write on the board: Create two columns: Reasons / Ways. Sort: important, reveal, significance, influence, reasons, ways, impact, develop, meaning, show. Then circle your three strongest clues.

U - Use It Again: Clue-Word Sort — Independent

Interactive Notebook Sorting Activity

Teacher Script

"Now you will look closely at clue words and sort them by prompt type."

Directions: Write two columns in your notebook:

- Reasons (Why-type)
- Ways (How-type)

Sort these clue words: important, reveal, significance, influence, reasons, ways, impact, develop, meaning, show

 Full Answer Key

Reasons (Why-type): important, significance, reasons, impact, meaning

Ways (How-type): reveal, influence, ways, develop, show

Teacher Script: "Circle the words that helped you the most. These are your thinking clues."

Day 4 - Award and Target

GRADUATE Focus

A – Award and T – Target Goals

Standards Application Check — Module 2

★ Daily Deck Slide (M2-08)

Write on the board: Choose one sorted prompt. Underline the relational clue. Write a one-sentence thesis (central idea) that directly answers the task. Revise one word or phrase for precision. Then check sentence structure, subject-verb agreement, nouns, modifiers, spelling patterns, and high-frequency words.

Teacher Model: Prompt — “Explain the significance of support in helping ideas grow in the drama.” Thesis (Central Idea) — “Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.” Look-Fors: the thesis (central idea) answers significance/reason thinking rather than merely restating the topic.

A – Award

★ Daily Deck Slide (M2-09)

Write on the board: Complete: “I can recognize a relational prompt by looking for ____.” Name the clue word you trust most and explain why.

Students write: “I can recognize prompts by looking for ____.”

Class recognition: “Prompt Detective of the Day”

T – Target Goals

★ Daily Deck Slide (M2-10)

Write on the board: Choose one goal: notice the task word - distinguish reason vs. way - avoid answering the topic only - explain how the clue guided you.

🔊 Teacher Script

“What clue words will you look for next time?”

★ Daily Deck Slide (M2-10) (cont.)

Curiosity Questions:

- “Can a prompt include both types of thinking?”
- “What happens if you answer the wrong type of prompt?”
- “How does recognizing the prompt improve your writing?”

Day 4 Product

Collect the underlined clue, classification, original thesis (central idea), precise revision, and conventions check.

Day 5 - Explain to Others

GRADUATE Focus

E – Explain to Others

★ Daily Deck Slide (M2-11)

Write on the board: Teach your partner how to classify a prompt without the words why or how. Include one reason-type clue and one way-type clue.

🔊 Teacher Script

“Turn and teach your partner how to identify a prompt type.”

★ Daily Deck Slide (M2-11) (cont.)

Students explain:

- Clue words
- Reasons vs. ways
- How they decided

Teach-Back Checklist

- Names at least one reason-type clue.
- Names at least one way/process-type clue.
- Explains that the topic tells WHAT and the relational clue tells HOW TO THINK.
- Demonstrates the HABIT with one of the 12 Prompt Cards.

Independent Transfer

Students select one prompt card, underline the clue, classify it, and orally defend the choice without looking at the chart.

Module 2 — Low, Medium, and High Exemplars

Prompt: “Explain the significance of support in helping ideas grow in the drama.”

Low Exemplar

Support helps ideas grow.

What needs improvement: The response restates the topic but does not explain the significance with clear reasons from the drama.

Medium Exemplar

Support is significant in Making It Happen because people need help to get started. Mrs. Chen explains that patrons helped artists, and Mr. Patel says, “Banks help people turn ideas into businesses.”

What needs improvement: The thesis (central idea) matches reason thinking and uses evidence, but the explanation can connect both examples more precisely to why support is significant.

High Exemplar

Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action. Mrs. Chen explains that “Many artists, writers, and inventors depended on support from others,” while Mr. Patel states, “Banks help people turn ideas into businesses.” Together, these details reveal that ideas may begin with one person, but support can provide what is needed to make them real.

Module 2 — Assessment Opportunities

Formative Assessment

Evidence	Look-Fors
Catch and Correct	Student hears the classification, marks Correct or Incorrect, repairs it, and names the clue.
Flip-Flap Prompt Sort	Student correctly sorts the 12 cards and underlines a proving clue.
Clue-Word Sort	Student sorts all ten words into Reasons and Ways.
Partner Teach-Back	Student explains the hidden-question HABIT without relying on the words why or how.

Standards Application Check

Choose one sorted prompt. Underline the relational clue. Write a one-sentence thesis (central idea) that directly answers the task. Revise one word or phrase for precision. Then check sentence structure, subject-verb agreement, nouns, modifiers, spelling patterns, and high-frequency words.

Teacher Model: Prompt — “Explain the significance of support in helping ideas grow in the drama.” Thesis (Central Idea) — “Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.” Look-Fors: the thesis (central idea) answers significance/reason thinking rather than merely restating the topic.

Mastery Decision

Mastery is visible when the student independently identifies the relational clue, selects Reasons or Ways, and writes a precise thesis (central idea) that matches that type.

Check the Learning

Student Self-Check

- I underlined the relational clue.
- I decided whether the prompt needs reasons or ways.
- I can explain how the clue proves my choice.
- My thesis (central idea) directly answers the task.
- I revised for precision and checked conventions.

Exit Ticket

Complete: “I can recognize a relational prompt by looking for ____.” Then classify “Describe the ways banks help people turn ideas into businesses” and explain which clue proves the choice.

Intervention — Module 2

Prompt Clue Support

★ Daily Deck Slide (M2-12)

Write on the board: Underline the clue word together. Choose REASONS or WAYS. Use the frame: “This is a ___ prompt because the word ___ asks me to ___.”

Intervention Activity

Prompt Clue Support Cards

Provide:

- Sentence stems
- Highlighted clue words

🔊 Teacher Script

“Let’s underline the clue words together.”

Students practice identifying:

- “importance” = reasons
- “ways” = process

Provide guided practice with immediate feedback.

Module 2 — Embedded Checks and Student Support

Before Sorting

Ask students to point to the topic and circle the relational clue. If they circle a topic word, return to: “The topic tells WHAT. The relational clue tells HOW TO THINK.”

During Sorting

Listen for the complete justification: “This is a ___ prompt because the word ___ asks me to ___.”

During Thesis (Central Idea) Writing

Check that a significance, importance, impact, meaning, value, or reasons prompt produces reason-based thinking; check that reveal, influence, develop, show, ways, or demonstrate produces way/process-based thinking.

Language Support

Allow oral rehearsal, partner echoing, and the clue chart. Keep the intellectual decision with the student.

Enrichment — Module 2

Dual-Thinking Challenge

★ Daily Deck Slide (M2-13)

Write on the board: Choose one prompt. Draft a reasons response and a ways response. Compare them and defend which one actually fits the prompt better.

Enrichment Activity

Dual-Thinking Challenge

Students choose one prompt and:

- Write BOTH:
- A reasons response
- A ways response
- Then compare: “Which answer fits the prompt best?”

Students defend the better fit by naming the relational clue and explaining the response structure it requires.

Module 2 — Additional Writing Opportunity: Prompt-to-Thesis (Central Idea) Practice

Choose two of the 12 Prompt Cards: one Why-Type (Reasons) card and one How-Type (Ways) card.

For each card:

1. Underline the relational clue.
2. Label the prompt Reasons or Ways.
3. Write a one-sentence thesis (central idea) that directly answers the task.
4. Revise one word or phrase for precision.
5. Check sentence structure, subject-verb agreement, nouns, modifiers, spelling patterns, and high-frequency words.

Response Frames

- Reason-type: ___ is important/significant because ___, ___, and ___.
- Way/process-type: The text reveals/shows ___ through ___, ___, and ___.

Use evidence only from "A Lone Star Choice" and "Making It Happen."

Module 2 — Auditory Engagement (Active Participation)

Catch and Correct the Mistake

Purpose: Students listen for a close-but-not-correct prompt classification, detect the misconception, and repair it with evidence from the clue words.

Listening Target: Listen for whether each prompt is really asking for reasons or ways.

Round 1: “Explain the significance of support in helping ideas grow” is a HOW-type prompt. Answer: Incorrect. Significance signals reason/WHY-type thinking.

Round 2: “Describe the ways Texas’s decision changed its future” is a HOW-type prompt. Answer: Correct. Ways signals process/method thinking.

Round 3: “Explain the impact of the choice Texas made” is a HOW-type prompt. Answer: Incorrect. Impact asks for the reasons/results that make the choice important.



Teacher Script

“Do not just say I am wrong. Repair my thinking and name the clue that proves it.”

Active Response Routine

Students show one finger for Reasons and two fingers for Ways. After each classification, one listener repairs or confirms it in a complete sentence and names the clue word. Partners then repeat the corrected classification from memory.

Fresh Recall

Students close notes and orally name three reason-type clue words and three way/process-type clue words.

Pause Points

|| Pause Point 1 — After Catch and Correct

Can students repair an incorrect classification and name the relational clue? If not, repeat one round while contrasting topic language with task language.

|| Pause Point 2 — During Flip-Flap Sort

Can partners explain each placement? If not, require the sentence frame before another card is placed.

|| Pause Point 3 — After Independent Clue-Word Sort

Can students sort important, significance, reasons, impact, and meaning under Reasons and reveal, influence, ways, develop, and show under Ways? If not, use Prompt Clue Support.

|| Pause Point 4 — During the Standards Application Check

Does the thesis (central idea) answer the requested kind of thinking? If not, return to the underlined clue before revising.

Module 2 — My Progress Tracker

Name: _____ Date: _____

Skill	Not Yet	With Support	Independently	Evidence
I locate the relational clue.				_____
I distinguish reason-based from way/process-based thinking.				_____
I name the clue that proves my choice.				_____
I write a thesis (central idea) that answers the task.				_____
I revise for precision and conventions.				_____

My strongest clue word is _____ because _____.

My next HABIT goal is _____.

Module 2 — Teacher Closure and Reflection

✓ Overarching Question — Answer

Question: How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

Answer: Clue words such as importance, significance, reasons, impact, value, and meaning point toward reason-based thinking, while words such as reveal, influence, develop, show, ways, and demonstrate point toward way/process-based thinking. Identifying that relationship tells the writer what kind of answer the prompt requires.

★ Daily Deck Slide (M2-14)

Write on the board: How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

Write on the board: Answer: Clue words such as importance, significance, reasons, impact, value, and meaning point toward reason-based thinking, while words such as reveal, influence, develop, show, ways, and demonstrate point toward way/process-based thinking. Identifying that relationship tells the writer what kind of answer the prompt requires.

Teacher Closing Words

🔊 Teacher Script

"Today, you learned to read between the lines of a question. That means you are not just answering—you are thinking deeply before you even begin. That is the habit of strong readers and writers."

Teacher Reflection

Which students classify prompts independently?

Which students focus on topic instead of task?

Which students write a thesis (central idea) that matches the prompt type?

Teacher Notes

Module 2 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Post the Prompt Clue Words Chart in the class stream. Run Catch and Correct with one-finger Reasons and two-finger Ways responses on camera or in chat. Build the flip flap as a shared slide with Reasons and Ways columns; partners move each of the 12 cards only after underlining a clue and typing the sentence frame. For independent practice, students sort the ten clue words in a private document and submit the Prompt-to-Thesis (Central Idea) Quality Check. In breakout rooms, each student teaches one reason-type clue and one way/process-type clue, then classifies a prompt without using notes. Preserve rigor by providing the chart and oral rehearsal while requiring each student to make and explain the final classification.

GRADE 4 • CLUSTER 3 • ECR - INFORMATIONAL

MODULE

3

Magnifying Many Ideas into Three Strong Reasons

Week 3 • High Stamina

Module 3: Magnifying Many Ideas into Three Strong Reasons

Week 3 - High Stamina - Cluster 3 (ECR Informative through Poetry & Drama)

The Magnifying Process for Why Prompts—Choosing, Grouping, Narrowing, and Writing Three Reason Sentences for the Main Body Paragraphs

Teacher Script

“When students learn to gather many ideas, sort them wisely, and choose with purpose, they begin to write with confidence and power.”

Overarching Question

How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Today We Will Look For

- many possible reasons before choosing
- like-minded reasons placed into groups
- repeated ideas combined and weak ideas removed
- three distinct, paragraph-sized reasons
- one complete reason sentence for each main body paragraph

Why This Module Matters

Students magnify their thinking for Why prompts by moving from many ideas to the best three reasons. They brainstorm, sort like-minded reasons into colored baskets or buckets, narrow each group, and turn three strong final ideas into topic sentences for the three main body paragraphs.

Module Passage Set — High Stamina

The required selections are "A Lone Star Choice" and "Making It Happen." The same poem and drama increase in length, detail, evidence density, and conceptual demand across the four modules.

★ Daily Deck Slide (M3-01)

Write on the board: Cluster 3 - ECR Informative through Poetry & Drama - Module 3 - High Stamina passages

Write on the board: Overarching Question: How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Write on the board: I can: brainstorm, group, combine, narrow, and write three distinct reason sentences.

Write on the board: I will: read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.

Module 3 — Family Communication

This Week at a Glance

- The big skill: magnifying many ideas into three strong, distinct reasons.
- The two readings: "A Lone Star Choice" and "Making It Happen."
- The student product: three complete reason sentences that can each guide a focused main body paragraph.

One Question to Ask at Home



Teacher Script

"How did you group like-minded ideas before choosing your best three reasons?"

One Way to Help

Ask your child to brainstorm several answers to the prompt "Explain the importance of decisions in both texts." Help them notice repeated ideas, group similar ideas, and explain why three different groups create three focused paragraphs.

Family Letter

Dear Families,

This week your child is learning the Magnifying Process for Why prompts. Students will brainstorm many reasons, place like-minded reasons into groups, combine repeated ideas, narrow each group to one strong idea, and keep the best three. Each final reason becomes a reason sentence that can guide one main body paragraph in an informative ECR.

