

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 1

Building Stronger Thinking



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 4 Cluster 1

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Grade 4 Cluster 1

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to a module where the words you choose make your thinking visible. You will read about the Magna Carta and a day in a Caddo village. You will listen closely, hunt for exact evidence, and practice making a Short Constructed Response stronger.

You do not need to make an answer longer or fill it with difficult words. You will learn to choose precise language that connects a thesis, evidence, and explanation.

Try first. Use the tools in this book. Point to proof. Notice how your thinking grows.

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

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

REMEMBER THE TRIANGLES

Visible is the yellow upside-down triangle. Independent is the green right-side-up triangle. The direction matters.

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

TRACKS - Six Types of Measurable Evidence

TAP the TRACKS while you read. Hunt for all six kinds of evidence.

Symbol	Color	Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's names, animals, or major concepts
	Pastel Orange	K - Key Knowledge	important information not in another TRACKS category
	Pastel Green	S - Scenery / Setting	setting details measured through the five senses

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. You still decide why the exact words fit that category.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 1



M O D U L E



Level Up Your Thinking

Precise Words Show Stronger Thinking



Pocket Practice



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



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

Why This Module Matters

Precise words help a reader see the depth of your thinking.

WHY THIS MODULE MATTERS

A Short Constructed Response (SCR) is built from a thesis, evidence, and explanation. The precision of your words - not the length of your answer - reveals your thinking. You will learn to recognize thinking levels, tell evidence from explanation, and upgrade WHY and HOW responses with purposeful language.

Essential Question

How can the words we choose make a Short Constructed Response show stronger thinking?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

- Dashed line = CUT • Solid line = FOLD
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- Tiny Tracks = pause, name thinking level, point to proof.

The Standards I Am Learning - Part 1

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

TEKS 11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can choose a fitting genre and plan a first draft for my topic, purpose, and audience.

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can point to text evidence to support my answer.

The Standards I Am Learning - Part 2

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one person, place, thing, or idea.

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

The ELPS I Am Learning

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

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can use evidence and fitting language when I explain or justify an idea.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words that make the relationship among ideas clear.

ELPS 4(F)(x) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can use evidence and a fitting style to explain or justify my response.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can combine familiar words with precise words from this module.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details and a fitting style.

My Module 1 Learning Launchpad

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

I CAN

- tell evidence apart from explanation.
- identify a response's thinking level from its words.
- upgrade a response one level higher with precise words.
- write an SCR with a thesis, evidence, and explanation.

I WILL

- read, decide, defend, plan, write, revise, edit, and explain my decisions.
- choose precise words that show stronger thinking, not just a longer answer.
- prove an idea with the author's exact words.
- make relationships among ideas clearer.

LEARNING DESTINATION

I will upgrade a Short Constructed Response so its thesis, evidence, and explanation show stronger, more precise thinking.

MY LAUNCHPAD PROMISE

The thinking move I will practice first is _____ because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name a level from its words	a lot / a little / new	a lot / a little / new	a lot / a little / new
Upgrade a response on purpose	a lot / a little / new	a lot / a little / new	a lot / a little / new
Prove an idea with the author's exact words	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check my sentence for conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: I choose the word ____ because ____.

grow

Say it: GROH

What it means: to develop or increase

Try the frame: The crops grow because ____.

help

Say it: HELP

What it means: to make things easier for someone

Try the frame: The neighbors help by ____.

prove

Say it: PROOV

What it means: to show something is true

Try the frame: I can prove my idea by ____.

share

Say it: SHAIR

What it means: to give part of what you have

Try the frame: They share ____ with ____.

Tier 1 Vocabulary - Everyday Words

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

show

Say it: SHOH

What it means: to make something known

Try the frame: The text shows that ____.

tell

Say it: TEL

What it means: to share information in words

Try the frame: The text tells us ____.

upgrade

Say it: UP-grayd

What it means: to make something stronger or better

Try the frame: I upgrade my answer by ____.

use

Say it: YOOZ

What it means: to put something to a purpose

Try the frame: I use evidence to ____.

work

Say it: WURK

What it means: to do a job or effort

Try the frame: The people work together to ____.

Tier 2 Vocabulary - Academic Words

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

compare

Say it: kum-PAIR

What it means: to show how two things are alike or different

Try the frame: I compare ____ and ____.

demonstrates

Say it: DEM-uhn-strayts

What it means: shows clearly

Try the frame: This demonstrates ____.

evidence

Say it: EV-uh-duhns

What it means: proof from the text (often exact words)

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: the writer's thinking about what evidence means

Try the frame: My explanation shows ____.

implies

Say it: im-PLYZ

What it means: suggests without saying directly

Try the frame: The text implies ____.

Tier 2 Vocabulary - Academic Words

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

indicates

Say it: IN-duh-kayts

What it means: points to or shows

Try the frame: The text indicates ____.

infer

Say it: in-FUR

What it means: to figure out using clues and thinking

Try the frame: I infer that ____.

precise

Say it: prih-SYS

What it means: exact and clear

Try the frame: A precise word here is ____.

suggests

Say it: suhg-JESTS

What it means: points toward an idea

Try the frame: This suggests ____.

thesis

Say it: THEE-sis

What it means: the clear main idea a response will prove

Try the frame: My thesis is ____.

Tier 3 Vocabulary - Passage Words

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

barons

Say it: BAIR-uhnz

What it means: powerful landowners who wanted the king to follow rules

Try the frame: The barons ____.

Caddo

Say it: KAD-oh

What it means: a Native American people of the Piney Woods

Try the frame: The Caddo village ____.

constitution

Say it: kon-stih-TOO-shun

What it means: a written plan of a government's rules and powers

Try the frame: The U.S. Constitution ____.

justice

Say it: JUS-tis

What it means: fairness and equal treatment under the law

Try the frame: Justice means ____.

Magna Carta

Say it: MAG-nuh KAR-tuh

What it means: a document from 1215 that limited the king's power

Try the frame: The Magna Carta ____.

Tier 3 Vocabulary - Passage Words

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

mound

Say it: mownd

What it means: a tall built-up hill used for important events

Try the frame: The mound ____.

rights

Say it: rytes

What it means: freedoms and protections that belong to people

Try the frame: One right the document protected was ____.

Runnymede

Say it: RUN-ee-meed

What it means: the place in England where the Magna Carta was signed

Try the frame: At Runnymede, ____.

Three Sisters

Say it: three SIS-terz

What it means: corn, beans, and squash grown together to help each other

Try the frame: The Three Sisters ____.

trade

Say it: trayd

What it means: to exchange goods with others

Try the frame: They trade ____ for ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning as I learn through reading and discussion.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

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

AS YOU READ

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Words Reveal Thinking: The SCR

Stronger language is useful only when it makes the thinking clearer.

THE SCR STRUCTURE

Thesis	the clear idea you will prove
Evidence	the author's exact words
Explanation	what the evidence means and why it matters

Level	Evidence Signal	Explanation Language
1	The text says...	This shows...
2	According to the text...	This suggests...
3	The text indicates...	This demonstrates...
4	The text establishes...	This strengthens the inference...
5	The evidence converges on the idea...	Ultimately, this reveals...

WHY THESIS HABIT

Use a complex sentence with because, since, even though, or due to to show a reason.

HOW THESIS HABIT

Often use a simple sentence that names the method or relationship with by, through, or based on.

STUDENT SUPPORT - Another Way to Show What You Know

Use the ladder to name the current level. Then make one purposeful change and explain how it improves the meaning.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will upgrade an SCR so its thesis, evidence, and explanation show stronger, more precise thinking.

SUCCESS CRITERIA

- I name a thinking level and point to the words that reveal it.
- I upgrade the thinking, not just the sound of a word.
- I build a thesis, add exact evidence, and explain what it proves.
- I check one sentence for conventions.

INDEPENDENT PRODUCT

I will rewrite one WHY response and one HOW response at a higher thinking level while keeping the answers accurate and making the relationships among ideas clearer.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

How can the words we choose make a Short Constructed Response show stronger thinking?

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
The words we choose can ___ because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Promise Written Long Ago

Passage 1 — Low Stamina — 229 words • Nonfiction • Part 1 of 1

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: Which words could help me build a thesis, evidence, and explanation?

[1] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.

[2] The barons wanted the king to follow rules. They believed even the king should not have complete power. So, they forced King John to meet them at Runnymede. There, the Magna Carta was written and signed.

[3] The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. It also protected certain rights of the people. For example, it said that people could not be punished without a fair trial.

[4] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. Because of this, the document shows that people long ago cared about fairness and justice.

[5] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.

[6] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.

A Promise Written Long Ago - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“In the year 1215”	It fits because _____
C ★ Character, Concept, Creature	“the Magna Carta”	It fits because _____
S ▼ Scenery / Setting	“Runnymede, England”	It fits because _____
C ★ Character, Concept, Creature	“King John”	It fits because _____
A ▲ Actions	“collected heavy taxes and made unfair decisions”	It fits because _____
C ★ Character, Concept, Creature	“barons”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Promise Written Long Ago - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
A ▲ Actions	“wanted the king to follow rules”	It fits because _____
K ♦ Key Knowledge	“it limited the king's power”	It fits because _____
K ♦ Key Knowledge	“people could not be punished without a fair trial”	It fits because _____
R ■ Reactions	“People were tired of unfair treatment and wanted change”	It fits because _____
K ♦ Key Knowledge	“influenced other governments”	It fits because _____
K ♦ Key Knowledge	“rules should apply to everyone”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Morning in the Village

Passage 2 — Low Stamina — 239 words • Historical Fiction • Part 1 of 1

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: Which words could help me build a thesis, evidence, and explanation?

[1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[3] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the “Three Sisters” because they helped each other grow. Tayanita didn’t understand all of it, but she knew they needed all three to have enough food.

[4] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.

[5] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.

[6] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.

[7] As the day ended, she looked around her village. It was busy, but it also felt like home.

Morning in the Village - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	“Tayanita”	It fits because _____
S ▼ Scenery / Setting	“a Caddo village near a river in the Piney Woods”	It fits because _____
C ★ Character, Concept, Creature	“Three Sisters”	It fits because _____
A ▲ Actions	“Corn, beans, and squash grew in long rows”	It fits because _____
K ♦ Key Knowledge	“they helped each other grow”	It fits because _____
A ▲ Actions	“planting something different in one part of the field”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Morning in the Village - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
S ▼ Scenery / Setting	“the large mound in the middle of the village”	It fits because _____
A ▲ Actions	“They brought pottery and tools to trade”	It fits because _____
R ■ Reactions	“her people shared food”	It fits because _____
K ♦ Key Knowledge	“everyone was connected somehow”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Listen, Decide, and Defend. Do not choose based on length.

ROUND 1 - A PROMISE WRITTEN LONG AGO

A: “The king made unfair decisions. This shows people were upset.”

B: “Because the text states that ‘The king collected heavy taxes and made unfair decisions,’ this suggests the barons wanted limits on the king's power.”

My choice: A / B The exact words that made the thinking stronger were:

ROUND 2 - MORNING IN THE VILLAGE

A: “They traded things. This means they helped.”

B: “The text indicates that ‘They brought pottery and tools to trade.’ This demonstrates that cooperation connected neighboring communities.”

My choice: A / B The exact words that made the thinking stronger were:

FRESH RECALL

Cover the responses. Stronger thinking sounds like _____ because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Ask a partner to reread each complete response. You may show A or B with a hand signal, then explain the exact language you heard.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Words = Thinking Level.

THINKING DETECTIVES

Response A: The people work together because they need food. The text says, “Corn, beans, and squash grew in long rows.” This means they need to survive.

Response B: Even though each person has a role, the village works together due to shared responsibility. The text indicates that “Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.” This suggests cooperation supports the community.

NOTICE AND DEFEND

Which response shows stronger thinking? _____

Circle or copy the words that reveal its level:

What changed besides the length?

WORDS REVEAL THINKING

Basic language: says, shows, this means.

Stronger language: indicates, suggests, demonstrates, establishes, strengthens the inference, ultimately reveals.

STUDENT SUPPORT - Another Way to Show What You Know

Use the Level-Up Ladder. Match one evidence signal and one explanation phrase to the response, then explain what each phrase means.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

Level Up Showdown - how to play.

THE GOAL

Identify the current thinking level. Upgrade the response one level higher. Explain what you changed and why.

HOW TO PLAY

1. Choose or spin for a target thinking level.
2. Draw and read a task card completely.
3. Name the card's current level and point to the words that reveal it.
4. Upgrade the response one level higher.
5. Explain what changed and move your marker.
6. Record at least two upgraded responses.

SUCCESS CHECK

Did your revision add stronger thinking, or only a harder word?

BEFORE YOU CUT

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number and level on the recording page instead of cutting. You still identify, upgrade, and explain.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Level Up Showdown Cards 1

Cut only on the dashed lines.

TASK CARD 1 • CURRENT LEVEL 1

The text says, 'Corn, beans, and squash grew in long rows.' This shows they need food.

Upgrade this response one level higher.

TASK CARD 2 • CURRENT LEVEL 1

The text says, 'The barons wanted the king to follow rules.' This means they were unhappy.

Upgrade this response one level higher.

TASK CARD 3 • CURRENT LEVEL 2

According to the text, 'They brought pottery and tools to trade.' This suggests they work together.

Upgrade this response one level higher.

TASK CARD 4 • CURRENT LEVEL 2

According to the text, 'The king collected heavy taxes and made unfair decisions.' This supports the idea that people wanted change.

Upgrade this response one level higher.

Card Backs - Level Up Showdown Cards

1

Check only after the group commits.

L1

LEVEL UP SHOWDOWN

Task Card 2

Identify • Upgrade • Explain

L1

LEVEL UP SHOWDOWN

Task Card 1

Identify • Upgrade • Explain

L2

LEVEL UP SHOWDOWN

Task Card 4

Identify • Upgrade • Explain

L2

LEVEL UP SHOWDOWN

Task Card 3

Identify • Upgrade • Explain

✂ CUT PAGE - Level Up Showdown Cards 2

Cut only on the dashed lines.

TASK CARD 5 • CURRENT LEVEL 3

The text indicates that ‘Corn, beans, and squash grew in long rows.’ This suggests cooperation.

Upgrade this response one level higher.

TASK CARD 6 • CURRENT LEVEL 3

The text indicates that ‘They believed even the king should not have complete power.’ This demonstrates the barons wanted limits.

Upgrade this response one level higher.

TASK CARD 7 • CURRENT LEVEL 4

The text establishes that ‘They brought pottery and tools to trade.’ This strengthens the inference that they cooperate.

Upgrade this response one level higher.

TASK CARD 8 • CURRENT LEVEL 4

The text establishes that ‘People were tired of unfair treatment and wanted change.’ This strengthens the inference that fairness mattered.

Upgrade this response one level higher.

Card Backs - Level Up Showdown Cards

2

Check only after the group commits.

L3

LEVEL UP SHOWDOWN

Task Card 6

Identify • Upgrade • Explain

L3

LEVEL UP SHOWDOWN

Task Card 5

Identify • Upgrade • Explain

L4

LEVEL UP SHOWDOWN

Task Card 8

Identify • Upgrade • Explain

L4

LEVEL UP SHOWDOWN

Task Card 7

Identify • Upgrade • Explain

✂ CUT PAGE - Level Up Showdown Cards 3

Cut only on the dashed lines.

TASK CARD 9 • CURRENT LEVEL 5

The evidence converges on the idea that people 'shared food.' This shows cooperation.

Challenge: Rewrite at Level 3.

TASK CARD 10 • CURRENT LEVEL 5

The evidence converges on the idea that the Magna Carta influenced later governments because 'Hundreds of years later, the ideas from the Magna Carta influenced other governments' and 'Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.'

Challenge: Rewrite at Level 3 or 4.

RECORD CARD A

Use this card to record the exact phrase you changed and why the new language makes the thinking clearer.

COACH CARD B

Use this card to give evidence-based feedback: I heard stronger thinking when you ____.

Card Backs - Level Up Showdown Cards

3

Check only after the group commits.

L5

LEVEL UP SHOWDOWN

Task Card 10

Identify • Upgrade • Explain

L5

LEVEL UP SHOWDOWN

Task Card 9

Identify • Upgrade • Explain

B

Coach Card

Level Up Showdown

A

Record Card

Level Up Showdown

Level Up Showdown - My Recording Sheet

Record at least two rounds. Explain the change, not just the new word.