We will practice with "A Lone Star Choice" and "Making It Happen." Students will learn that a reason is a big idea, while evidence is the specific proof. Please try this at home: Ask your child to explain the sequence brainstorm, group, combine or narrow, keep the best three, and write reason sentences.

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprenderá el Proceso de Ampliación para las consignas que piden razones. Los estudiantes generarán muchas razones, pondrán las razones parecidas en grupos, combinarán las ideas repetidas, reducirán cada grupo a una idea sólida y conservarán las tres mejores. Cada razón final se convierte en una oración de razón que puede guiar un párrafo principal de una respuesta informativa extensa.

Practicaremos con "A Lone Star Choice" y "Making It Happen." Los estudiantes aprenderán que una razón es una idea general, mientras que la evidencia es la prueba específica. Pruebe esto en casa: Pida a su hijo o hija que explique la secuencia generar ideas, agrupar, combinar o reducir, conservar las tres mejores y escribir oraciones de razón.

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 3 — Family Conversation Starters

- Why do writers brainstorm many reasons before choosing?
- What makes two reasons like-minded?
- How can you tell whether a reason is broad enough for a paragraph?
- What is the difference between a reason and evidence?
- Why should the final three reasons be distinct?

Family Activity — Three Baskets

Use the possible ideas "decisions can change history," "decisions affect the future," "support helps people succeed," "support makes ideas possible," "decisions can lead to conflict," and "conflict can lead to change." Group like-minded ideas and name each group.

Family Activity — Teach the Magnifying Process

Take turns explaining one layer: brainstorm many, group like-minded ideas, narrow each group, keep the best three, and write reason sentences.

Module 3 — Lesson Overview and Standards

Lesson Overview

Students develop an engaging idea with relevant reasons, then revise for coherence by adding ideas, deleting weak ideas, and combining duplicate or like-minded ideas during the magnifying process. The three final reason sentences become distinct body-paragraph directions, strengthening informational organization and craft.

BIG Goal: Students magnify many possible answers to a Why prompt into three distinct, focused reason sentences that can guide the three main body paragraphs.

Passage and Product Sequence

Students read the high-stamina poem and drama to collect possible reasons. They move through the GRADUATE cycle: Gather and Reveal on Day 1, Attempt on Day 2, Discuss and Use It Again on Day 3, Award and Target on Day 4, and Explain to Others on Day 5.

Where the Standards Are Visible

- Students develop an engaging idea with relevant reasons, then revise for coherence by adding ideas, deleting weak ideas, and combining duplicate or like-minded ideas during the magnifying process.
- The three final reason sentences become distinct body-paragraph directions, strengthening informational organization and craft.
- The Module 3 standards application check explicitly practices prepositions, prepositional phrases, and spelling rules while students refine reason sentences.

Module 3 — TEKS and ELPS (Cluster 3 · from the Scope & Sequence)

These are the standards listed for Cluster 3 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 3 (from the Scope & Sequence)

Writing Process

- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-iv) revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas

Editing

- (11)(D)(i), (vi)–(xiv), (xxxiii), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; past tense of irregular verbs; singular, plural, common, and proper nouns; comparative and superlative adjectives; adverbs of frequency and degree; and correct spelling using grade-appropriate orthographic patterns and high-frequency words

ELPS — Cluster 3 (from the Scope & Sequence)

Writing Process

- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How this module builds it
Listening	Students hear two possible writing decisions, choose the stronger one, and defend which choice gives a distinct, paragraph-sized reason.
Speaking	Students discuss like-minded groups, defend a narrowed reason, and teach the magnifying process to a partner.
Reading	Students read the high-stamina poem and drama closely to collect possible reasons connected to decisions, support, conflict, and change.
Writing	Students brainstorm, group, combine, narrow, and write three complete reason sentences.

Module 3 — Learning Destination

I Can Statements

- I can brainstorm many possible reasons before choosing.
- I can group and combine like-minded reasons.
- I can narrow each group to one strong, paragraph-sized idea.
- I can write three distinct reason sentences for the main body paragraphs.

I Will Statements

- I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will use the four-layer magnifying process instead of stopping at my first idea.
- I will compare ideas and remove weak, off-topic, or repeated reasons.
- I will check whether each reason can become its own focused paragraph.

Success Criteria

- I brainstorm at least eight possible reasons during independent work.
- I place like-minded reasons into clear groups.
- I combine duplicates and narrow each group to one strong idea.
- I keep three distinct reasons and turn them into complete reason sentences.

Module 3 — Rigor and Misconceptions

Rigor Safeguard

Teachers may read reason cards aloud, provide colored baskets, model one grouping, allow oral rehearsal, and supply sentence stems. Students must still compare ideas by meaning, select the strongest reason in each group, and write three final reason sentences.

Rigor and Cognitive Demand

Level	Student Thinking	Evidence
Literal	Brainstorm possible reasons and identify ideas that sound alike.	A wide list and visible groups.
Inferential	Combine duplicates and distinguish a big reason from specific evidence.	Three narrowed, paragraph-sized ideas.
Evaluative	Judge which three distinct reasons best fit the prompt and both texts.	Three reason sentences that can guide different body paragraphs.

Educator Insight

Students often think the first reason they say is good enough to keep. Some students brainstorm only one or two reasons and stop too early. Others make groups that are too broad or too mixed. Some students choose reasons that repeat the same idea in different words. Watch for students who confuse evidence with reasons. A reason is the big idea, while evidence is the proof. Model the narrowing process slowly so students can see that good writers do not keep every idea.

Module 3 — Thinking Levels

The Five Thinking Levels

Level	Thinking Stage	Magnifying Work
Level 1	Foundational	Gives one reason or a specific evidence detail.
Level 2	Emergent	Brainstorms several ideas but keeps repeated or mixed reasons.
Level 3	Visible	Groups like-minded reasons and explains the group labels.
Level 4	Independent	Narrows groups and writes three distinct reason sentences.
Level 5	Reflective	Defends why each reason can guide its own paragraph and strengthen the ECR.

Challenge: Upgrade a simple reason by using a Thinking Levels Chart, then explain why the revised idea is broad enough for a paragraph but narrow enough to stay focused.



Teacher Script

"A reason is the big idea, while evidence is the proof."

Module 3 — Vocabulary

Vocabulary — Teacher Script

Teacher Script

"We will use everyday, academic, and domain words to gather many ideas, sort them wisely, and choose with purpose."

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
idea	a thought that could answer a prompt	One idea is ____.
choose	to select from several possibilities	I choose ____ because ____.
sort	to place things into groups	I sort ____ with ____.
group	a set of things that belong together	This group is about ____.
alike	similar in meaning	These reasons are alike because ____.
different	not the same	This reason is different because ____.
strong	able to support clear thinking	This is strong enough for ____.
best	most useful for the purpose	The best three reasons are ____.
keep	to continue using	I will keep ____ because ____.
remove	to take away	I remove ____ because it is ____.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the sentence that gives the big answer to the prompt	My thesis (central idea) answers ____.
reason	a big idea that explains why something matters	One reason is ____.
brainstorm	to gather many possible ideas before choosing	I brainstormed ____.
grouping	placing like-minded ideas together	My grouping shows ____.
category	a named group of related ideas	This category is ____.
narrow	to reduce a group to one focused idea	I narrowed the group to ____.
magnify	to examine ideas closely so the strongest become clear	I magnify my reasons by ____.
significance	the importance or meaning of something	The significance of support is ____.
impact	an important effect or result	One impact of the choice is ____.
support	help that makes growth, action, or success possible	Support matters because ____.

Tier 3 Vocabulary — Domain Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Why prompt	WHY prompt	a prompt that asks for reasons, even when it does not use why	This Why prompt asks me to explain ____.
reason sentence	REE-zuhn SEN-tuhns	a topic sentence naming one reason for a body paragraph	My reason sentence states ____.
body paragraph	BAH-dee PAIR-uh-graf	a main section that develops one reason with evidence	This body paragraph will develop ____.
like-minded reasons	LIKE-MY-nid REE-zuhnz	reasons that share the same big meaning	These like-minded reasons belong together because ____.
magnifying process	MAG-nuh-fy-ing PRAH-sess	moving from many ideas to three strong reasons	The next layer in the magnifying process is ____.
topic sentence	TAH-pik SEN-tuhns	the sentence that states a paragraph's main direction	My topic sentence focuses on ____.
relevant detail	REL-uh-vuhnt DEE-tail	information that directly supports the central idea	This relevant detail supports ____.
coherence	koh-HEER-uhns	clear connections that make writing easy to follow	Combining repeated ideas improves coherence by ____.
preposition	prep-uh-ZISH-uhn	a word that shows a relationship, often of place or time	The preposition in my sentence is ____.
prepositional phrase	prep-uh-ZISH-uh-nuhl frayz	a phrase beginning with a preposition that adds a relationship	My prepositional phrase is ____.

Module 3 — Background Knowledge and Teacher Context

Students know the TREES structure and can identify Why-type prompts from Module 2. Module 3 focuses on the R in TREES by turning a wide brainstorm into three distinct reasons. Students will not write the whole essay yet. The main goal is to create three strong reason sentences that can become the topic sentences for the three main body paragraphs.

The lesson stays centered on problem or conflict in the poem "A Lone Star Choice" and the drama "Making It Happen." Thinking Levels Charts can help students upgrade simple reasons into stronger, more thoughtful reasons.

Module 3 — Materials and Teacher Preparation

Anchor Charts to Create

- TREES: T – Thesis (Central Idea); R – Reasons or Ways; E – Evidence; E – Explanation; S – Significant Inferencing.
- The Magnifying Process for Why Prompts: Layer 1—Brainstorm as many reasons as possible; Layer 2—Place like-minded reasons into groups; Layer 3—Narrow each group to one strong idea; Final Step—Keep only the best three reasons and turn them into reason sentences.
- Why Prompt Clue Words: important, significance, reasons, value, impact, meaning.
- Reason Sentence Reminder: A reason sentence tells one important reason that supports the thesis (central idea). A strong reason sentence is broad enough for a paragraph but narrow enough to stay focused.

Materials

- Prompt cards from Module 2 that are Why-type only
- Three colored baskets or buckets, or paper baskets in different colors
- Reason cards or sentence strips
- Interactive notebooks
- Glue or tape
- Highlighters
- Chart paper
- Pencil Guy game markers if using a gameboard
- Sorting mats for small groups
- High-stamina copies of "A Lone Star Choice" and "Making It Happen"

Daily Deck Slide (M3-02)

Write on the board: As you read, collect many possible reasons and notice which ideas are alike enough to group together.

Module 3 — The DOT Reading HABIT

D — Details

Collect lines, dialogue, and stage directions that may later prove a reason. Keep evidence separate from the big reason it supports.

O — Organization

Place like-minded possible reasons together under clear group names such as Change and Future, Support and Success, or Conflict and Results.

T — Thinking

Explain why a reason is broad enough for a paragraph, narrow enough to stay focused, and distinct from the other two final reasons.



Teacher Script

“As you read, collect many possible reasons and notice which ideas are alike enough to group together.”

Module 3 — Magnifying Process Mentor Chart

The Magnifying Process for Why Prompts

1. Layer 1: Brainstorm as many reasons as possible.
2. Layer 2: Place like-minded reasons into groups.
3. Layer 3: Narrow each group to one strong idea.
4. Final Step: Keep only the best three reasons and turn them into reason sentences.

Reason Sentence Reminder

A reason sentence tells one important reason that supports the thesis (central idea).

A strong reason sentence is broad enough for a paragraph but narrow enough to stay focused.

Model Connection

Sample Why Prompt: Explain the importance of decisions in both texts.

Sample Thesis (Central Idea) Statement: In both “A Lone Star Choice” and “Making it Happen,” important decisions matter because they shape the future, require support, and lead to change.



Teacher Script

“A thesis (central idea) tells the big answer. After the thesis (central idea), writers need strong reasons. Those reasons become the reason sentences, or topic sentences, for the three main body paragraphs.”

Module 3 — TRACKS: Reading for Reasons and Evidence

Use TRACKS annotations while reading both high-stamina selections.

Letter	Reader Move	Connection to Magnifying Work
T	Time or transition	Notice when a decision, conflict, or change develops.
R	Reaction or result	Collect results that may lead to possible reasons.
A	Action	Notice decisions and support that move events or ideas forward.
C	Context	Mark details that clarify why an idea matters.
K	Key idea	Mark a line central to a broad, paragraph-sized reason.
S	Setting or situation	Notice the situation surrounding a choice, conflict, or source of support.

After annotating, brainstorm possible reasons before choosing evidence. Group like-minded reasons, narrow each group, and keep only three distinct ideas.

Before Students Read

Preview the poem and the drama with students before reading. Read each one aloud so students hear it first, and notice how the writer arranges the words into lines - that layout is part of the meaning (LEAVES: Lines and Layout). Each selection appears twice: first a plain copy to read, then a color-coded copy. On the second copy, students TAP the TRACKS - they hunt for the six kinds of evidence details and highlight each with the TRACKS color below.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

- T** Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)
- R** Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)
- A** Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)
- C** Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)
- K** Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)
- S** Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

POEM 5 — Ionestar

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.

In 1845, a change was made,
Texas joined the U.S.—a choice that stayed.
But Mexico did not agree,
And anger grew across the sea.

Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.

The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.

For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.

Others worried what might come,
If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?

People shared opinions near and far,
In towns, on ranches, and by the bar.
The future seemed unclear to many,
Though hopes and concerns were both plenty.

As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
Since it could affect the lives of all.

Newspapers printed thoughts and news,
Sharing different points of view.
Readers wondered what would be
The future of their country.

Neighbors gathered to discuss
The questions that surrounded us.
Each conversation helped explain
The possible losses and gains.

Some thought joining would bring more aid,
Helping roads and towns be made.
Others felt Texas should remain
Independent on its own plain.