Round	Card + Current Level	My Upgraded Response	What I Changed and Why
1			
2			
3			

SAMPLE ROUND

Original: According to the text, “They brought pottery and tools to trade.” This suggests they work together.

Upgrade: The text indicates that “They brought pottery and tools to trade.” This demonstrates cooperation.

STUDENT SUPPORT - Another Way to Show What You Know

Say your upgraded response aloud before recording it. Point to the signal phrase and explanation phrase you changed.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What changed when we leveled up?

DISCUSSION QUESTIONS

- What words showed the original level?
- What changed?
- Did the evidence become clearer?
- Did the explanation become deeper?
- How did the new wording help the reader understand more?

MY DISCUSSION NOTES

A word or phrase we examined:

The change made the thinking stronger because:

It changed more than the sound of the word by:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: The original words ____ showed Level _____. The new words ____ made the relationship clearer because _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: WHY Practice

Plan an accurate upgrade before drafting it.

PROMPT

Why do people in Tayanita's village work together?

GIVEN RESPONSE

The people work together because they need to share resources. The text says, “Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.” This means they help each other.

UPGRADE PLAN

Current level and proof:

My precise WHY thesis:

Evidence signal I will use:

What the evidence proves:

STUDENT SUPPORT - Another Way to Show What You Know

Use the WHY thesis habit and the Level-Up Ladder. Keep both exact quotes. You choose the stronger relationship to explain.

Ready to Stretch? Take Your Thinking Further!

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

WHY Response - Draft Space

Keep the answer accurate. Upgrade the signal phrase and explanation.

SUCCESS CHECK

- ☐ Precise WHY thesis
- ☐ Exact evidence
- ☐ Explanation proves the idea
- ☐ Stronger thinking, not just harder words

[illegible]

Day 3 - USE AGAIN: HOW Practice

Name the method or relationship before drafting.

PROMPT

How does the author show that ideas from the Magna Carta influenced later governments?

GIVEN RESPONSE

The author explains the connection by giving information. The text says, “Hundreds of years later, the ideas from the Magna Carta influenced other governments” and “Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.” This means the documents are connected.

UPGRADE PLAN

Current level and proof:

My precise HOW thesis:

The relationship across time is:

Explanation language I will use:

STUDENT SUPPORT - Another Way to Show What You Know

Use the HOW thesis habit. Name comparison as the method, then explain how the two documents connect across time.

Ready to Stretch? Take Your Thinking Further!

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

HOW Response - Draft Space

Make the comparison and relationship across time clear.

SUCCESS CHECK

- ☐ Precise HOW thesis ☐ Two exact quotes
☐ Comparison named ☐ Explanation reaches beyond “connected”

[illegible]

Standards Application Check - My Editing Standards

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

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one person, place, thing, or idea.

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

Module 1 Conventions Sweep

This is a quick quality check on a sentence you already wrote.

COPY ONE SIMPLE SENTENCE FROM YOUR RESPONSE

MARK AND CHECK

1. Underline the subject once.
2. Underline the verb twice.
3. Circle one singular noun.
4. Box one common noun.
5. Check high-frequency spelling.
6. Read aloud: Does the subject agree with the verb?

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the subject, verb, and noun with a partner or use an approved word list. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own work.

CHOOSE AN EVIDENCE-BASED AWARD

- Signal Phrase Upgrade - I used a more precise evidence signal.
- Precise Explanation - I made the meaning clearer.
- Bigger-Idea Connection - I connected evidence to a larger idea.
- Thinking-Level Word - I used and understood a word from the ladder.

MY AWARD

I award myself the _____ Award because I

My evidence is on page _____. The exact words that prove it are

This shows growth because

STUDENT SUPPORT - Another Way to Show What You Know

Choose one award and point to proof before writing. Rehearse: I award this because my words ____ show ____.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Level

A useful target names the precise move you will make next.

CHOOSE ONE TARGET

- ☐ Move from one level to the next ☐ Use stronger explanation language
☐ Connect two pieces of evidence ☐ Explain a larger idea

BUILD A PRECISE TARGET

My next thinking-level goal is _____ because

The word or relationship I still need to practice is

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____. Your target is precise because _____.

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could defend, evaluate, connect, transfer, or teach the move next time.

Day 5 - EXPLAIN or Educate Others

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

TEACH-BACK FRAME

The words _____ show a Level _____ response. I upgraded it by _____. This makes the thinking stronger because _____.

MY TEACHING CARD

Original response and level:

Words that revealed the level:

My upgraded version:

Why it shows stronger thinking:

LISTENER RESPONSIBILITIES

- Restate the original level.
- Name the purposeful change.
- Ask: How did that change improve the meaning?
- Give evidence-based feedback.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

How can the words we choose make a Short Constructed Response show stronger thinking?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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MY MODULE CHECK-IN

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

AWARD

Circle your favorite Level-Up response. Write what you are proud of: an upgraded signal phrase, a more precise explanation, a bigger-idea connection, or a Thinking Level word you used correctly.

TARGET

Choose one: move up one thinking level, use stronger explanation words, or write a new-topic question this lesson made you curious about. Explain why it is your next step.

EXPLAIN

Name the page that best proves your growth. Identify the original thinking level, quote the words you upgraded, and explain why the new version shows stronger thinking.

I Can...	Not Yet	Getting Set	I Can Do It
Tell evidence from explanation	☐	☐	☐
Name a level from words	☐	☐	☐
Upgrade on purpose	☐	☐	☐
Use exact evidence	☐	☐	☐
Check conventions	☐	☐	☐

Day 5 - Writing Opportunity: Level Up an SCR

Choose one passage prompt and build an SCR, then level it up.

CHOOSE ONE PROMPT

- ☐ Why did the barons want the king to follow rules?
- ☐ How does the author show that cooperation is important in Tayanita's village?

SUCCESS CRITERIA

- My response has a thesis, evidence, and explanation.
- My evidence uses the author's exact words.
- I upgrade at least one word on purpose and can explain why.
- I revise for clarity and run the Conventions Sweep.

MY FIRST DECISION

Prompt I chose:

This is a WHY / HOW prompt, so my thesis will

The passage page I will use is:

STUDENT SUPPORT - Another Way to Show What You Know

Read both prompts aloud. Choose the one whose evidence you can explain most clearly. Then point to the passage before planning.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Short Constructed Response

Build meaning before you draft.

1. THESIS - My clear answer

2. EVIDENCE - The author's exact words

3. EXPLANATION - What the evidence proves and why it matters

4. LEVEL-UP CHOICE - Signal phrase or explanation word I will use

STUDENT SUPPORT - Another Way to Show What You Know

Use the SCR mentor page and the passage evidence hunt. You choose the exact quote and explain why it proves your thesis.

Ready to Stretch? Take Your Thinking Further!

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

Additional SCR Draft - Page 1

Keep your thesis, evidence, and explanation connected.

MEANING CHECK

After each sentence, ask: Does this help prove my thesis? Keep precise words that clarify the relationship.

[illegible]

Additional SCR Draft - Page 2

Continue only if you need more space. Stronger does not mean longer.

PRECISION CHECK

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

[illegible]

Revise, Edit, and Share

Upgrade meaning, check conventions, then explain one decision.

REVISE

Copy one phrase you will upgrade.

Before:

After:

Why the change makes thinking clearer:

EDIT

- ☐ Complete sentence / agreement
 ☐ Singular noun
 ☐ Common noun
☐ High-frequency spelling
 ☐ Capitalization / punctuation

SHARE

My partner heard stronger thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis and strongest evidence-explanation connection to a partner. The feedback must name a specific word or relationship.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent response show a stronger, clearer relationship?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your thesis, evidence, and explanation. Defend the single word choice that made the biggest difference.

PROOF OF TRANSFER

I knew I could use the Level-Up habit in a new response because on page _____ I

READY TO STRETCH? - Multi-Quote Mastery

Connect evidence without losing precision.

CHALLENGE PROMPT

Why is cooperation important in the village?

USE BOTH QUOTES

- “Corn, beans, and squash grew in long rows.”
- “They brought pottery and tools to trade.”

BUILD THREE VERSIONS

Level 3 response:

Level 4 response:

Level 5 response:

JUSTIFY

How do your language and explanation show a different depth at each level?

MOVE YOUR THINKING



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**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 1 CLOSING IDEA

Words reveal thinking. Precise language makes evidence, relationships, explanations, and inferences clearer. Leveling up means strengthening meaning - not merely making an answer longer or harder-sounding.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How can the words we choose make a Short Constructed Response show stronger thinking?

My Answer

I choose accurate, purposeful words to introduce evidence, explain relationships, make inferences, and connect ideas, so my Short Constructed Response shows clearer and more precise thinking instead of merely becoming longer.

STUDENT SUPPORT - Another Way to Show What You Know

Start simple: I made my answer stronger by changing the word ____ to ____, which shows ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 1



M O D U L E



Build a Strong Thesis

Reading the Prompt for WHAT, WHY, and HOW



Pocket Practice



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



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

Why This Module Matters

A strong thesis begins by reading the prompt for clues.

WHY THIS MODULE MATTERS

A prompt names the TOPIC, states the CHARGE, and signals whether the answer should be WHAT, WHY, or HOW. A strong thesis puts three pieces together: TOPIC + CHARGE + ANSWER. The literary focus is setting.

Essential Question

How can the wording of a prompt help us build a strong thesis (central idea) for WHAT, WHY, and HOW responses?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can point to text evidence to support my answer.

The Standards I Am Learning - Part 2

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including past tense of irregular verbs

HOW I SAY THE STANDARD!

I can check irregular past-tense verbs in my writing.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including plural nouns

HOW I SAY THE STANDARD!

I can use plural nouns correctly when I mean more than one.

TEKS 11(D)(x) - Official Standard

edit drafts using standard English conventions, including proper nouns

HOW I SAY THE STANDARD!

I can capitalize proper nouns correctly.

TEKS 11(D)(xxxiii) - Official Standard

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

HOW I SAY THE STANDARD!

I can check Grade 4 spelling patterns.

The ELPS I Am Learning

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

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(F)(x) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this writing work.

My Module 2 Learning Launchpad

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

I CAN

- find the TOPIC and CHARGE in a prompt.
- write a thesis with TOPIC + CHARGE + ANSWER.
- match my sentence structure to a WHAT, WHY, or HOW prompt.
- describe setting through time, place, environment, and community.

I WILL

- read the prompt for clues before I write.
- speak about my thinking, record my work, and explain how the prompt shapes my thesis.
- keep evidence out of the thesis unless the task calls for it.
- check my thesis for all three pieces.

LEARNING DESTINATION

I will build a strong thesis from TOPIC + CHARGE + ANSWER and match its sentence structure to a WHAT, WHY, or HOW prompt.

MY LAUNCHPAD PROMISE

The thesis move I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Find the TOPIC	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the CHARGE	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build all three pieces	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match WHAT, WHY, or HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

answer

Say it: AN-ser

What it means: your response to a question

Try the frame: My answer is ____.

ask

Say it: ASK

What it means: to put a question

Try the frame: The prompt asks me to ____.

begin

Say it: bih-GIN

What it means: to start

Try the frame: I begin my response by ____.

build

Say it: BILD

What it means: to make part by part

Try the frame: I build my thesis by ____.

clue

Say it: KLOO

What it means: a hint that helps you decide

Try the frame: The clue word is ____.

Tier 1 Vocabulary

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

match

Say it: MACH

What it means: to go together correctly

Try the frame: My sentence matches the prompt because ____.

reason

Say it: REE-zuhn

What it means: why something is true

Try the frame: One reason is ____.

strong

Say it: STRONG

What it means: powerful and clear

Try the frame: A strong thesis ____.

topic

Say it: TOP-ik

What it means: what something is about

Try the frame: The topic is ____.

word

Say it: WURD

What it means: a unit of language

Try the frame: A stronger word here is ____.

Tier 2 Vocabulary

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

charge

Say it: CHARJ

What it means: what the prompt is asking you to do

Try the frame: The charge is to ____.

complex sentence

Say it: KOM-pleks SEN-tuhns

What it means: a sentence with a subordinating conjunction

Try the frame: A complex sentence uses ____.

evidence

Say it: EV-uh-duhns

What it means: proof from the text

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: thinking about what the evidence means

Try the frame: My explanation shows ____.

inference

Say it: IN-fur-uhns

What it means: an idea built from clues and thinking

Try the frame: I infer that ____.

Tier 2 Vocabulary

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

preposition

Say it: prep-uh-ZISH-uhn

What it means: a word like through or by that names a method

Try the frame: I use ____ to name the method.

response

Say it: rih-SPONS

What it means: the writing you build to answer the prompt

Try the frame: My response begins with ____.

simple sentence

Say it: SIM-puhl SEN-tuhns

What it means: a sentence with one complete thought

Try the frame: A simple sentence states ____.

subordinating conjunction

Say it: suh-BOR-duh-nay-ting kuhn-JUNK-shun

What it means: a word like because or since that adds a reason

Try the frame: I use ____ to show a reason.

thesis

Say it: THEE-sis

What it means: the clear main idea a response will prove

Try the frame: My thesis is ____.

Tier 3 Vocabulary

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

barons

Say it: BAIR-uhnz

What it means: powerful landowners who wanted the king to follow rules

Try the frame: The barons ____.

Caddo

Say it: KAD-oh

What it means: a Native American people of the Piney Woods

Try the frame: The Caddo village ____.

constitution

Say it: kon-stih-TOO-shun

What it means: a written plan of a government's rules and powers

Try the frame: The U.S. Constitution ____.

harvest

Say it: HAR-vist

What it means: the gathering of ripe crops

Try the frame: A successful harvest meant ____.

Magna Carta

Say it: MAG-nuh KAR-tuh

What it means: a 1215 document that limited the king's power

Try the frame: The Magna Carta ____.

Tier 3 Vocabulary

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

mound

Say it: mownd

What it means: a tall built-up hill used for important events

Try the frame: The mound ____.

Piney Woods

Say it: PY-nee woodz

What it means: a forested region of East Texas

Try the frame: In the Piney Woods, ____.

Runnymede

Say it: RUN-ee-meed

What it means: the place in England where the Magna Carta was signed

Try the frame: At Runnymede, ____.

Three Sisters

Say it: three SIS-terz

What it means: corn, beans, and squash grown together

Try the frame: The Three Sisters ____.

trade

Say it: trayd

What it means: to exchange goods with others

Try the frame: They trade ____ for ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Three Pieces to a Thesis

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

Piece	What It Is
TOPIC	the important noun or subject
CHARGE	what the prompt asks you to do
ANSWER	your clear response to the charge

SELF-CHECK

Can you point to all three pieces in your thesis?

TOPIC + CHARGE + ANSWER

STUDENT SUPPORT - Another Way to Show What You Know

Point to TOPIC and CHARGE in the prompt before you add your ANSWER.

Ready to Stretch? Take Your Thinking Further!

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

Thesis Types: WHAT, WHY, HOW

The question tells you how to begin.

Prompt	Sentence HABIT	Clue
WHAT	Simple sentence	facts / details
WHY	Complex sentence	subordinating conjunction + reason
HOW	Simple sentence	preposition + method / connection

MODEL WHY

The setting is important because it shows how people work together to grow food and trade goods.

MODEL HOW

The author shows the setting through details about farming and trading in the village.

STUDENT SUPPORT - Another Way to Show What You Know

Name the prompt type. You still choose the accurate ANSWER.

Ready to Stretch? Take Your Thinking Further!

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

The Literary Focus: Setting

Setting gives you topics for thesis practice.

TIME

When does it happen?

PLACE

Where does it happen?

ENVIRONMENT

What surrounds the people?

COMMUNITY

How do people live, work, and connect?

Ready to Stretch? Take Your Thinking Further!

Choose one setting detail from either passage. Explain which setting part it develops.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will build a strong thesis from TOPIC + CHARGE + ANSWER and match its sentence structure to WHAT, WHY, or HOW.

SUCCESS CRITERIA

- I point to TOPIC, CHARGE, and ANSWER.
- I tell WHAT, WHY, and HOW apart.
- I write a clear thesis about setting.
- I run the conventions sweep.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can the wording of a prompt help us build a strong thesis (central idea) for WHAT, WHY, and HOW responses?