Though opinions did not agree,
People spoke respectfully.
They knew the decision ahead
Would shape the path their state would tread.

Student Annotation Guide — Ionestar

T — Time

In 1845, a change was made,

R — Reactions

And anger grew across the sea.

A — Actions

Texas joined the U.S.—a choice that stayed.

C — Character/Concept/Creature

Now standing alone, unsure where to go.

K — Key Knowledge

How choices reshape history.

S — Scenery/Setting

Texas stood beneath wide skies,

TRACKS EVIDENCE HIGHLIGHTING — Ionestar

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
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Wondering what the choice was about.

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They knew the decision ahead
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DRAMA 6 — makingit

Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

AALIYAH: Do people still help ideas today?

MRS. CHEN: Absolutely. The way people help may look different now, but support is still important.

MATEO: So people still need others to believe in them?

MRS. CHEN: Exactly. Whether it is a business, a piece of art, or an invention, support can help an idea grow.

[The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

AALIYAH: My cousin sells handmade bracelets. At first, only a few people bought them.

MATEO: What happened after that?

AALIYAH: Her friends started telling other people about them. Soon she was selling lots of bracelets.

MATEO: So people helped her business grow.

AALIYAH: Exactly. It wasn't just the bracelets. It was the support too.

NARRATOR: The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea.

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

AALIYAH: What was the hardest part?

MR. PATEL: There were many challenges. Sometimes business was slow. Sometimes I worried about paying bills. But I believed in my idea and kept working.

MATEO: Did people help you along the way?

MR. PATEL: They sure did. My family encouraged me. Customers told their friends about my store. The bank gave me a chance to get started.

AALIYAH: Sounds like a lot of people were part of your success.

MR. PATEL: That's true. Most successful businesses have people supporting them behind the scenes.

Scene 4: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

[They stop at a booth displaying homemade birdhouses.]

STUDENT 1: My grandfather taught me how to build these.

AALIYAH: They're really nice.

STUDENT 1: Thanks! My family helped me buy the supplies.

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork.

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

MR. PATEL: [Standing nearby.] That's often true. People may have great ideas, but support helps those ideas become reality.

AALIYAH: Support can come from lots of places.

MR. PATEL: Exactly. Family members, friends, customers, banks, teachers, and community members can all help.

MATEO: That sounds a lot like what Mrs. Chen taught us.

MR. PATEL: It is. A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

Scene 5: A New Idea

NARRATOR: Later that afternoon, Aaliyah and Mateo sit at a picnic table near the park.

AALIYAH: What if we started a small business?

MATEO: Really?

AALIYAH: Why not? We could sell bookmarks or greeting cards.

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

AALIYAH: It would take work, but I think it could be fun.

MATEO: Maybe that's how every business begins. First comes an idea.

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

Scene 6: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MRS. CHEN: Excellent observations.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Sometimes the biggest accomplishments start with the smallest idea—and someone willing to help make it happen.

Student Annotation Guide — makingit

T — Time

Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

R — Reactions

Without that help, some important ideas might never have become real.

A — Actions

Banks help people turn ideas into businesses.

C — Character/Concept/Creature

A long time ago, artists didn't always have money to do their work.

K — Key Knowledge

People may have great ideas, but support helps those ideas become reality.

S — Scenery/Setting

It is the middle of the school day.

TRACKS EVIDENCE HIGHLIGHTING — makingit

Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

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[The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas.

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NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

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STUDENT 1: Thanks! My family helped me buy the supplies.

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MATEO: We would need supplies.

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MATEO: And permission from our parents.

[They laugh.]

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AALIYAH: Then comes planning.

MATEO: Then comes hard work.

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NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

Scene 6: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MRS. CHEN: Excellent observations.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Sometimes the biggest accomplishments start with the smallest idea—and someone willing to help make it happen.

Day 1 - Gather and Reveal

GRADUATE Focus

G – Gather Their Attention and R – Reveal the Background Knowledge

Learning Target

I can listen for a distinct, paragraph-sized reason and explain the sequence for magnifying many ideas into three strong reasons.

G - Gather Their Attention

Auditory Engagement — Active Participation

Approach: Listen, Decide, and Defend

Purpose: Students hear two possible writing decisions, choose the stronger one, and defend why it will create a more focused body paragraph.

Listening Target: Listen for which choice gives the writer a distinct, paragraph-sized reason rather than a repeated or overly narrow idea.

★ Daily Deck Slide (M3-03)

Write on the board: Hear Choice A and Choice B. Hold up A or B. Finish: “I chose ___ because ___.” Use the words distinct, focused, repeated, broad, narrow, or support when helpful.

Round 1: A = “decisions affect the future”; B = “Texas joined in 1845.” Stronger reason: A. B is a specific evidence detail.

Round 2: A = “support helps ideas grow”; B = “support makes success possible.”

Both can work, but students should notice they may belong in the same basket and need combining or narrowing to avoid repetition.

Round 3: A = keep three reasons from the same basket; B = choose reasons from three different baskets. Stronger plan: B, because it creates distinct body-paragraph angles.

Fresh Recall: Without notes, students state the magnifying sequence: brainstorm, group, combine/narrow, keep the best three, write reason sentences.

Teacher Script

“Today, we are going to become writing magnifiers. That means we are going to take a big pile of ideas and zoom in until only the strongest ones remain.”

★ Daily Deck Slide (M3-03) (cont.)

Place a tray or table in front of the class with many mixed classroom objects or paper slips.

 Teacher Script

"Look at this messy pile. If I told you to quickly grab the best three items for a special job, would that be easy if everything was mixed together?"

 Daily Deck Slide (M3-03) (cont.)

Allow students to respond.

 Teacher Script

"No. First, we would gather many things. Then we would sort them. Then we would choose only the best. Writers do the same thing with reasons."

 Daily Deck Slide (M3-03) (cont.)

Write the chant on the board:

Hear ye, hear ye, reasons are near me.

I gather them, group them, and make them clear, see!

Start with the chant twice as a class.

 Teacher Script

"Today, we are not just thinking of reasons. We are going to magnify them. We are going to gather many, sort them into like-minded groups, narrow them down, and turn the best three into reason sentences for our body paragraphs."

 Daily Deck Slide (M3-04)

Write on the board: 1 Brainstorm many reasons - 2 Group like-minded reasons - 3 Combine or narrow each group - 4 Keep the best three - 5 Turn them into reason sentences.

Write on the board: A reason is the big idea. Evidence is the specific proof.

R - Reveal the Background Knowledge **Teacher Script**

"Readers and writers, this module is all about Why prompts. Even when a prompt does not say the word why, it may still be asking for reasons."

 Daily Deck Slide

Sample Why Prompt:

Explain the importance of decisions in both texts.

 Teacher Script

"This prompt is asking for reasons that decisions matter in the poem and the drama."

 Daily Deck Slide

Sample Thesis (Central Idea) Statement:

In both "A Lone Star Choice" and "Making it Happen," important decisions matter because they shape the future, require support, and lead to change.

 Teacher Script

"A thesis (central idea) tells the big answer. After the thesis (central idea), writers need strong reasons. Those reasons become the reason sentences, or topic sentences, for the three main body paragraphs."

 Daily Deck Slide

Magnifying Process

Brainstorm many reasons

Group like-minded reasons

Narrow each group to one idea

Keep only the best three reasons

Turn them into reason sentences

 Teacher Script

"Today, our main HABIT is not stopping at the first idea. We are going to magnify our thinking until our reasons are clear, strong, and ready for writing."

Use examples from the passages.

 Teacher Script

"In the poem, Texas faces the conflict of deciding whether to join the United States. In the drama, characters learn that people often need support to turn ideas into something real. These conflicts can help us think of many reasons for an informative response."

Write sample brainstorm reasons on the board:

decisions can change the future

decisions can cause conflict

support helps ideas grow

support helps people get started

choices affect many people

change can lead to new opportunities

leaders must think carefully

help from others can make success possible

conflict can push people to act

important events can shape history

 Teacher Script

"Notice that these are not pieces of evidence yet. These are possible reasons—big ideas that could support our thesis (central idea)."

Repeat the chant:

Hear ye, hear ye, reasons are near me.

I gather them, group them, and make them clear, see!

Day 2 - Attempt

GRADUATE Focus

A – Attempt the Activity Directions

Whole Group and Small Group Game: “Magnify the Reasons”

★ Daily Deck Slide (M3-05)

Write on the board: Brainstorm wide. Sort into colored baskets. Combine repeated ideas. Narrow each basket to one strong reason. Keep only three distinct groups. Write one reason sentence for each.

Purpose

Students will brainstorm many reasons for a Why prompt, place them into like-minded color groups, narrow the groups, and write three final reason sentences.

Teacher Setup

Choose one Why-style prompt from Module 2.

Recommended prompt for this lesson:

Explain the importance of decisions in both texts.

Write it on the board.

Teacher Script

Teacher Script

“Today’s game is called ‘Magnify the Reasons.’ You will work like real writers. First, you will gather many possible reasons. Next, you will place similar reasons into colored baskets or buckets. Then, you will narrow each group until only the strongest ideas remain. Finally, you will keep the best three and turn them into reason sentences.”

Teacher Script

“If you are using the gameboard version, choose your Pencil Guy marker now.”

Round 1: Brainstorm as Many Reasons as Possible

Give each group reason cards or blank slips.

 Teacher Script

"Your first job is to brainstorm as many reasons as possible that answer this prompt. Do not worry yet about which ones are best. This is Layer 1 of the magnifying process."

 Teacher Script

"Say the chant with me before you begin."

Class Chant:

Hear ye, hear ye, reasons are near me.

I gather them, group them, and make them clear, see!

Possible student brainstorm list:

decisions can change history

decisions affect the future

decisions can lead to conflict

support helps people succeed

support makes ideas possible

important choices affect more than one person

careful thinking matters

help from others can create progress

conflict can lead to change

big choices can shape communities

support turns plans into action

decisions can create lasting results

 Teacher Script

"The first layer is wide. We want many ideas."

Round 2: Place Reasons into Like-Minded Groups

Give each group three colored baskets or colored paper circles.

Suggested labels:

Yellow Basket: Change and Future

Blue Basket: Support and Success

Green Basket: Conflict and Results

 Teacher Script

"Now comes Layer 2. Place like-minded reasons together. If two ideas sound almost the same, they belong near each other. Writers group ideas before they choose them."

Model aloud:

 Teacher Script

"Decisions can change history" goes with "decisions affect the future."

 Teacher Script

"Support helps people succeed" goes with "support makes ideas possible."

 Teacher Script

"Decisions can lead to conflict" goes with "conflict can lead to change."

 Teacher Script

"You are not throwing ideas away yet. You are organizing them."

Round 3: Narrow Each Group to One Strong Idea

 Teacher Script

"Now comes Layer 3. Each basket must be narrowed down to one strong idea. Your group will talk, compare, and choose the strongest reason in each basket."

Model possible narrowed ideas:

Yellow Basket Final Idea: decisions shape the future

Blue Basket Final Idea: support helps ideas become reality

Green Basket Final Idea: conflict and choices lead to important results

 Teacher Script

"Notice that each narrowed idea is stronger because it is broad enough for a paragraph, but focused enough to stay clear."

Round 4: Narrow All Groups to Only Three

 Teacher Script

"Now make sure you have only three final groups. If two groups sound too similar, combine them or choose the stronger one. We only want the best three."

Round 5: Turn Final Ideas into Reason Sentences **Teacher Script**

"Now we turn our three final ideas into reason sentences. These reason sentences are the topic sentences for the three main body paragraphs."

Model on board:

One reason decisions are important in both texts is that they shape the future.

Another reason decisions are important in both texts is that support helps ideas become reality.

A third reason decisions are important in both texts is that conflict and choices lead to important results.

 Teacher Script

"These are not evidence sentences. These are reason sentences. They tell what each body paragraph will mainly be about."

 Answer Key for the Model Activity

Prompt: Explain the importance of decisions in both texts.

Possible Thesis (Central Idea):

In both "A Lone Star Choice" and "Making it Happen," important decisions matter because they shape the future, require support, and lead to change.

Possible Final Three Reasons:

decisions shape the future

support helps ideas become reality

conflict and choices lead to important results

Possible Topic/Reason Sentences:

One reason decisions are important in both texts is that they shape the future.

Another reason decisions are important in both texts is that support helps ideas become reality.

A third reason decisions are important in both texts is that conflict and choices lead to important results.

Interactive Notebook Directions

 Teacher Script

"In your interactive notebook, create a page called 'Magnifying My Reasons.' Fold the page into four sections and label them: Brainstorm Groups Best Three Reason Sentences"

 Teacher Script

"Glue or copy your final three reason sentences into the last section. Use this page to review anytime you have free time in the classroom so your ECR HABITS grow stronger and stronger."

Day 3 - Discuss and Use Again

GRADUATE Focus

D – Discuss and Ask Questions and U – Use the Knowledge Again

★ Daily Deck Slide (M3-06)

Write on the board: Why brainstorm many first? - What makes reasons like-minded? - When should two reasons be combined? - How do you know a reason can hold a full paragraph?

D - Discuss and Ask Questions

Teacher Script

"Now let's talk about what we noticed during the magnifying process."

Discussion Questions

Teacher Script

"Why is it helpful to brainstorm many reasons before choosing?"

Teacher Script

"What makes two reasons like-minded?"

Teacher Script

"How do you know when a reason is too small, too broad, or just right?"

Teacher Script

"Why do writers narrow ideas instead of keeping every idea?"

Teacher Script

"What is the difference between a reason and evidence?"

Teacher Script

"Which of our three reason sentences feels strongest, and what makes it strong?"

Possible Student Responses



Teacher Script

"Brainstorming gives us more choices."



Teacher Script

"Like-minded reasons go together because they talk about the same big idea."



Teacher Script

"A reason is too small if it sounds like one tiny detail."



Teacher Script

"Writers narrow ideas so their paragraphs stay focused."



Teacher Script

"A reason is the big idea, and evidence proves it."



Teacher Script

"The strongest reason sentence sounds clear and can be supported with more than one piece of evidence."

Possible Student Questions



Teacher Script

"What if two groups sound almost the same?"



Teacher Script

"What if I really like a reason that does not make the top three?"



Teacher Script

"Can a reason sentence mention both texts?"

Possible Teacher Responses

 Teacher Script

"If two groups sound almost the same, compare them and keep the one that is broader and stronger."

 Teacher Script

"A reason you do not use now is not wasted. You can save it in your notebook for later writing."

 Teacher Script

"Yes. In this kind of informative paired-text response, a strong reason sentence usually connects to both texts."

 Teacher Script

"Say our chant one more time because it reminds us exactly what good writers do."

Class Chant:

Hear ye, hear ye, reasons are near me.

I gather them, group them, and make them clear, see!

 Daily Deck Slide (M3-07)

Write on the board: Prompt: Explain the significance of support in both texts.
Write on the board: Brainstorm at least eight ideas -> group -> combine/narrow -> keep the best three -> write three complete reason sentences.

U - Use the Knowledge Again**Independent Interactive Notebook Activity**

Title: Magnify and Write My Three Reason Sentences

 Teacher Script

"Now you will do the magnifying process on your own. You will use a new Why-style prompt, brainstorm many reasons, group them, narrow them, and write your final three reason sentences."

Independent Prompt

Explain the significance of support in both texts.

Directions to Students

★ Daily Deck Slide

The prompt at the top of your notebook page.

Brainstorm at least eight possible reasons.

Place your reasons into like-minded groups.

Narrow each group to one strong idea.

Keep only the best three ideas.

Turn those three ideas into complete reason sentences.

Notebook Layout

Prompt

Brainstormed reasons

Group names

Best three reasons

Three reason sentences

Possible Teacher Answer Key

Possible Thesis (Central Idea):

In both “A Lone Star Choice” and “Making it Happen,” support is significant because it helps change happen, helps people move forward, and helps important goals become possible.

Possible Brainstormed Reasons:

support helps people make progress
 support helps ideas grow
 support helps people get started
 support makes success more possible
 support helps solve problems
 support helps important changes happen
 support gives people confidence
 support can affect the future

Possible Groupings:

Group 1: Growth and Progress

support helps people make progress
 support helps ideas grow
 support helps people get started

Group 2: Success and Possibility

support makes success more possible
 support helps important goals become possible
 support gives people confidence

Group 3: Problem Solving and Change

support helps solve problems
 support helps important changes happen
 support can affect the future

Possible Best Three Reasons:

support helps people move forward
 support makes success more possible
 support helps important change happen

Possible Reason Sentences:

One reason support is significant in both texts is that it helps people move forward.
 Another reason support is significant in both texts is that it makes success more possible.

A third reason support is significant in both texts is that it helps important change happen.

Teacher Script: “When you finish, reread your three reason sentences and ask yourself, ‘Could each of these become its own paragraph?’ If the answer is yes, your magnifying process is working.”

Day 4 - Award and Target

GRADUATE Focus

A – Award Yourself for a Job Well Done and T – Target Their Goals

Standards Application Check — Module 3

★ Daily Deck Slide (M3-08)

Write on the board: Look at one reason basket. ADD one relevant idea if the category is thin. DELETE one weak or off-topic idea. COMBINE two reasons that repeat the same meaning. Then revise one final reason sentence to include an accurate preposition or prepositional phrase and check grade-appropriate spelling rules. Teacher Example: “Support helps ideas grow” + “Support makes success possible” may belong in the same basket and can be combined into “Support helps ideas grow into successful outcomes.”

Prepositional-phrase example: “In both texts, support helps people move forward.”

A - Award Yourself for a Job Well Done

🔊 Teacher Script

“You did real writer work today. You gathered many ideas, sorted them carefully, and narrowed them into clear reasons.”

★ Daily Deck Slide (M3-09)

Write on the board: Circle your strongest reason sentence. Complete: “This reason shines because it is distinct, focused, and can be supported with ____.”

Recognition Ideas

Students circle the strongest of their three reason sentences and write:

‘This reason shines because...’

Students give themselves one of these titles:

Careful Grouper

Clear Reason Writer

Magnifying Master

Thoughtful Narrower

Students add a star beside the reason sentence they are most proud of

 Teacher Script

"Writers should notice what they did well. That builds confidence and makes the HABIT stronger."

T - Target Their Goals **Teacher Script**

"Strong writers always know what they want to improve next."

 Daily Deck Slide (M3-10)

Write on the board: Choose one target: brainstorm more - group by meaning - combine duplicates - avoid evidence-as-reason - make each final reason different enough for its own paragraph.

Goal Questions **Teacher Script**

"Did I brainstorm enough reasons before choosing?"

 Teacher Script

"Did I group my reasons clearly?"

 Teacher Script

"Did I accidentally repeat the same idea in more than one group?"

 Teacher Script

"Are my final three reasons different enough from one another?"

 Teacher Script

"Are my reason sentences clear enough for body paragraphs?"

Curiosity Questions **Teacher Script**

"Could the same prompt lead to different but still strong sets of reasons?"

**Teacher Script**

"What happens if a writer chooses reasons that are too similar?"

**Teacher Script**

"Which prompt from Module 2 would be easiest to magnify next?"

**Teacher Script**

"How do strong reasons make evidence easier to choose later?"

**Teacher Script**

"Write one goal at the bottom of your notebook page that begins with, 'Next time I want to improve...'"

Day 5 - Explain to Others

GRADUATE Focus

E – Explain to Others

Teacher Script

“Now you will turn and teach. Your job is to explain the magnifying process to someone else as if you are the teacher.”

★ Daily Deck Slide (M3-11)

Write on the board: Partner A explains what happens in Layer 1, Layer 2, and Layer 3. Partner B explains how the final three reasons are chosen and how those reasons become reason sentences. Then switch and add one example from today’s lesson.

Turn and Teach Directions

Partner A explains:

what happens in Layer 1

what happens in Layer 2

what happens in Layer 3

Partner B explains:

how the final three reasons are chosen

how those reasons become reason sentences

Then switch and add one example from today’s lesson.

Teacher Script

“to Launch “Use our chant first, then explain.”

Partners say together:

Hear ye, hear ye, reasons are near me.

I gather them, group them, and make them clear, see!

Teacher Script

“If you can teach it clearly, that means you understand it deeply.”

Teach-Back Checklist

- Explains Layer 1: brainstorm as many reasons as possible.
- Explains Layer 2: place like-minded reasons into groups.
- Explains Layer 3: narrow each group to one strong idea.
- Explains how to keep the best three and write reason sentences.
- Adds one example from the lesson.

Module 3 — Low, Medium, and High Exemplars

Prompt: Explain the significance of support in both texts.

Low Exemplar

support helps ideas grow

What needs improvement: This is a possible brainstorm idea, but it is not yet a complete reason sentence and does not show three distinct body-paragraph directions.

Medium Exemplar

One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success more possible.

What needs improvement: The two complete reasons are focused, but the response needs a third distinct reason sentence.

High Exemplar

One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success more possible.

A third reason support is significant in both texts is that it helps important change happen.

Module 3 — Assessment Opportunities

Formative Assessment

Evidence	Look-Fors
Listen, Decide, and Defend	Student distinguishes a paragraph-sized reason from specific evidence or a repeated idea.
Magnify the Reasons	Student brainstorms widely, sorts like-minded ideas, narrows each basket, and writes three final reason sentences.
Magnifying My Reasons Fold	Student records Brainstorm, Groups, Best Three, and Reason Sentences in the four sections.
Independent Notebook Activity	Student independently brainstorms at least eight ideas and produces three distinct, complete reason sentences.
Partner Teach-Back	Student clearly explains every layer and gives an example.

Standards Application Check — Module 3

Look at one reason basket. ADD one relevant idea if the category is thin. DELETE one weak or off-topic idea. COMBINE two reasons that repeat the same meaning. Then revise one final reason sentence to include an accurate preposition or prepositional phrase and check grade-appropriate spelling rules.

Teacher Example: “Support helps ideas grow” + “Support makes success possible” may belong in the same basket and can be combined into “Support helps ideas grow into successful outcomes.”

Prepositional-phrase example: “In both texts, support helps people move forward.”

Mastery Decision

Mastery is visible when the student independently brainstorms widely, groups by meaning, combines or removes repeated ideas, selects three distinct reasons, and writes three complete reason sentences that can each guide a paragraph.

Check the Learning

Student Self-Check

- I brainstormed many reasons before choosing.
- I grouped like-minded reasons.
- I combined repeated ideas and removed weak or off-topic ideas.
- I kept three reasons that are distinct from one another.
- Each reason sentence is broad enough for a paragraph but narrow enough to stay focused.

Exit Ticket

Circle your strongest reason sentence. Complete: "This reason shines because it is distinct, focused, and can be supported with ____." Then state the magnifying sequence from memory.

Intervention — Module 3

★ Daily Deck Slide (M3-12)

Write on the board: Read prewritten reasons aloud. Sort like ideas. Combine repeats. Pick one strong reason per color group. Use a sentence stem to write the final three.

Intervention: Color-Sort Reason Rescue

Purpose

To help students who struggle with brainstorming, grouping, or narrowing reasons.

Materials

Prewritten reason cards

Three colored baskets or envelopes

A teacher model chart

Sentence stems for reason sentences

Teacher Script

🔊 Teacher Script

"We are going to slow the process down and build it together."

Step-by-Step Support

Give students six to nine prewritten reasons instead of asking them to generate their own first.

Read each reason aloud together.

Ask, "Which ideas sound alike?"

Place cards into colored baskets as a guided group.

Talk through which card in each basket sounds strongest.

Use sentence stems to build reason sentences.

Sentence Stems

One reason ____ is important is that ____.

Another reason ____ is significant is that ____.

A third reason ____ matters is that ____.

Intervention Practice Set

Prompt: Explain the importance of decisions in both texts.

Cards:

decisions affect the future

support helps plans succeed

choices can lead to conflict

decisions shape history

help from others makes action possible

conflict leads to results

Possible Final Three

decisions shape the future

support makes action possible

conflict and choices lead to results

Teacher Support Language



Teacher Script

"This card and this card sound alike. Let's place them together."



Teacher Script

"This idea feels stronger because it could hold a whole paragraph."



Teacher Script

"This one sounds more like evidence, so let's save it for later."

Goal

Students leave intervention with three completed reason sentences in their notebook.

Module 3 — Embedded Checks and Student Support

During Brainstorming

Check that students continue past one or two ideas. Ask them to collect many possibilities without deciding too early which are best.

During Grouping

Ask, “Which ideas sound alike?” If a basket is too broad or mixed, have students explain the shared meaning of every card.

During Narrowing

Ask whether the idea is broad enough for a paragraph but focused enough to stay clear. If two groups repeat the same meaning, combine them or keep the stronger one.

During Reason-Sentence Writing

Check that students name a big idea rather than a specific evidence detail. Ask, “Could each of these become its own paragraph?”

Language Support

Read cards aloud, allow oral rehearsal, provide colored baskets and the sentence stems, and keep the comparison and final selection with the student.

Enrichment — Module 3

★ Daily Deck Slide (M3-13)

Write on the board: Create one set focused mostly on the poem, one set focused mostly on the drama, then a balanced mixed set. Defend which set would lead to the strongest evidence.

Enrichment: Competing Sets of Reasons

Purpose

To challenge students to think beyond one correct set of reasons.

Teacher Script

Teacher Script

“Advanced writers know that a strong prompt can lead to more than one strong answer. Today, you will create two different sets of three reasons for the same prompt.”

Directions

Use the prompt:

Explain the importance of decisions in both texts.

Create one set of three reasons focused mostly on the poem.

Create a second set of three reasons focused mostly on the drama.

Then create a final mixed set that works best for both texts together.

Write a short reflection explaining which set is strongest and why.

Challenge Questions

Teacher Script

“Which set gives you the best balance across both texts?”

Teacher Script

“Which set would lead to the strongest evidence choices?”

Teacher Script

“Which reason sounds the most sophisticated?”

Expected High-Level Outcome

Students recognize that good writers make thoughtful choices among many strong possibilities and select the set that best matches the prompt.

Module 3 — Additional Writing Opportunity: Magnify a New Why Prompt

Use the prompt: Explain the importance of decisions in both texts.

1. Brainstorm at least eight possible reasons.
2. Place like-minded reasons into groups.
3. Add one relevant idea if a group is thin.
4. Delete one weak or off-topic idea.
5. Combine two reasons that repeat the same meaning.
6. Narrow each group to one strong idea.
7. Keep only the best three ideas.
8. Turn the three ideas into complete reason sentences.
9. Revise one final sentence to include an accurate preposition or prepositional phrase.
10. Check grade-appropriate spelling rules.

Final Quality Question



Teacher Script

"Could each of these become its own paragraph?"

Use ideas and evidence only from "A Lone Star Choice" and "Making It Happen."

Module 3 — Auditory Engagement (Active Participation)

Listen, Decide, and Defend

Purpose: Students hear two possible writing decisions, choose the stronger one, and defend why it will create a more focused body paragraph.

Listening Target: Listen for which choice gives the writer a distinct, paragraph-sized reason rather than a repeated or overly narrow idea.

Round 1: A = “decisions affect the future”; B = “Texas joined in 1845.” Stronger reason: A. B is a specific evidence detail.

Round 2: A = “support helps ideas grow”; B = “support makes success possible.” Both can work, but students should notice they may belong in the same basket and need combining or narrowing to avoid repetition.

Round 3: A = keep three reasons from the same basket; B = choose reasons from three different baskets. Stronger plan: B, because it creates distinct body-paragraph angles.