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Promise Written Long Ago

Passage 1 — Medium Stamina — 768 words • Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, place, environment, and community.

[1] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.

[2] England was very different in the early 1200s. Most people worked on farms and lived in small villages. Kings held a great deal of power and made many decisions for the country. People were expected to follow the king's orders, even if they did not agree with them. Because kings had so much authority, many people worried about what could happen if a ruler made poor choices.

[3] King John faced many challenges during his time as ruler. He spent large amounts of money fighting wars, and those wars were often unsuccessful. To pay for them, he demanded more taxes from the people. Many barons believed the taxes were too high. They felt the king was asking for money without listening to their concerns. As time passed, their frustration continued to grow.

[4] The barons wanted the king to follow rules. They believed even the king should not have complete power. So, they forced King John to meet them at Runnymede. There, the Magna Carta was written and signed.

[5] The meeting at Runnymede was important because it gave the barons an opportunity to express their concerns. They wanted clear limits on the king's authority. They believed leaders should be responsible for their actions and should not be allowed to make decisions without considering the people they governed. Although King John did not like the agreement, he signed the document because he faced strong pressure from the barons.

[6] The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. It also protected certain rights of the people. For example, it said that people could not be punished without a fair trial.

[7] This idea was very unusual at the time. Before the Magna Carta, kings often had the ability to make decisions without being questioned. The Magna Carta introduced the idea that even rulers must obey laws. This helped create a system that was more fair and balanced. It also gave people greater confidence that they would be treated justly.

[8] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. Because of this, the document shows that people long ago cared about fairness and justice.

A Promise Written Long Ago - Continued

2

Passage 1 — Medium Stamina — 768 words • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

[9] The Magna Carta addressed several concerns that people had about government. It encouraged the idea that leaders should listen to others and follow established laws. While the document did not solve every problem in England, it represented an important step toward limiting government power and protecting individual rights.

[10] Over time, the Magna Carta became known as one of the most influential documents in history. Many leaders and governments studied its ideas. They recognized that laws should apply to everyone and that governments should respect the rights of citizens. These ideas spread beyond England and influenced countries around the world.

[11] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.

[12] When American leaders met to create a new government, they wanted to avoid giving too much power to one person or group. They believed government officials should follow laws and be held accountable for their actions. Some of these beliefs can be traced back to ideas found in the Magna Carta. Although the documents were written hundreds of years apart, they share important principles about fairness, rights, and government power.

[13] The influence of the Magna Carta can still be seen today. Courts, lawmakers, and government leaders continue to support ideas such as equal treatment under the law and the protection of individual rights. These principles help guide decisions and remind leaders that their authority has limits.

[14] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. Its message has lasted for more than 800 years because it teaches an important lesson: good governments protect the rights of people and follow the law. The Magna Carta began as an agreement between a king and a group of barons, but its ideas eventually influenced millions of people around the world. Because of its lasting impact, it remains one of the most important documents in history.

A Promise Written Long Ago - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the year 1215"	It fits because _____
R ■ Reactions	"limited the king's power"	It fits because _____
A ▲ Actions	"demanded more taxes from the people"	It fits because _____
C ★ Character, Concept, Creature	"Magna Carta"	It fits because _____
K ♦ Key Knowledge	"people could not be punished without a fair trial"	It fits because _____
S ▼ Scenery / Setting	"lived in small villages"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Morning in the Village

Passage 2 — Medium Stamina — 809 words • Historical Fiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, place, environment, and community.

[1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[3] Tayanita liked the early morning hours. The village felt peaceful before the day became busy. Smoke drifted from cooking fires, and the smell of food filled the air. Birds called from the trees, and the river moved quietly nearby.

[4] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the “Three Sisters” because they helped each other grow. Tayanita didn’t understand all of it, but she knew they needed all three to have enough food.

[5] The fields were important to the village. Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months. Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.

[6] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.

[7] Although she did not understand everything her uncle was saying, she enjoyed listening to the adults talk about farming. They seemed to know exactly what the land needed. Tayanita hoped that one day she would learn those things too.

[8] As the morning continued, the sun climbed higher into the sky. The workers moved steadily through the fields. Some people carried tools, while others checked on the growing crops. Children helped where they could, learning important skills from their families.

[9] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.

[10] Her grandfather told her that many generations of Caddo people had helped build the mound. It was a place where leaders met, ceremonies were held, and community decisions were discussed. Tayanita liked standing at the top because it allowed her to see almost the entire village.

Morning in the Village - Continued 2

Passage 2 — Medium Stamina — 809 words • Historical Fiction • Part 2 of 2

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.

[11] From there, she could spot people working near the fields, children playing near their homes, and smoke rising from cooking fires. Beyond the village, the thick Piney Woods seemed to stretch forever. The forests provided wood, food, and protection for the people who lived there.

[12] As they climbed down from the mound, Tayanita's grandfather pointed toward the river. Several people were gathering water while others prepared canoes. The river was an important part of daily life. It provided water for cooking and cleaning, and it helped people travel to nearby communities.

[13] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.

[14] The visitors displayed carefully made pottery decorated with patterns. Some carried stone tools, while others brought items their village was known for making. The Caddo people exchanged food and other goods. The trade helped both villages get things they needed.

[15] Tayanita listened as adults talked with one another. Some discussed hunting, while others shared news about nearby communities. The visitors told stories about places they had traveled and people they had met. Tayanita enjoyed hearing about areas beyond her own village.

[16] She noticed that the visitors were treated with respect. Even though they came from another village, they were welcomed warmly. Her family believed that trade and cooperation helped communities stay strong.

[17] As the afternoon turned to evening, families began preparing meals. Children returned home, and workers finished their tasks for the day. The sounds of conversation filled the village as people gathered together.

[18] Tayanita helped carry food while her mother prepared dinner. She thought about everything she had seen that day. She had helped in the fields, visited the mound, watched traders arrive, and learned more about her community.

[19] As the day ended, she looked around her village. It was busy, but it also felt like home.

[20] The glowing light from the evening fires spread across the village. Families shared meals, told stories, and laughed together. Tayanita felt proud to be part of a community where people worked together and helped one another.

[21] Before going inside, she looked one last time at the homes, the fields, and the trees surrounding the village. Tomorrow would bring another busy day, but she knew she would be ready. Surrounded by family, friends, and traditions that had been passed down for generations, Tayanita felt thankful for the place she called home.

Morning in the Village - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"The sun was just starting to come up"	It fits because _____
R ■ Reactions	"trade and cooperation helped communities stay strong"	It fits because _____
A ▲ Actions	"Families worked together to plant, water, and harvest the crops"	It fits because _____
C ★ Character, Concept, Creature	"Tayanita"	It fits because _____
K ♦ Key Knowledge	"Corn, beans, and squash grew in long rows"	It fits because _____
S ▼ Scenery / Setting	"a Caddo village near a river in the Piney Woods"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Listen and Label

Pencils down. Listen for WHAT, WHY, or HOW.

1. The Magna Carta is a document that limited the king's power.
2. The Magna Carta was important because it limited the king's power and protected rights.
3. The author shows the Magna Carta's influence through a comparison with the U.S. Constitution.
4. Tayanita's village is a Caddo community near a river in the Piney Woods.
5. The setting matters because the land, river, and community support daily life.
6. The author shows the setting through details about farming, trade, and the river.

FRESH RECALL

Say the three sentence HABITS from memory.

STUDENT SUPPORT - Another Way to Show What You Know

Show WHAT, WHY, or HOW with a card or hand signal, then name the clue.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Build from the three pieces.

WHY

Prompt: Why is the setting important in Tayanita's village?

TOPIC: setting • CHARGE: explain why • ANSWER: it shows how people work together.

Thesis: The setting is important because it shows how people work together to grow food and trade goods.

HOW

Prompt: How does the author show the setting?

TOPIC: setting • CHARGE: explain how • ANSWER: through farming and trading details.

Thesis: The author shows the setting through details about farming and trading in the village.

STUDENT SUPPORT - Another Way to Show What You Know

Box TOPIC, underline CHARGE, and point to ANSWER.

Ready to Stretch? Take Your Thinking Further!

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

Build-A-Thesis Race

Build and explain before moving your marker.