Active Response Routine

Students hold up A or B and finish: “I chose ___ because ___.” They use distinct, focused, repeated, broad, narrow, or support when helpful.

Fresh Recall

Without notes, students state the magnifying sequence: brainstorm, group, combine/narrow, keep the best three, write reason sentences.

Pause Points

|| Pause Point 1 — After Listen, Decide, and Defend

Can students distinguish “decisions affect the future” from the specific evidence detail “Texas joined in 1845”? If not, restate: A reason is the big idea. Evidence is the specific proof.

|| Pause Point 2 — During the Game Brainstorm

Do students generate many possible reasons before choosing? If not, return to Layer 1 and use the possible student brainstorm list.

|| Pause Point 3 — During Grouping and Narrowing

Can students explain why ideas belong together and select one paragraph-sized idea per basket? If not, model one comparison aloud.

|| Pause Point 4 — After Independent Work

Are the three final reasons different enough from one another, and could each become its own paragraph? If not, combine duplicates and choose a stronger distinct group.

|| Pause Point 5 — During the Standards Application Check

Can students add, delete, and combine for coherence, then use an accurate preposition or prepositional phrase? If not, revisit the teacher example.

Module 3 — My Progress Tracker

Name: _____ Date: _____

Skill	Not Yet	With Support	Independently	Evidence
I brainstorm many possible reasons before choosing.				_____
I group like-minded reasons by meaning.				_____
I combine duplicates and remove weak or off-topic ideas.				_____
I keep three distinct, paragraph-sized reasons.				_____
I write three complete reason sentences.				_____

My strongest reason sentence is _____.

This reason shines because _____.

My next HABIT goal is _____.

Module 3 — Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Script

"Today, you practiced one of the most powerful writing HABITS of all. You did not settle for the first idea. You gathered many ideas, grouped them with care, narrowed them with purpose, and turned them into strong reason sentences. That is the work of a thoughtful writer. Every time you magnify your thinking, your writing grows stronger, clearer, and more confident. Keep hearing that chant in your mind—your reasons really are near you."

Overarching Question — Answer

Question: How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Answer: Magnifying keeps writers from settling for the first idea. They brainstorm widely, group like-minded ideas, combine duplicates, remove weak or off-topic ideas, and select three distinct reasons. Each reason can then become a focused body paragraph with different evidence.

Daily Deck Slide (M3-14)

Write on the board: How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Write on the board: Answer: Magnifying keeps writers from settling for the first idea. They brainstorm widely, group like-minded ideas, combine duplicates, remove weak or off-topic ideas, and select three distinct reasons. Each reason can then become a focused body paragraph with different evidence.

Teacher Reflection

Which students brainstorm widely before choosing?

Which students group and narrow ideas independently?

Which students write three distinct reason sentences?

Teacher Notes

Module 3 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Post the Magnifying Process chart in the class stream. Run Listen, Decide, and Defend with A/B responses on camera or in chat. Replace physical colored baskets with three labeled areas on a shared slide; students move reason cards into like-minded groups, combine duplicates, and narrow each group to one strong idea. Students create the “Magnifying My Reasons” notebook fold on paper or as a four-section digital document labeled Brainstorm, Groups, Best Three, and Reason Sentences. In breakout rooms, partners explain Layers 1–3, how the final three are selected, and how they become reason sentences. Preserve rigor by providing the visual chart, oral rehearsal, and sentence stems while requiring each student to make and explain the final grouping and write three complete reason sentences.

MODULE

4

Matching Reasons, Evidence, and Explanation with CSI

Week 4 • Very High Stamina

Module 4: Matching Reasons, Evidence, and Explanation with CSI

Week 4 - Very High Stamina - Cluster 3 (ECR Informative through Poetry & Drama)

Matching Reasons, Quoted Evidence, and Strong Explanations Using CSI

Teacher Script

"When students learn to connect a reason to the right proof and then explain it with confidence, they begin to sound like true authors of their own thinking."

Overarching Question

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

Module Passage Set — Very High Stamina

The required selections are "A Lone Star Choice" and "Making It Happen." The same poem and drama increase in length, detail, evidence density, and conceptual demand across the four modules.

★ Daily Deck Slide (M4-01)

Write on the board: Cluster 3 - ECR Informative through Poetry & Drama - Module 4 - Very High Stamina passages

Write on the board: Overarching Question: How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

Write on the board: I can: match reasons to quoted evidence and explain what the evidence proves using CSI.

Write on the board: I will: read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.

Module 4 — Family Communication

This Week at a Glance

- The big skill: matching a reason to quoted evidence and explaining what the evidence proves with CSI.
- The two readings: "A Lone Star Choice" and "Making It Happen."
- The student product: three complete Reason + Evidence + Explanation sets.

One Question to Ask at Home



Teacher Script

"How does your quotation directly prove your reason?"

One Way to Help

Ask your child to explain CSI: Connect the evidence to the reason, Support the reason with strong proof, and Infer what the evidence means and why it matters.

Family Letter

Dear Families,

This week your child will match reasons to quoted evidence and explain what each quotation proves. Students will use the CSI HABIT: Connect the evidence to the reason, Support the reason with strong proof, and Infer what the evidence means and why it matters. They will practice with “A Lone Star Choice” and “Making It Happen,” adding signal markers before quotations and explanations after them.

At home, ask your child to read one Reason + Evidence + Explanation set aloud. Then ask, “What does this quotation prove, and what meaning does your explanation add?”

With appreciation, Your child's teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija relacionará razones con evidencia citada y explicará lo que demuestra cada cita. Los estudiantes usarán el HÁBITO CSI: conectar la evidencia con la razón, apoyar la razón con una prueba sólida e inferir qué significa la evidencia y por qué importa. Practicarán con “A Lone Star Choice” y “Making It Happen,” usando marcadores de señal antes de las citas y explicaciones después de ellas.

En casa, pida a su hijo o hija que lea en voz alta un conjunto de Razón + Evidencia + Explicación. Luego pregunte: “¿Qué demuestra esta cita y qué significado añade tu explicación?”

Con aprecio, El maestro o la maestra de su hijo o hija - The Writing Academy LLC

Module 4 — Family Conversation Starters

- How did CSI help you choose a quotation?
- What job does a signal marker do?
- How is explanation different from evidence?
- Which explanation type did you use: definition, expert testimony, or story/anecdote?

Family Activity — Triple Match Teach-Back

Read one reason, its quotation, and its explanation. Explain how the quotation connects, supports, and allows an inference.

Module 4 — Lesson Overview and Standards

Lesson Overview

Students select quoted evidence that directly supports a reason and use explanation to develop the central idea with appropriate informational craft. CSI requires students to connect, support, and infer, creating observable evidence-based writing rather than merely copying a quotation.

BIG Goal: Students build a reason-evidence-explanation set for each body paragraph.

GRADUATE Sequence

Day 1: Gather and Reveal - Day 2: Attempt - Day 3: Discuss and Use It Again - Day 4: Award and Target - Day 5: Explain to Others.

Where the Standards Are Visible in This Module

- Students select quoted evidence that directly supports a reason and use explanation to develop the central idea with appropriate informational craft.
- CSI requires students to connect, support, and infer, creating observable evidence-based writing rather than merely copying a quotation.
- The cumulative standards application check revises and combines ideas for coherence and applies prepositions, prepositional phrases, spelling rules, and previously distributed writing conventions.

Module 4 — TEKS and ELPS (Cluster 3 · from the Scope & Sequence)

These are the standards listed for Cluster 3 in the Teach BIG Scope and Sequence, in the same form the chart uses.

TEKS — Cluster 3 (from the Scope & Sequence)

Writing Process

- (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Writing Genre

- (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- (12)(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- (12)(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

Revising

- (11)(C)(i-iv) revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas

Editing

- (11)(D)(i), (vi)–(xiv), (xxxiii), (xxxv) edit drafts using standard English conventions — complete simple sentences with subject-verb agreement; past tense of irregular verbs; singular, plural, common, and proper nouns; comparative and superlative adjectives; adverbs of frequency and degree; and correct spelling using grade-appropriate orthographic patterns and high-frequency words

ELPS — Cluster 3 (from the Scope & Sequence)

Writing Process

- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Writing Genre

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(F)(i)–(ii), (v)–(vi), (ix)–(x), (xiii)–(xiv) write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

Revising

- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(i)–(iii) write content-area texts using a variety of sentence lengths, sentence types, and transition words
- 4(E)(ii) write content-area-specific text using grammatical structures
- 4(F)(i)–(ii), (v)–(vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience

Editing

- 4(A)(i) apply relationships between sounds and letters of the English language to represent sounds when writing [Teacher only]
- 4(B)(i)–(ii) write text following conventional spelling patterns and rules
- 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- 4(D)(ii) write content-area texts using a variety of sentence types
- 4(E)(i)–(ii) write content-area-specific text using conventions and grammatical structures

Language Domains

Domain	How this module builds it
Listening	Students listen for what a quotation proves and what an explanation adds.
Speaking	Students defend CSI matches and teach the HABIT to a partner.
Reading	Students locate quotations that directly prove reasons in the poem and drama.
Writing	Students write three Reason + Evidence + Explanation sets and revise for coherence.

Module 4 — Learning Destination

I Can Statements

- I can match reasons to quoted evidence and explain what the evidence proves using CSI.
- I can use a signal marker to introduce an accurate quotation.
- I can explain what quoted evidence means and why it matters.
- I can compare possible quotations and choose the proof that most directly supports a reason.

I Will Statements

- I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will test each quotation by asking whether it connects, supports, and allows an inference.
- I will write an explanation that adds meaning instead of retelling the quotation.
- I will revise a Reason + Evidence + Explanation set for coherence and conventions.

Success Criteria

- Each quotation directly supports its reason and remains accurate.
- Each quotation has a clear signal marker.
- Each explanation begins from the evidence and adds analysis.

Module 4 — Rigor and Misconceptions

Rigor Safeguard

Teachers may read cards aloud, limit choices, highlight matching ideas, and provide oral rehearsal. Students must still choose the stronger quotation, explain what it proves, and write a complete match.

Educator Insight

Students often choose evidence that is related to the topic but does not directly prove the reason. Some think any quote will work; others add evidence but do not explain it. Watch for retelling, missing signal markers, and explanations that do not point back to the quotation.

Cognitive Demand

Level	Student Thinking	Evidence
Literal	Locate a quotation and signal marker.	Accurate text is copied.
Inferential	Explain what the quotation proves.	CSI reasoning is stated.
Evaluative	Compare matches and defend the strongest.	The choice is justified with direct connection.

Module 4 — Thinking Levels

Level	Thinking Stage	CSI Work
Level 1	Foundational	Copies a quotation without linking it to a reason.
Level 2	Emergent	Chooses related evidence but gives little explanation.
Level 3	Visible	Matches a reason and quotation and states what it proves.
Level 4	Independent	Uses a signal marker and explanation that adds meaning.
Level 5	Reflective	Compares choices with CSI and defends the strongest set.

Challenge: Move the response up one level by explaining why the evidence matters.

Module 4 — Vocabulary

Tier 1 Vocabulary — Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
match	to put things together because they fit	I match ___ with ___.
reason	a statement that tells why an idea is true or important	My reason is ___.
quote	exact words copied from a text	The quote says ___.
proof	information that shows an idea is true	My proof shows ___.
idea	a thought a writer develops	The idea becomes clearer when ___.
choose	to select from possible options	I choose this line because ___.
mean	to communicate an idea	This line means ___.
help	to make something possible or easier	The evidence helps the reader ___.
strong	able to do its job well	This is strong proof because ___.
tell	to communicate information	My explanation tells ___.

Tier 2 Vocabulary — Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	information from a text that proves an idea	The evidence proves ____.
explanation	thinking that tells what evidence means and why it matters	My explanation adds ____.
quotation	exact words repeated from a text	The quotation “____” proves ____.
signal marker	words that introduce quoted evidence	My signal marker is ____.
connect	to show how ideas fit together	The quote connects because ____.
support	to strengthen an idea with proof	The detail supports ____.
infer	to reach a meaning from evidence and thinking	I infer ____.
prove	to show that an idea is true	This proves ____.
anecdote	a brief story used to explain an idea	The anecdote explains ____.
testimony	a statement from someone with knowledge or experience	The testimony supports ____.

Tier 3 Vocabulary — Domain Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
CSI	see-ess-EYE	Connect, Support, Infer: a HABIT for testing evidence	CSI shows this quotation ____.
reason sentence	REE-zuhn SEN-tuhns	a body-paragraph statement that supports the thesis (central idea)	My reason sentence states ____.
quoted evidence	KWOH-tid EV-uh-duhns	exact text proof placed in quotation marks	My quoted evidence directly proves ____.
signal marker	SIG-nuhl MAR-ker	a phrase that tells readers a quotation is coming	The signal marker introduces ____.
definition explanation	def-uh-NISH-uhn eks-pluh-NAY-shuhn	explanation that clarifies what an idea means	My definition explanation shows ____.
expert testimony	EK-spurt TES-tuh-moh-nee	explanation using knowledgeable guidance	Expert testimony adds ____.
story/anecdote	STOR-ee AN-ik-doh	a brief experience that helps explain evidence	My anecdote connects by ____.
text analysis	tekst uh-NAL-uh-sis	thinking that explores how evidence proves an idea	My analysis explains ____.
coherence	koh-HEER-uhns	the clear fit and flow among ideas	I improve coherence by ____.
Significant Inferencing	sig-NIF-uh-kuhnt IN-fer-uhn-sing	deeper thinking about what evidence means and why it matters	Significant Inferencing deepens ____.

Module 4 — Background Knowledge and Teacher Context

Students know TREES and have three reason sentences from Module 3. Module 4 develops the Evidence, Explanation, and Significant Inferencing work: evidence proves the reason, and explanation explores the evidence. CSI means Connect, Support, Infer.