HOW TO PLAY

1. Choose WHAT, WHY, or HOW.
2. Draw a task card.
3. Identify TOPIC and CHARGE.
4. Add ANSWER.
5. Build the correct sentence type.
6. Explain why it matches.

QUICK CHECK

All three pieces? Exact prompt? Matching structure? Evidence kept out unless asked?

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number without cutting.
Complete the same thinking and recording.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Build-A-Thesis Task Cards

Dashed lines mean CUT.

CARD 1 • WHAT

What is the setting of Tayanita's village?

CARD 2 • WHY

Why is the setting important in the village?

CARD 3 • HOW

How does the author show the setting of the village?

CARD 4 • WHAT

What kind of environment is described in the village?

CARD 5 • WHY

Why do visitors come to the village?

CARD 6 • HOW

How does the author show why the Magna Carta mattered?

Build-A-Thesis Race - Card Backs

Check only after committing to a thesis.

WHY

BUILD-A-THESIS RACE

Task Card 2

TOPIC • CHARGE • ANSWER

WHAT

BUILD-A-THESIS RACE

Task Card 1

TOPIC • CHARGE • ANSWER

WHAT

BUILD-A-THESIS RACE

Task Card 4

TOPIC • CHARGE • ANSWER

HOW

BUILD-A-THESIS RACE

Task Card 3

TOPIC • CHARGE • ANSWER

HOW

BUILD-A-THESIS RACE

Task Card 6

TOPIC • CHARGE • ANSWER

WHY

BUILD-A-THESIS RACE

Task Card 5

TOPIC • CHARGE • ANSWER

Build-A-Thesis Race - Recording

Save at least two strong theses.

ROUND 1

Type: WHAT / WHY / HOW Card: ____

TOPIC:

CHARGE:

Thesis:

ROUND 2

Type: WHAT / WHY / HOW Card: ____

TOPIC:

CHARGE:

Thesis:

STUDENT SUPPORT - Another Way to Show What You Know

Say the three pieces aloud before recording.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

How does the prompt guide the thesis?

- Where is the TOPIC?
- What words reveal the CHARGE?
- Which structure matches?
- How does the prompt help you begin?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The prompt says _____. That reveals _____, so the thesis needs _____.

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis Builder - WHAT

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

What is the setting of the village?

TOPIC:

CHARGE:

ANSWER:

MY WHAT THESIS

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece. You still choose the answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis Builder - WHY

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

Why is the setting important to the people in the village?

TOPIC:

CHARGE:

ANSWER:

MY WHY THESIS

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece. You still choose the answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis Builder - HOW

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

How does the author show the setting of the village?

TOPIC:

CHARGE:

ANSWER:

MY HOW THESIS

STUDENT SUPPORT - Another Way to Show What You Know

Point to each piece. You still choose the answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

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

Module 2 Conventions Sweep

Apply four checks.

READ

King John made unfair decisions. The barons wanted rules.

1. Label one proper noun.
2. Label one past-tense irregular verb.
3. Label one plural noun.
4. Mark a Grade 4 spelling pattern.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking your own.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own work.

CHOOSE

- Topic Finder Award
- Charge Catcher Award
- Three-Piece Builder Award
- Sentence Match Award
- Precise Vocabulary Award

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest thesis before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Choose one source-based target.

- ☐ Identify the CHARGE more carefully.
- ☐ Use all three thesis pieces.
- ☐ Match my sentence structure to the prompt.
- ☐ Upgrade my vocabulary accurately.

MY TARGET

My next thesis goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

Can one missing piece weaken the whole response? Explain.

Day 5 - EXPLAIN or Educate Others

Teach the thesis formula.

TEACH-BACK FRAME

The prompt helps me build my thesis because _____. First I find _____. Then I find _____. Finally, I _____.

How I find TOPIC:

How I find CHARGE:

How I add ANSWER:

How WHAT, WHY, or HOW changes the structure:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How can the wording of a prompt help us build a strong thesis (central idea) for WHAT, WHY, and HOW responses?

WHAT CHANGED?

MOVE YOUR THINKING



**Foundational
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**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Circle or underline the thesis (central idea) you built best. Write what you are proud of and name its TOPIC, CHARGE, and ANSWER.

TARGET

Choose one: identify the CHARGE more carefully, use all three thesis pieces, match the sentence structure to the prompt, improve vocabulary, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how you found the TOPIC and CHARGE, added the ANSWER, and matched WHAT, WHY, or HOW.

Day 5 - Writing Opportunity: Build a Thesis (Central Idea)

Build a thesis and plan a focused informational response.

PROMPT

Write a focused informational response explaining how the setting of Tayanita's village shaped the way people lived and worked together.

TOPIC:

CHARGE:

ANSWER:

MY THESIS:

STUDENT SUPPORT - Another Way to Show What You Know

Mark TOPIC and CHARGE. You still choose ANSWER and build the thesis.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Informational Response

Gather setting evidence and explain it.

SETTING DETAIL 1

WHAT IT SHOWS

SETTING DETAIL 2

WHAT IT SHOWS

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Informational Draft - Page 1

Begin with your thesis. Keep one clear central idea.

DRAFTING FOCUS

Use purposeful structure, accurate setting details, and explanation.

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

Informational Draft - Page 2

Begin with your thesis. Keep one clear central idea.

DRAFTING FOCUS

Use purposeful structure, accurate setting details, and explanation.

[illegible]

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

☐ introduction ☐ sentence structure ☐ word choice

EDIT

☐ irregular past tense ☐ plural noun ☐ proper noun ☐ spelling pattern

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read a thesis and body sentence aloud.
You still choose the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to all three thesis pieces.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your structure matches the prompt.

READY TO STRETCH? - Multi-Level Thesis Challenge

Create WHAT, WHY, and HOW prompts and theses.

WHAT PROMPT + THESIS

WHY PROMPT + THESIS

HOW PROMPT + THESIS

JUSTIFY THE DIFFERENT STRUCTURES

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

The prompt reveals TOPIC and CHARGE. WHAT, WHY, or HOW signals the relationship. Add ANSWER to build a complete thesis.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How can the wording of a prompt help us build a strong thesis (central idea) for WHAT, WHY, and HOW responses?

My Answer

I use the prompt to identify the TOPIC and determine the CHARGE, then I add my own ANSWER. The words WHAT, WHY, and HOW tell me which relationship my sentence should communicate.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt: The prompt asks about ____ and wants me to ____, so my thesis is ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 1



M O D U L E



Prove It with Strong Evidence

Choosing the Best Evidence



Pocket Practice



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



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

Why This Module Matters

Precise words help a reader see the depth of your thinking.

WHY THIS MODULE MATTERS

A Short Constructed Response (SCR) is built from a thesis, evidence, and explanation. The precision of your words - not the length of your answer - reveals your thinking. You will learn to recognize thinking levels, tell evidence from explanation, and upgrade WHY and HOW responses with purposeful language.

Essential Question

How can we decide whether a piece of evidence is strong enough to prove our thesis (central idea)?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can point to text evidence to support my answer.

The Standards I Am Learning - Part 2

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 3

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

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that my subjects and verbs agree.

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

The ELPS I Am Learning

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

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

HOW I SAY THE STANDARD!

I can use supporting evidence that fits my purpose.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words to connect my CSI reasoning.

ELPS 4(F)(x) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can use supporting evidence and a fitting style for my purpose.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can combine familiar words with precise words from this module.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details and a fitting style.

My Module 3 Learning Launchpad

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

I CAN

- tell evidence from a summary.
- use CSI to decide whether a quote is strong enough.
- announce a quote with a signal phrase and quotation marks.
- add strong evidence to a thesis.

I WILL

- choose short, meaningful quotes that fit the prompt.
- speak about my thinking and explain why a quote is strong.
- check CSI before I use a quote.
- match my quoted words exactly to the passage.

LEARNING DESTINATION

I will take a thesis and add strong evidence: choose exact quotes that pass CSI, announce them with a signal phrase and quotation marks, and explain why each quote is strong.

MY LAUNCHPAD PROMISE

The evidence habit I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from a summary	a lot / a little / new	a lot / a little / new	a lot / a little / new
Run CSI on a quote	a lot / a little / new	a lot / a little / new	a lot / a little / new
Announce a quote correctly	a lot / a little / new	a lot / a little / new	a lot / a little / new
Add strong evidence to a thesis	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check an evidence sentence	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

announce

Say it: ANNOUNCE

What it means: to introduce clearly

Try the frame: I announce my evidence by ____.

check

Say it: CHECK

What it means: to test or confirm

Try the frame: I check my quote by ____.

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: I choose this quote because ____.

match

Say it: MATCH

What it means: to be exactly the same

Try the frame: My quote matches the text because ____.

prove

Say it: PROOV

What it means: to show something is true

Try the frame: I prove my idea by ____.

Tier 1 Vocabulary - Everyday Words

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

quote

Say it: QUOTE

What it means: the exact words from a text

Try the frame: My quote is ____.

strong

Say it: STRONG

What it means: powerful and clear

Try the frame: Strong evidence ____.

text

Say it: TEXT

What it means: the written passage

Try the frame: The text says ____.

weak

Say it: WEAK

What it means: not strong or convincing

Try the frame: Weak evidence ____.

word

Say it: WORD

What it means: a unit of language

Try the frame: The exact words are ____.

Tier 2 Vocabulary - Academic Words

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

citation

Say it: CITATION

What it means: showing where the words came from

Try the frame: I cite the text by ____.

connect

Say it: CONNECT

What it means: to link the quote to the prompt

Try the frame: This quote connects to ____.

evidence

Say it: EV-uh-duhns

What it means: exact words from the text in quotation marks

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: thinking about what the evidence means

Try the frame: My explanation shows ____.

infer

Say it: in-FUR

What it means: to figure out something using clues

Try the frame: From this quote I infer ____.

Tier 2 Vocabulary - Academic Words

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

prompt

Say it: PROMPT

What it means: the question or task you answer

Try the frame: The prompt asks me to ____.

relevance

Say it: RELEVANCE

What it means: how closely something fits the point

Try the frame: This quote's relevance is ____.

signal phrase

Say it: SIGNAL PHRASE

What it means: words that announce a quote

Try the frame: I use the signal phrase ____.

support

Say it: SUPPORT

What it means: to back up an idea with proof

Try the frame: This quote supports ____.

thesis

Say it: THEE-sis

What it means: the clear main idea a response will prove

Try the frame: My thesis is ____.

Tier 3 Vocabulary - Passage Words

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

barons

Say it: BAIR-uhnz

What it means: powerful landowners who wanted the king to follow rules

Try the frame: The barons ____.

Caddo

Say it: KAD-oh

What it means: a Native American people of the Piney Woods

Try the frame: The Caddo village ____.

Constitution

Say it: kon-stih-TOO-shun

What it means: a written plan of a government's rules and powers

Try the frame: The U.S. Constitution ____.

harvest

Say it: HAR-vist

What it means: the gathering of ripe crops

Try the frame: A successful harvest meant ____.

Magna Carta

Say it: MAG-nuh KAR-tuh

What it means: a 1215 document that limited the king's power

Try the frame: The Magna Carta ____.

Tier 3 Vocabulary - Passage Words

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

mound

Say it: mownd

What it means: a tall built-up hill used for important events

Try the frame: The mound ____.

negotiation

Say it: nih-goh-shee-AY-shun

What it means: talking to reach an agreement

Try the frame: After months of negotiation, ____.

pottery

Say it: POT-uh-ree

What it means: objects shaped from clay

Try the frame: The visitors brought pottery to ____.

Runnymede

Say it: RUN-ee-meed

What it means: the field in England where the Magna Carta was signed

Try the frame: At Runnymede, ____.

Three Sisters

Say it: three SIS-terz

What it means: corn, beans, and squash grown together

Try the frame: The Three Sisters ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning as I learn through reading and discussion.
T - Drop	Go back and erase the dot once I know its meaning.

WORDS TO REMEMBER

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

AS YOU READ

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

What Counts as Evidence?

Exact words first. Then test whether they are strong enough for the job.

EVIDENCE

Evidence is exact words from the text in quotation marks.

- “Corn, beans, and squash grew in long rows.”
- “They brought pottery and tools to trade.”

NOT EVIDENCE

People grow food. / They trade things.

These are summaries, not the author's exact words in quotation marks.

ANNOUNCE YOUR EVIDENCE

The text says, “...”

The author states, “...”

The passage explains, “...”

The text indicates, “...”

QUOTATION CHECK

Signal phrase • comma when needed • opening quotation mark • exact words • closing quotation mark

STUDENT SUPPORT - Another Way to Show What You Know

Point to the opening and closing quotation marks. Read only the words between them and match them to the passage.

Ready to Stretch? Take Your Thinking Further!

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

The CSI Evidence Test

A quote is not automatically strong evidence.

Letter	Question	A Strong Quote...
C - Connect	Does the quote connect to the prompt?	matches the topic of the prompt.
S - Support	Does the quote support the thesis?	proves the idea, not just a general fact.
I - Infer	Can the quote help us infer something important?	lets the writer explain a bigger idea.

THE DECISION

Three strong YES answers = strong evidence.

ORAL REHEARSAL FRAME

This evidence is strong because it connects to ____, supports ____, and helps me infer ____.

STUDENT SUPPORT - Another Way to Show What You Know

Answer one CSI question at a time. You still choose the quote and decide whether all three answers are strong.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will select evidence that passes CSI and announce it correctly to prove a thesis.

SUCCESS CRITERIA

- I point to exact words and explain why they are evidence.
- I run CSI and decide strong or weak.
- I write an evidence sentence with a signal phrase and quotation marks.
- I check the evidence sentence for conventions.

INDEPENDENT PRODUCT

I will take a thesis and add one or more strong quotes that pass CSI, then explain why the evidence is strong.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

How can we decide whether a piece of evidence is strong enough to prove our thesis (central idea)?

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A quote is strong enough when _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Promise Written Long Ago

Passage 1 — High Stamina — 1,127 words • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask which words could pass CSI for a prompt.

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

[1] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.

[2] England in the early 1200s looked very different from the country people know today. Most people lived in small villages and worked on farms. Travel was difficult, and news spread slowly. Kings held a great deal of power over the land and the people who lived there. They made decisions about laws, taxes, and government. Many people believed that a king's authority came from God and should not be questioned.

[3] King John had been ruling England for several years when problems began to grow. He spent large amounts of money fighting wars with other countries. Many of these military campaigns were unsuccessful, which caused him to lose land and support. Because wars were expensive, King John needed more money. To raise funds, he increased taxes on landowners and demanded payments from people throughout England.

[4] The barons were especially upset. Barons were powerful landowners who controlled large areas of land and often provided support to the king. They believed the taxes were becoming unfair and that King John was making important decisions without listening to others. Many felt that the king was using his power in ways that harmed the people he was supposed to lead.

[5] As time passed, disagreements between King John and the barons became more serious. The barons wanted the king to follow rules. They believed even the king should not have complete power. They argued that leaders should be responsible for their actions and should not be allowed to do whatever they wanted. This idea was unusual because kings often had more authority than anyone else in the country.

[6] Eventually, the barons decided they needed to take action. They organized together and demanded changes. Their goal was not to remove the king from power. Instead, they wanted him to agree to limits on his authority. After months of conflict and negotiations, the barons forced King John to meet them at Runnymede, a grassy field near the River Thames.

[7] There, the Magna Carta was written and signed.

A Promise Written Long Ago - Continued

2

Passage 1 — High Stamina — 1,127 words • Nonfiction • Part 2 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask which words could pass CSI for a prompt.

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

[8] Although the signing of the Magna Carta happened in a single location on a single day, its impact would last for centuries. The document contained promises and rules that were designed to prevent the king from abusing his power. It represented an agreement between the king and the barons about how government should operate.

[9] The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. This idea may seem normal today, but it was revolutionary in 1215. Before the Magna Carta, many rulers believed they could make decisions without restrictions. The document introduced the idea that even leaders must obey the law.

[10] The Magna Carta also protected certain rights of the people. One of its most famous principles involved fair treatment under the law. For example, it stated that people could not be punished without a fair trial. This meant that a person could not simply be arrested or punished because a ruler wanted it to happen. Instead, there needed to be a legal process.