Module 4 — Materials and Teacher Preparation

Anchor Charts to Create

- TREES: T – Thesis (Central Idea); R – Reasons or Ways; E – Evidence; E – Explanation; S – Significant Inferencing.
- CSI Evidence HABIT: C – Connect the evidence to the reason; S – Support the reason with strong proof; I – Infer what the evidence means and why it matters.
- Signal Markers for Evidence: The poet said...; The poem stated...; The playwright said...; The drama stated...; The text stated...
- Three Explanation Types We Already Know: Definition; Expert Testimony; Story / Anecdote.

Materials List

- Reason cards, evidence cards, and explanation cards
- Matching mats and interactive notebooks
- Highlighters, chart paper, and glue or tape
- Optional gameboard and Pencil Guy markers
- Very-high-stamina copies of “A Lone Star Choice” and “Making It Happen”

Daily Deck Slide (M4-02)

Write on the board: As you read, mark quotations that directly prove a reason and give you something meaningful to explain.

Module 4 — The DOT Reading HABIT

D — Details

Mark exact lines that can directly prove a reason.

O — Organization

Place each quotation beside the reason it supports.

T — Thinking

Use CSI to infer what the evidence means and why it matters.

Teacher Script

“As you read, mark quotations that directly prove a reason and give you something meaningful to explain.”

Module 4 — Reason + Evidence + Explanation Mentor Chart

TREES

T – Thesis (Central Idea) - R – Reasons or Ways - E – Evidence - E – Explanation - S – Significant Inferencing

CSI Evidence HABIT

C – Connect the evidence to the reason S – Support the reason with strong proof I – Infer what the evidence means and why it matters

Signal Markers

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

Explanation Signal Markers

This shows... - This means... - This proves... - This reminds me of... - This is like when... - This helps the reader understand...

Module 4 — TRACKS: Reading for Evidence

Use TRACKS annotations while reading both very-high-stamina selections.

Letter	Reader Move	CSI Connection
T	Time or transition	Mark when an important change happens.
R	Reaction or result	Mark evidence of a result that supports a reason.
A	Action	Mark an action that directly proves a reason.
C	Context	Mark details that make quoted proof clear.
K	Key idea	Mark a quotation central to the reason.
S	Setting or situation	Mark the situation surrounding the proof.

After annotating, test each possible quotation with CSI before using it.

Before Students Read

Preview the poem and the drama with students before reading. Read each one aloud so students hear it first, and notice how the writer arranges the words into lines - that layout is part of the meaning (LEAVES: Lines and Layout). Each selection appears twice: first a plain copy to read, then a color-coded copy. On the second copy, students TAP the TRACKS - they hunt for the six kinds of evidence details and highlight each with the TRACKS color below.

The Six Types of Measurable Evidence: TRACKS

Students look for six kinds of measurable evidence in every passage. Use the same six categories, the same wording, and the same colors in every module.

T Time — Age, era, dates, cultural details, or historical details. Often associated with adjectives. (Highlight color: Pastel Green.)

R Reactions — Reactions, solutions, resolutions, or effects. Often associated with verbs and adverbs. (Highlight color: Pastel Purple.)

A Actions — Actions, problems, conflicts, or causes. Often associated with verbs and adverbs. (Highlight color: Pastel Yellow.)

C Character, Concept, Creature — Characters' or people's names, animals or animals' names, or major concepts used as the central idea. Often nouns or proper nouns. (Highlight color: Pastel Yellow.)

K Key Knowledge — All other important information necessary to the meaning of the passage that is not accounted for by another TRACKS category (background knowledge). (Highlight color: Pastel Orange.)

S Scenery / Setting — Setting characteristics that are acknowledged or measured through the five senses. (Highlight color: Pastel Green.)

POEM 5 — A Lone Star Choice

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.

In 1845, a change was made,
Texas joined the U.S.—a choice that stayed.
But Mexico did not agree,
And anger grew across the sea.

Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.

The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.

For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.

Others worried what might come,
If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?

People shared opinions near and far,
In towns, on ranches, and by the bar.
The future seemed unclear to many,
Though hopes and concerns were both plenty.

As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
Since it could affect the lives of all.

Newspapers printed thoughts and news,
Sharing different points of view.
Readers wondered what would be
The future of their country.

Neighbors gathered to discuss
The questions that surrounded us.
Each conversation helped explain
The possible losses and gains.

Some thought joining would bring more aid,
Helping roads and towns be made.
Others felt Texas should remain
Independent on its own plain.

Though opinions did not agree,
People spoke respectfully.
They knew the decision ahead
Would shape the path their state would tread.

Many families watched and waited,
As the question was debated.
They listened closely to each side,
Trying to choose with care and pride.

The decision would affect the land,
Its government and future plans.
People knew the choice they made
Could influence generations one day.

Across the republic, interest grew,
As citizens searched for what was true.
The discussions showed democracy,

With people sharing thoughts freely.

Student Annotation Guide — A Lone Star Choice

T — Time

In 1845, a change was made

R — Reactions

the choice had shaped its way

A — Actions

Texas joined the U.S.

C — Character/Concept/Creature

A young republic

K — Key Knowledge

The U.S. gained land

S — Scenery/Setting

beneath wide skies

TRACKS EVIDENCE HIGHLIGHTING — A Lone Star Choice

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With people sharing thoughts freely.

DRAMA 6 — Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

STUDENT 1

STUDENT 2

MAYA – classmate

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

AALIYAH: Do people still help ideas today?

MRS. CHEN: Absolutely. The way people help may look different now, but support is still important.

MATEO: So people still need others to believe in them?

MRS. CHEN: Exactly. Whether it is a business, a piece of art, or an invention, support can help an idea grow.

MAYA: What if someone doesn't get help right away?

MRS. CHEN: Then they may have to work longer to reach their goals. Sometimes people save money. Sometimes they ask for loans. Sometimes family members help.

AALIYAH: It sounds like there are many ways to get started.

MRS. CHEN: There are. The important thing is that people have opportunities to try their ideas.

MATEO: That makes sense.

[The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas. She looks around the classroom and notices pencils, notebooks, desks, and computers. Someone had to imagine each of those things before they became real.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

AALIYAH: My cousin sells handmade bracelets. At first, only a few people bought them.

MATEO: What happened after that?

AALIYAH: Her friends started telling other people about them. Soon she was selling lots of bracelets.

MATEO: So people helped her business grow.

AALIYAH: Exactly. It wasn't just the bracelets. It was the support too.

MATEO: I guess businesses need customers to survive.

AALIYAH: They do. Without customers, it would be hard for a business to stay open.

NARRATOR: The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea.

AALIYAH: Look at that bakery.

MATEO: Someone probably dreamed of opening that place.

AALIYAH: And the bike shop.

MATEO: And the restaurant across the street.

AALIYAH: It's kind of amazing when you think about it.

MATEO: Yeah. Every business started with one person saying, “I think this could work.”

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn’t have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

AALIYAH: What was the hardest part?

MR. PATEL: There were many challenges. Sometimes business was slow. Sometimes I worried about paying bills. But I believed in my idea and kept working.

MATEO: Did people help you along the way?

MR. PATEL: They sure did. My family encouraged me. Customers told their friends about my store. The bank gave me a chance to get started.

AALIYAH: Sounds like a lot of people were part of your success.

MR. PATEL: That's true. Most successful businesses have people supporting them behind the scenes.

MATEO: What made you choose this kind of business?

MR. PATEL: I noticed that people in our neighborhood wanted a convenient place to shop. I thought I could provide that service.

AALIYAH: So you saw a need and came up with a solution.

MR. PATEL: Exactly. Many businesses begin that way.

MATEO: That's pretty cool.

Scene 4: Research Project

NARRATOR: The next day, Mrs. Chen gives the class a project.

[Students sit quietly while Mrs. Chen speaks.]

MRS. CHEN: I would like each of you to research a business, invention, or artwork and learn how it got started.

MAYA: Can we work with a partner?

MRS. CHEN: Yes. You may choose one partner.

AALIYAH: Mateo, want to work together?

MATEO: Sure.

NARRATOR: During library time, the two friends begin researching.

[Aaliyah flips through a book while Mateo uses a computer.]

MATEO: Listen to this. This inventor failed several times before finally succeeding.

AALIYAH: Really?

MATEO: Yep. It says he kept trying even when things didn't work the first time.

AALIYAH: That takes determination.

MATEO: Here's another one. This artist received support from people who believed in her work.

AALIYAH: Just like the patrons Mrs. Chen talked about.

MATEO: Exactly.

NARRATOR: The more they learn, the more they notice a pattern. Many successful people had three things in common: a good idea, hard work, and support from others.

Scene 5: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

[They stop at a booth displaying homemade birdhouses.]

STUDENT 1: My grandfather taught me how to build these.

AALIYAH: They're really nice.

STUDENT 1: Thanks! My family helped me buy the supplies.

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork.

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

MR. PATEL: [Standing nearby.] That's often true. People may have great ideas, but support helps those ideas become reality.

AALIYAH: Support can come from lots of places.

MR. PATEL: Exactly. Family members, friends, customers, banks, teachers, and community members can all help.

MATEO: That sounds a lot like what Mrs. Chen taught us.

MR. PATEL: It is. A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

AALIYAH: I think I understand it better now.

MR. PATEL: That's great. Remember, every business starts somewhere.

Scene 6: A New Idea

NARRATOR: Later that afternoon, Aaliyah and Mateo sit at a picnic table near the park.

AALIYAH: What if we started a small business?

MATEO: Really?

AALIYAH: Why not? We could sell bookmarks or greeting cards.

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

AALIYAH: We could make a list of everything we need.

MATEO: And figure out how much it would cost.

AALIYAH: We would also need people to buy our products.

MATEO: Maybe we could sell them at the next school event.

AALIYAH: That's a good idea.

MATEO: Maybe that's how every business begins. First comes an idea.

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

Scene 7: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MAYA: We found examples of inventors who kept trying even when they failed.

MRS. CHEN: That's another important lesson. Persistence matters.

AALIYAH: We noticed that many successful people faced challenges.

MATEO: But they didn't quit.

MRS. CHEN: Excellent observations.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MAYA: And determination.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Some students dream of becoming artists. Others want to invent new technology, open businesses, or solve problems in their communities. Although their goals are different, they all share one thing in common: they have ideas.

Those ideas may take years to develop. They may require learning new skills, asking for help, and working through challenges. But every accomplishment begins somewhere.

Sometimes the biggest accomplishments start with the smallest idea—and someone willing to help make it happen.

Student Annotation Guide — Making It Happen

T — Time

A long time ago

R — Reactions

they helped make it happen

A — Actions

I got a loan from a bank

C — Character/Concept/Creature

called patrons

K — Key Knowledge

support helps those ideas become reality

S — Scenery/Setting

a small shop

TRACKS EVIDENCE HIGHLIGHTING — Making It Happen

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

STUDENT 1

STUDENT 2

MAYA – classmate

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

AALIYAH: Do people still help ideas today?

MRS. CHEN: Absolutely. The way people help may look different now, but support is still important.

MATEO: So people still need others to believe in them?

MRS. CHEN: Exactly. Whether it is a business, a piece of art, or an invention, support can help an idea grow.

MAYA: What if someone doesn't get help right away?

MRS. CHEN: Then they may have to work longer to reach their goals. Sometimes people save money. Sometimes they ask for loans. Sometimes family members help.

AALIYAH: It sounds like there are many ways to get started.

MRS. CHEN: There are. The important thing is that people have opportunities to try their ideas.

MATEO: That makes sense.

[The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas. She looks around the classroom and notices pencils, notebooks, desks, and computers. Someone had to imagine each of those things before they became real.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

AALIYAH: My cousin sells handmade bracelets. At first, only a few people bought them.

MATEO: What happened after that?

AALIYAH: Her friends started telling other people about them. Soon she was selling lots of bracelets.

MATEO: So people helped her business grow.

AALIYAH: Exactly. It wasn't just the bracelets. It was the support too.

MATEO: I guess businesses need customers to survive.

AALIYAH: They do. Without customers, it would be hard for a business to stay open.

NARRATOR: The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea.

AALIYAH: Look at that bakery.

MATEO: Someone probably dreamed of opening that place.

AALIYAH: And the bike shop.

MATEO: And the restaurant across the street.

AALIYAH: It's kind of amazing when you think about it.

MATEO: Yeah. Every business started with one person saying, “I think this could work.”

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn’t have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

AALIYAH: What was the hardest part?

MR. PATEL: There were many challenges. Sometimes business was slow. Sometimes I worried about paying bills. But I believed in my idea and kept working.

MATEO: Did people help you along the way?

MR. PATEL: They sure did. My family encouraged me. Customers told their friends about my store. The bank gave me a chance to get started.

AALIYAH: Sounds like a lot of people were part of your success.

MR. PATEL: That's true. Most successful businesses have people supporting them behind the scenes.

MATEO: What made you choose this kind of business?

MR. PATEL: I noticed that people in our neighborhood wanted a convenient place to shop. I thought I could provide that service.

AALIYAH: So you saw a need and came up with a solution.

MR. PATEL: Exactly. Many businesses begin that way.

MATEO: That's pretty cool.

Scene 4: Research Project

NARRATOR: The next day, Mrs. Chen gives the class a project.

[Students sit quietly while Mrs. Chen speaks.]

MRS. CHEN: I would like each of you to research a business, invention, or artwork and learn how it got started.

MAYA: Can we work with a partner?

MRS. CHEN: Yes. You may choose one partner.

AALIYAH: Mateo, want to work together?

MATEO: Sure.

NARRATOR: During library time, the two friends begin researching.

[Aaliyah flips through a book while Mateo uses a computer.]

MATEO: Listen to this. This inventor failed several times before finally succeeding.

AALIYAH: Really?

MATEO: Yep. It says he kept trying even when things didn't work the first time.

AALIYAH: That takes determination.

MATEO: Here's another one. This artist received support from people who believed in her work.

AALIYAH: Just like the patrons Mrs. Chen talked about.

MATEO: Exactly.

NARRATOR: The more they learn, the more they notice a pattern. Many successful people had three things in common: a good idea, hard work, and support from others.

Scene 5: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

[They stop at a booth displaying homemade birdhouses.]

STUDENT 1: My grandfather taught me how to build these.

AALIYAH: They're really nice.

STUDENT 1: Thanks! My family helped me buy the supplies.

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork.

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

MR. PATEL: [Standing nearby.] That's often true. People may have great ideas, but support helps those ideas become reality.

AALIYAH: Support can come from lots of places.

MR. PATEL: Exactly. Family members, friends, customers, banks, teachers, and community members can all help.

MATEO: That sounds a lot like what Mrs. Chen taught us.

MR. PATEL: It is. A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

AALIYAH: I think I understand it better now.

MR. PATEL: That's great. Remember, every business starts somewhere.

Scene 6: A New Idea

NARRATOR: Later that afternoon, Aaliyah and Mateo sit at a picnic table near the park.

AALIYAH: What if we started a small business?

MATEO: Really?

AALIYAH: Why not? We could sell bookmarks or greeting cards.

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

AALIYAH: We could make a list of everything we need.

MATEO: And figure out how much it would cost.

AALIYAH: We would also need people to buy our products.

MATEO: Maybe we could sell them at the next school event.

AALIYAH: That's a good idea.

MATEO: Maybe that's how every business begins. First comes an idea.

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

Scene 7: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MAYA: We found examples of inventors who kept trying even when they failed.

MRS. CHEN: That's another important lesson. Persistence matters.

AALIYAH: We noticed that many successful people faced challenges.

MATEO: But they didn't quit.

MRS. CHEN: Excellent observations.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MAYA: And determination.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Some students dream of becoming artists. Others want to invent new technology, open businesses, or solve problems in their communities. Although their goals are different, they all share one thing in common: they have ideas.

Those ideas may take years to develop. They may require learning new skills, asking for help, and working through challenges. But every accomplishment begins somewhere.

Sometimes the biggest accomplishments start with the smallest idea—and someone willing to help make it happen.

Day 1 - Gather and Reveal

GRADUATE Focus

G – Gather Their Attention and R – Reveal the Background Knowledge

AUDITORY ENGAGEMENT — ACTIVE PARTICIPATION

Approach: Finish the Thought in Your Own Words Purpose: Students orally paraphrase the job of evidence and explanation before writing a concise version, so listening leads to language production rather than transcription. Listening Target: Listen for what the quotation proves and what the explanation must add after the proof.

★ Daily Deck Slide (M4-03)

Write on the board: FINISH THE THOUGHT IN YOUR OWN WORDS Give your answer to a partner first. Then write a shorter version: “Strong evidence is...” - “A signal marker helps because...” - “The word this connects...” - “Explanation is different from evidence because...”

Possible Answers

Strong evidence directly proves the reason. A signal marker tells the reader that text proof is coming. The word this points back to the evidence. Explanation explores what the evidence means instead of repeating it. Teacher Script: “I want your meaning, not my exact sentence. Say the idea in your own words, then write the shortest accurate version you can.”

Fresh Recall

Students cover their sentences and teach the difference among reason, evidence, and explanation from memory. Teacher Script: “Today, I need three volunteers.” Choose three students. Hand one student a card labeled Reason, another Evidence, and another Explanation. Teacher Script: “Stand in three different places in the room. Class, look carefully. Do these three belong together yet?” Let students respond. Teacher Script: “Not yet. In strong writing, reason, evidence, and explanation have to match. They have to fit together like a team.” Move the students closer together. Teacher Script: “When they match, the writing becomes strong, clear, and convincing.” Write the chant on the board: Hey, hey, hey, evidence is on the way! Chant it with students. Then write the second chant: Wow, wow, wow, I’m explaining now! Teacher Script: “Today, we are going to become matchmakers for writing. We will match a reason to the right evidence and then match that evidence to the right explanation.”

★ Daily Deck Slide (M4-04)

Write on the board: REASON + QUOTED EVIDENCE + EXPLANATION CSI: Connect the quote to the reason - Support the reason with specific proof - Infer what the evidence means and why it matters. Signal markers: The poet said... - The playwright said... - The text stated... Explanation explores the evidence. It does not repeat it.

R - Reveal the Background Knowledge

🔊 Teacher Script

"Writers, last time we created our three topic sentences, which we also call our reason sentences, for the main body paragraphs. Today, we are taking the next important step." Write on the board: One reason + quoted evidence + explanation = a strong body paragraph foundation Teacher Script: "Our evidence must be directly quoted from the poem or the drama. We do not just grab any quote. We use the CSI HABIT." Write on the board: CSI Connect Support Infer Teacher Script: "If the evidence connects to the reason, supports the reason, and helps us infer meaning, then it is good evidence." Display the three sample reason sentences from Module 3: One reason decisions are important in both texts is that they shape the future. Another reason decisions are important in both texts is that support helps ideas become reality. A third reason decisions are important in both texts is that conflict and choices lead to important results. Teacher Script: "Now we need quoted evidence that proves each reason." Write model signal markers: The poet said, "Texas joined the U.S.—a choice that stayed." The playwright said, "Banks help people turn ideas into businesses." The poem stated, "Some were hopeful, some had doubt," The text stated, "So no matter what, people still need support to get started." Teacher Script: "When we lead into evidence, we use signal markers so the reader knows that proof is coming." Class Chant: Hey, hey, hey, evidence is on the way! Teacher Script: "After evidence comes explanation. Explanation explores the evidence that had the job of proving our reason." Write on the board: Three Explanation Types Definition Expert Testimony Story / Anecdote Teacher Script: "And remember, explanation often begins with the word this." Write examples: This shows... This means... This proves... This reminds me of... This is like... This helps us understand... Teacher Script: "When we begin explaining, say it with me." Class Chant: Wow, wow, wow, I'm explaining now!"

Day 2 - Attempt

GRADUATE Focus

A – Attempt the Activity Directions

★ Daily Deck Slide (M4-05)

Write on the board: Match one Reason card + one Evidence card + one Explanation card. Test the quote with CSI. Highlight the signal marker. Circle this in the explanation. Defend the match.

A – Attempt the Activity Directions

Game: CSI Triple Match Purpose Students will match reason cards, evidence cards, and explanation cards into strong sets. Teacher Script “Today’s game is called CSI Triple Match. You will read reason cards, match them to evidence cards with signal markers, and then choose explanation cards that clearly explore the evidence. You are building body paragraph thinking.” “If you are using a gameboard version, choose your Pencil Guy marker now. Each time your team makes a correct three-way match, you may move forward one space.”

Part 1: Model the Matching Process

🔊 Teacher Script

“Let me show you how a strong writer thinks.” Model Reason Card One reason decisions are important in both texts is that they shape the future. Teacher Script: “I need evidence that proves decisions shape the future.” Model Evidence Card The poet said, “Texas joined the U.S.—a choice that stayed.” Teacher Script: “Let’s test it with CSI.” Connect: Does this quote connect to decisions shaping the future? Yes. Support: Does it support the reason with proof? Yes. Infer: Can I infer that the decision had lasting results? Yes. Teacher Script: “So this is strong evidence.” Now choose explanation. Model Explanation Card – Definition This shows that a decision is a choice that leads to change. Texas’s choice shaped its future by making it part of the United States. Teacher Script: “This explanation works because it tells what a decision is and explains what the quote proves.”

Part 2: Three-Way Matching Game Cards

Reason Cards

One reason decisions are important in both texts is that they shape the future. Another reason decisions are important in both texts is that support helps ideas become reality. A third reason decisions are important in both texts is that conflict and choices lead to important results. One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success

more possible. A third reason support is significant in both texts is that it helps important change happen.

Evidence Cards

The poet said, "Texas joined the U.S.—a choice that stayed." The poem stated, "For Texas, the choice had shaped its way," The playwright said, "Banks help people turn ideas into businesses." The drama stated, "So no matter what, people still need support to get started." The poem stated, "Some were hopeful, some had doubt," The drama stated, "It's all part of a free enterprise system. People can come up with ideas and try to make them work." The poet said, "But Mexico did not agree," The poem stated, "Soon a war began to rise," The playwright said, "They believed in the artist or the idea, so they helped make it happen." The drama stated, "I had an idea, but I didn't have all the money I needed. So I got a loan from a bank."



Explanation Cards - Definition

This shows that a decision is a choice that leads to change. Texas's choice shaped its future by changing its place in history. This means support is help that allows an idea to move forward. The quote proves that banks and patrons help people begin important work. This shows that conflict is a problem that creates action or results. The disagreement in the poem led to war and change.



Explanation Cards - Expert Testimony

This proves that support matters because, as teachers often say, great ideas usually need help to grow. The quote shows that success becomes more possible when someone gives support. This shows that decisions matter because many historians explain that one important choice can affect people for a long time. The quote proves Texas's decision had lasting results. This means conflict can lead to big outcomes because experts often remind us that disagreements can change history. The quote shows that the conflict led to serious results.



Explanation Cards - Story / Anecdote

This reminds me of a time when someone had a good idea but needed help to get started. The quote shows that support can turn a plan into something real. This is like when one choice changes the direction of everything that comes next. The quote shows that Texas's decision affected its future in a lasting way. This reminds me of times when one problem led to a much bigger change. The quote shows that conflict and disagreement created important results.



Suggested Correct Matches

These are not the only acceptable matches, but they are strong model matches.

Set 1

Reason: One reason decisions are important in both texts is that they shape the future.

Evidence: The poet said, "Texas joined the U.S.—a choice that stayed." Explanation: This shows that a decision is a choice that leads to change. Texas's choice shaped its future by changing its place in history.

Set 2

Reason: Another reason decisions are important in both texts is that support helps ideas

become reality. Evidence: The playwright said, "Banks help people turn ideas into businesses." Explanation: This means support is help that allows an idea to move forward. The quote proves that banks and patrons help people begin important work.

Set 3

Reason: A third reason decisions are important in both texts is that conflict and choices

lead to important results. Evidence: The poem stated, "Soon a war began to rise," Explanation: This shows that conflict is a problem that creates action or results. The disagreement in the poem led to war and change.

Set 4

Reason: One reason support is significant in both texts is that it helps people move

forward. Evidence: The drama stated, "So no matter what, people still need support to get started." Explanation: This reminds me of a time when someone had a good idea but needed help to get started. The quote shows that support can turn a plan into something real.

Set 5

Reason: Another reason support is significant in both texts is that it makes success more

possible. Evidence: The drama stated, "I had an idea, but I didn't have all the money I needed. So I got a loan from a bank." Explanation: This proves that support matters because, as teachers often say, great ideas usually need help to grow. The quote shows that success becomes more possible when someone gives support.

Set 6

Reason: A third reason support is significant in both texts is that it helps important change

happen. Evidence: The playwright said, "They believed in the artist or the idea, so they helped make it happen." Explanation: This shows that support is help that allows an idea to move forward. The quote proves that banks and patrons help people begin important work.

Interactive Notebook Directions

Teacher Script

"In your interactive notebook, create a page called Reason + Evidence + Explanation." "Make three columns labeled: Reason Evidence Explanation" "Choose three strong matches from today's game and record them in your notebook. Highlight the signal marker in the evidence and circle the word this in the explanation." "Use this notebook page anytime you have free time in the classroom so you can keep reviewing your ECR HABITS."

Day 3 - Discuss and Use Again

GRADUATE Focus

D – Discuss and Ask Questions and U – Use the Knowledge Again

★ Daily Deck Slide (M4-06)

Write on the board: DISCUSS THE MATCH What made one quote stronger than another? - How did CSI help? - Why do signal markers matter? - What job did the explanation do after the quote?

D - Discuss and Ask Questions

Teacher Script

"Now let's talk about what we noticed while matching."

Discussion Questions

Teacher Script

"What made one piece of evidence stronger than another?" "How did the CSI HABIT help you test the evidence?" "Why do we use signal markers before quoted evidence?" "What job did the explanation do after the evidence?" "Why is it helpful to begin explanation with the word this?" "How are definition, expert testimony, and story explanations different?"

Possible Student Responses

Teacher Script

"Strong evidence directly proved the reason." "CSI helped us see if the quote really matched." "Signal markers show that proof is coming from the text." "The explanation told what the quote meant." "The word this points back to the evidence." "Definition explains meaning, expert testimony uses other knowledge, and story connects it to an experience."

Possible Student Questions

Teacher Script

"Can more than one quote fit a reason?" "Can more than one explanation card work?" "What if the quote is interesting but does not prove the reason?"

Possible Teacher Responses

Teacher Script

"Yes. More than one quote may fit, but we choose the one that proves the reason most clearly." "Yes. Writers can explain in different ways, as long as the explanation clearly explores the evidence." "If the quote is interesting but does not prove the reason, it is not the best evidence for that paragraph." Teacher Script: "Let's say our chants together because they remind us what comes next in our writing." Class Chant: Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!"

★ Daily Deck Slide (M4-07)

Write on the board: BUILD MY PARAGRAPH PARTS — INDEPENDENT Choose three reason sentences. Find one quoted piece of evidence for each. Add a signal marker. Write one explanation after each quote. Use definition, expert testimony, or story/anecdote.

U - Use the Knowledge Again

Independent Interactive Notebook Activity

Title: Build My Paragraph Parts Teacher Script: "Now you will build your own reason, evidence, and explanation sets independently."

Directions to Students

Choose three reason sentences from Module 3 or from today's notebook page. Find one quoted piece of evidence for each reason from the poem or the drama. Lead into each quote with a signal marker such as: The poet said... The playwright said... The text stated... Write one explanation after each quote. Use one of the three explanation types: Definition Expert Testimony Story / Anecdote Make sure your explanation begins with this.

Independent Practice Template

Reason Sentence:

Evidence with Signal Marker:

Explanation:

Repeat for three sets.

Set 1

Reason Sentence: One reason decisions are important in both texts is that they shape the future. Evidence with Signal Marker: The poet said, "Texas joined the U.S.—a choice that stayed." Explanation: This shows that a decision can create lasting change. Texas's choice affected its future for a long time.

Set 2

Reason Sentence: Another reason support is significant in both texts is that it makes success more possible. Evidence with Signal Marker: The playwright said, “Banks help people turn ideas into businesses.” Explanation: This proves that support can help people succeed because, as adults often say, good ideas need help to grow.

Set 3

Reason Sentence: A third reason decisions are important in both texts is that conflict and choices lead to important results. Evidence with Signal Marker: The poem stated, “Soon a war began to rise,” Explanation: This reminds me of times when one disagreement led to a much bigger outcome. The quote shows that conflict can create major change.

Day 4 - Award and Target

GRADUATE Focus

A – Award Yourself for a Job Well Done and T – Target Their Goals

★ Daily Deck Slide (M4-09)

Write on the board: AWARD YOUR EVIDENCE + EXPLANATION Star your strongest explanation. Complete: “This match is strong because the quote proves ____ and my explanation adds ____.”

STANDARDS APPLICATION CHECK — MODULE 4 CUMULATIVE

★ Daily Deck Slide (M4-08)

Write on the board: BODY-PARAGRAPH FOUNDATION CHECK Check one Reason + Evidence + Explanation set. Does the quote directly support the reason? Does the explanation add meaning? Revise for sentence structure and word choice. Add, delete, or combine ideas for coherence. Edit prepositions, prepositional phrases, spelling rules, and previously practiced conventions. Teacher Look-Fors: quoted evidence remains accurate; the signal marker is clear; the explanation begins from the evidence and adds analysis; any combined sentence remains complete and coherent; conventions support readability.

A - Award Yourself for a Job Well Done

🔊 Teacher Script

“Today, you did the careful work of strong writers. You did not just pick a quote. You made sure the quote had a job, and then you explained the job it did.”

Recognition Ideas

Students place a star next to the strongest explanation they wrote Students complete this sentence: The explanation I am most proud of is... Students choose one title: Evidence Expert CSI Matcher Explanation Builder Quote Connector Teacher Script: “Notice your growth. Strong writers pay attention to the parts that make their writing powerful.”

★ Daily Deck Slide (M4-10)

Write on the board: TARGET YOUR CSI HABIT Choose one target: tighter evidence match - stronger signal marker - explanation that goes beyond retelling - clearer inference - more precise quotation.

T - Target Their Goals

Teacher Script

"Writers grow even stronger when they know what they want to improve next."

Goal Questions

Teacher Script

"Did my evidence clearly prove my reason?" "Did I use a strong signal marker?" "Did I begin my explanation with this?" "Did my explanation truly explore the evidence?" "Which explanation type feels easiest for me right now?" "Which explanation type do I want to strengthen next?"

Curiosity Questions

Teacher Script

"Can one quote prove more than one reason?" "Which type of explanation sounds strongest in informative writing?" "How does choosing stronger evidence make explanation easier?" "What happens if the evidence and explanation do not really match?" Teacher Script: "At the bottom of your notebook page, write one goal that starts with, 'Next time I want to improve...'"

Day 5 - Explain to Others

GRADUATE Focus

E – Explain to Others

★ Daily Deck Slide (M4-11)

Write on the board: TEACH THE REASON-EVIDENCE-EXPLANATION SET Teach how to choose evidence with CSI, why signal markers matter, and how definition, expert testimony, and story/anecdote explanations differ.

E – Explain to Others

Teacher Script

“Now you will turn and teach. Your job is to teach your partner how to build a strong reason-evidence-explanation set.”

Turn and Teach Directions

Partner A explains: how to choose evidence using CSI why signal markers matter Partner B explains: what explanation does the difference between definition, expert testimony, and story/anecdote Then switch and share one example from today’s lesson. Teacher Script to Launch “Start with our chants and then teach.” Partners say together: Hey, hey, hey, evidence is on the way! Wow, wow, wow, I’m explaining now! Teacher Script: “If you can teach it, you understand it.”

Module 4 — Low, Medium, and High Exemplars

Reason: One reason decisions are important in both texts is that they shape the future.

Low Exemplar

The poet said, “Texas joined the U.S.—a choice that stayed.”

What needs improvement: The quotation is accurate, but it needs a signal-marker connection to the reason and an explanation of what it proves.

Medium Exemplar

The poet said, “Texas joined the U.S.—a choice that stayed.” This shows the choice changed Texas.

What needs improvement: The evidence matches the reason, but the explanation can infer more precisely how the decision shaped the future.

High Exemplar

The poet said, “Texas joined the U.S.—a choice that stayed.” This shows that a decision is a choice that leads to change. Texas’s choice shaped its future by changing its place in history.

Module 4 — Assessment Opportunities

Formative Assessment

Evidence	Look-Fors
CSI Triple Match	The student matches a reason, quotation, and explanation and defends the fit.
Build My Paragraph Parts	Three accurate sets include signal markers and explanations.
Partner Teach-Back	The student explains Connect, Support, and Infer from memory.

Standards Application Check — Module 4 Cumulative

Check one Reason + Evidence + Explanation set. Does the quote directly support the reason? Does the explanation add meaning? Revise for sentence structure and word choice. Add, delete, or combine ideas for coherence. Edit prepositions, prepositional phrases, spelling rules, and previously practiced conventions.

Teacher Look-Fors: quoted evidence remains accurate; the signal marker is clear; the explanation begins from the evidence and adds analysis; any combined sentence remains complete and coherent; conventions support readability.

Check the Learning

Student Self-Check

- My quotation directly supports my reason.
- My signal marker clearly introduces the quotation.
- My explanation begins from the evidence and adds meaning.
- I used CSI to connect, support, and infer.
- I revised for coherence and conventions.

Exit Ticket

Complete: "This match is strong because the quote proves ____ and my explanation adds ____."

Intervention — Module 4

Detailed Intervention Activity

★ Daily Deck Slide (M4-12)

Write on the board: INTERVENTION — QUOTE-TO-REASON RESCUE Read one reason. Compare two quotes. Highlight matching words/ideas. Choose the stronger quote. Answer: “What did this quote prove?” Then select or write an explanation.

Intervention: Quote-to-Reason Rescue

Purpose To support students who struggle to match reasons to evidence or write explanations. Materials Only three reason cards Only six evidence cards Only six explanation cards Highlighters Small-group teacher support chart Teacher Script “We are going to slow it down and rescue the match one step at a time.”

Step-by-Step Support

Read one reason sentence aloud. Read two possible evidence cards aloud and ask: “Which one proves the reason better?” Highlight the key words in the reason and the matching evidence. Ask: “What did this quote prove?” Choose between two explanation cards. Underline the word this and connect it back to the quote.

Teacher Support Language

Teacher Script

“This reason is about shaping the future. Which quote sounds more like future change?” “This quote is interesting, but does it prove the reason?” “This explanation works because it tells what the evidence means.” Goal Students will complete at least two full matches successfully and record them in their interactive notebook.”

Module 4 — Embedded Checks and Student Support

Before Matching

Ask students to underline the key idea in the reason and highlight the same or a closely matching idea in the quotation.

During Matching

Ask: “Does this quote connect? Does it support? What can you infer?”

During Explanation

Require the student to answer, “What did this quote prove?” before writing. Allow oral rehearsal and two-card choices while keeping the final decision with the student.

Enrichment — Module 4

Enrichment Activity

★ Daily Deck Slide (M4-13)

Write on the board: ENRICHMENT — TRIPLE MATCH PLUS Find two possible quotes for one reason. Use CSI to choose the stronger one. Write two explanations using different types. Defend the strongest quote-and-explanation combination.

Enrichment: Triple Match Plus

Purpose To challenge students to create more flexible and thoughtful paragraph parts. Teacher Script “Advanced writers know that one reason can sometimes be supported by more than one strong quote. Today, you will create a stronger match by comparing quote choices.” Directions Choose one reason sentence. Find two different quoted pieces of evidence from the poem or drama that could support it. Use CSI to decide which quote is stronger. Write two explanations using two different explanation types. Reflect on which quote-and-explanation combination is strongest and why.

Challenge Questions

Teacher Script

“Which evidence gave you more to explain?” “Which explanation type made your thinking sound most powerful?” “Which quote matched your reason most directly?”

Expected High-Level Outcome

Students learn that not all good quotes are equally strong and that thoughtful writers compare and choose the best proof.

Module 4 — Additional Writing Opportunity: Build a Body-Paragraph Foundation

Choose one reason sentence. Find two possible quotations from “A Lone Star Choice” or “Making It Happen.” Test both with CSI and select the stronger proof. Add an accurate signal marker and write an explanation using definition, expert testimony, or story/anecdote.

Response Template

Reason Sentence:

Evidence with Signal Marker:

Explanation:

CSI Defense: This quotation connects ____, supports ____, and allows me to infer ____.

Module 4 — Auditory Engagement (Active Participation)

AUDITORY ENGAGEMENT — ACTIVE PARTICIPATION

Approach: Finish the Thought in Your Own Words Purpose: Students orally paraphrase the job of evidence and explanation before writing a concise version, so listening leads to language production rather than transcription. Listening Target: Listen for what the quotation proves and what the explanation must add after the proof.

★ Daily Deck Slide (M4-03)

Write on the board: FINISH THE THOUGHT IN YOUR OWN WORDS Give your answer to a partner first. Then write a shorter version: “Strong evidence is...” - “A signal marker helps because...” - “The word this connects...” - “Explanation is different from evidence because...”

Possible Answers

Strong evidence directly proves the reason. A signal marker tells the reader that text proof is coming. The word this points back to the evidence. Explanation explores what the evidence means instead of repeating it. Teacher Script: “I want your meaning, not my exact sentence. Say the idea in your own words, then write the shortest accurate version you can.”

Fresh Recall

Students cover their sentences and teach the difference among reason, evidence, and explanation from memory. Teacher Script: “Today, I need three volunteers.” Choose three students. Hand one student a card labeled Reason, another Evidence, and another Explanation. Teacher Script: “Stand in three different places in the room. Class, look carefully. Do these three belong together yet?” Let students respond. Teacher Script: “Not yet. In strong writing, reason, evidence, and explanation have to match. They have to fit together like a team.” Move the students closer together. Teacher Script: “When they match, the writing becomes strong, clear, and convincing.” Write the chant on the board: Hey, hey, hey, evidence is on the way! Chant it with students. Then write the second chant: Wow, wow, wow, I’m explaining now! Teacher Script: “Today, we are going to become matchmakers for writing. We will match a reason to the right evidence and then match that evidence to the right explanation.”

★ Daily Deck Slide (M4-04)

Write on the board: REASON + QUOTED EVIDENCE + EXPLANATION CSI: Connect the quote to the reason - Support the reason with specific proof - Infer what the evidence means and why it matters. Signal markers: The poet said... - The playwright said... - The text stated... Explanation explores the evidence. It does not repeat it.

Pause Points

|| Pause Point 1 — After Oral Paraphrase

Can students distinguish the job of evidence from the job of explanation? If not, repeat the three-student Reason/Evidence/Explanation model.

|| Pause Point 2 — During CSI Triple Match

Can students defend a three-way match? If not, compare only two quotation choices and highlight matching ideas.

|| Pause Point 3 — During Independent Work

Do all three sets have accurate quoted evidence, signal markers, and explanations that add meaning? If not, use Quote-to-Reason Rescue.

|| Pause Point 4 — During the Standards Check

Is the set coherent and conventionally correct? If not, add, delete, or combine ideas before editing.

Module 4 — My Progress Tracker

Name: _____ Date: _____

Skill	Not Yet	With Support	Independently	Evidence
I match a reason to direct quoted evidence.				_____
I introduce evidence with a signal marker.				_____
I use CSI to Connect, Support, and Infer.				_____
I explain what the evidence proves and why it matters.				_____
I revise for coherence and conventions.				_____

My strongest match is _____ because _____.

My next HABIT goal is _____.

Module 4 — Teacher Closure and Reflection

Teacher Closing Words of Encouragement

Teacher Script

“Today, you practiced a powerful writing HABIT. You matched reasons to proof, and then you explored that proof with thoughtful explanation. That is exactly what strong informative writers do. Your evidence came with purpose, and your explanations gave it power. Keep hearing those chants in your mind, because they remind you that your writing has a strong rhythm: first the proof, then the meaning. You are building paragraph parts that are clear, thoughtful, and strong.”

Overarching Question — Answer

Question: How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

Answer: CSI checks that a quotation connects to the reason, supports it with specific proof, and allows the writer to infer meaning. A signal marker introduces the quotation, and the explanation tells what that evidence proves, so the paragraph moves from an idea to proof to deeper understanding.

Daily Deck Slide (M4-14)

Write on the board: How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

Write on the board: Answer: CSI checks that a quotation connects to the reason, supports it with specific proof, and allows the writer to infer meaning. A signal marker introduces the quotation, and the explanation tells what that evidence proves, so the paragraph moves from an idea to proof to deeper understanding.

Teacher Reflection

Which students match quotations independently?

Which students explain rather than retell?

Which students use CSI to defend the strongest proof?

Teacher Notes

Module 4 — Remote Learning



Virtual Classroom Adjustment for Remote Learners

Post the CSI chart and the Reason, Evidence, and Explanation cards in a shared slide deck. Students drag one card of each type into a three-column matching mat, highlight the signal marker, circle this in the explanation, and defend the match aloud in breakout rooms. For independent work, students build three sets in a private document and submit the cumulative standards check. Preserve rigor by allowing oral rehearsal and limited choices while requiring each student to select and explain the final evidence match.