[11] This idea helped establish an important principle that continues to influence legal systems today. People wanted protection from unfair treatment, and the Magna Carta provided a foundation for those protections. While the document originally focused on the rights of certain groups, many of its ideas later expanded to influence broader concepts of freedom and justice.

[12] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. They wanted a government that followed laws rather than relying only on the decisions of one person. Because of this, the document shows that people long ago cared about fairness and justice.

[13] The Magna Carta did not solve every problem in England. In fact, conflicts continued after it was signed. Some parts of the agreement were ignored, challenged, or revised over time. However, the ideas contained within the document continued to grow in importance. Leaders, lawmakers, and scholars studied the Magna Carta and recognized that it introduced important concepts about government and individual rights.

[14] As years passed, the Magna Carta became a symbol of the idea that government power should have limits. People increasingly believed that leaders should be accountable for their actions and that citizens should have protections under the law. These beliefs influenced political thinking throughout Europe and beyond.

A Promise Written Long Ago - Continued

3

Passage 1 — High Stamina — 1,127 words • Nonfiction • Part 3 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask which words could pass CSI for a prompt.

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

[15] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.

[16] When American leaders met to create a new government after the American Revolution, they wanted to avoid some of the problems that had existed under powerful rulers in the past. They believed government officials should follow laws, respect the rights of citizens, and be held accountable for their actions. Many of these principles can be connected to ideas first expressed in the Magna Carta.

[17] The Constitution established a system in which power is divided among different branches of government. This helps prevent any one person or group from gaining too much control. The Magna Carta helped inspire this way of thinking because it emphasized that power should have limits.

[18] The influence of the Magna Carta can still be seen today. Courts use laws and legal procedures to help ensure fairness. Citizens have rights that governments are expected to protect. Leaders are required to follow laws just like everyone else. These ideas may seem ordinary now, but they were groundbreaking when the Magna Carta was first signed more than 800 years ago.

[19] Students who learn about the Magna Carta are studying more than just a historical document. They are learning about the origins of ideas that continue to shape governments around the world. The document reminds people that fairness, justice, and accountability are important parts of a strong society.

[20] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. Its message has lasted for more than eight centuries because it teaches an important lesson: governments should protect the rights of people and follow the law. What began as an agreement between a king and a group of barons eventually became one of the most influential documents in world history. Because of its lasting impact on freedom, justice, and government, the Magna Carta remains an important symbol of fairness and the rule of law.

A Promise Written Long Ago - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In the year 1215"	It fits because _____
R ■ Reactions	"limited the king's power"	It fits because _____
A ▲ Actions	"he increased taxes on landowners"	It fits because _____
C ★ Character, Concept, Creature	"Magna Carta"	It fits because _____
K ♦ Key Knowledge	"people could not be punished without a fair trial"	It fits because _____
S ▼ Scenery / Setting	"a grassy field near the River Thames"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Morning in the Village

Passage 2 — High Stamina — 1,233 words • Historical Fiction • Part 1 of 4

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask which words could pass CSI for a prompt.

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

[1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[3] Tayanita liked the early morning hours. The village felt peaceful before the day became busy. Smoke drifted from cooking fires, and the smell of food filled the air. Birds called from the trees, and the river moved quietly nearby. She could hear the sound of people talking as they began their daily chores.

[4] The Caddo people worked hard to provide for their families. Everyone had responsibilities. Some people farmed, some hunted, and others made tools, baskets, or pottery. Children learned by watching adults and helping with small tasks. Tayanita was proud when her family trusted her with important jobs.

[5] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the “Three Sisters” because they helped each other grow. Tayanita didn’t understand all of it, but she knew they needed all three to have enough food.

[6] The fields were important to the village. Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months. Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.

[7] As they worked, her mother explained how the plants supported one another. The corn grew tall and provided a place for the bean vines to climb. The beans helped return nutrients to the soil. The squash spread across the ground and helped keep weeds from growing. Although the explanation seemed complicated, Tayanita liked learning about the plants.

[8] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.

[9] Although she did not understand everything her uncle was saying, she enjoyed listening to the adults discuss farming. They seemed to know exactly what the land needed. Her grandfather often said that people should care for the land because the land cared for them. Tayanita thought about those words whenever she worked in the fields.

Morning in the Village - Continued 2

Passage 2 — High Stamina — 1,233 words • Historical Fiction • Part 2 of 4

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask which words could pass CSI for a prompt.

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

[10] As the morning continued, the sun climbed higher into the sky. Workers moved steadily through the fields. Some people carried baskets, while others checked on the growing crops. Children helped where they could. The village depended on everyone working together.

[11] By midday, the weather had become warmer. Tayanita wiped sweat from her forehead and took a short break. She sat beneath a tree and looked across the fields. Rows of crops stretched in every direction. Seeing all the work made her realize how much effort it took to feed an entire village.

[12] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.

[13] Her grandfather told her that many generations of Caddo people had helped build the mound. It was a special place where leaders met, ceremonies were held, and important decisions were discussed. People respected the mound because it connected them to their history.

[14] Tayanita enjoyed visiting the mound. From the top, she could see the layout of the entire village. Homes were arranged near one another, and smoke rose from cooking fires. Beyond the village stood the forests of the Piney Woods. The trees seemed endless.

[15] Her grandfather pointed toward different parts of the village and explained their importance. He showed her where families gathered for celebrations and where people stored food after harvests. He reminded her that every part of the village served a purpose.

[16] As they climbed down, they passed several people carrying supplies. Some were bringing wood for cooking fires, while others transported baskets of food. The village was always active. Every person contributed in some way.

[17] Near the river, several people were collecting water while others prepared canoes. The river was one of the village's most valuable resources. It provided water for drinking, cooking, and cleaning. It also helped people travel to nearby villages and trade with other communities.

[18] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.

Morning in the Village - Continued 3

Passage 2 — High Stamina — 1,233 words • Historical Fiction • Part 3 of 4

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask which words could pass CSI for a prompt.

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

[19] The visitors displayed carefully made pottery decorated with patterns. Some carried stone tools, while others brought items their village was known for producing. The Caddo people examined the goods and discussed what they might exchange.

[20] Trade was important because no single village could make everything it needed. By exchanging goods, communities gained access to resources and tools they might not otherwise have. Trade also helped people build friendships and maintain relationships with neighboring groups.

[21] Tayanita listened as adults talked with one another. Some discussed hunting, while others shared news about nearby communities. The visitors told stories about places they had traveled and people they had met. Tayanita enjoyed hearing about areas beyond her own village.

[22] One visitor described a river far larger than the one near their village. Another talked about meeting people who lived many days away. Tayanita listened carefully and imagined what those places might look like.

[23] She noticed that the visitors were treated with respect. Even though they came from another village, they were welcomed warmly. Her family believed that cooperation helped communities grow stronger. Working together often benefited everyone.

[24] As the afternoon turned to evening, families began preparing meals. Children returned home, and workers finished their tasks for the day. The sounds of conversation filled the village as people gathered together.

[25] Tayanita helped carry food while her mother prepared dinner. The smell of cooking filled the air. Family members shared stories about their day while they worked. These conversations helped everyone stay connected.

[26] As they ate, her grandfather shared stories about Caddo traditions. He spoke about the importance of community, responsibility, and respect. He reminded everyone that each generation had a responsibility to preserve the customs that had been passed down.

[27] Tayanita listened closely. She enjoyed hearing stories about the past. They helped her understand why certain traditions remained important.

[28] As the day ended, she looked around her village. It was busy, but it also felt like home.

[29] The glow of evening fires spread across the village. Families shared meals, laughed together, and prepared for the next day. The sounds of conversation mixed with the gentle sounds of nature surrounding the community.

Morning in the Village - Continued 4

Passage 2 — High Stamina — 1,233 words • Historical Fiction • Part 4 of 4

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask which words could pass CSI for a prompt.

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

[30] Before going inside, Tayanita looked one last time at the homes, the fields, the mound, and the forests beyond the village. She thought about everything she had experienced that day. She had worked in the fields, learned from her grandfather, watched traders arrive, and spent time with her family.

[31] Tomorrow would bring another busy day. There would be more work to do and more things to learn. Tayanita smiled as she stepped inside her home. Surrounded by family, friends, and traditions that had been passed down for generations, she felt thankful to be part of the Caddo community and proud of the village she called home.

Morning in the Village - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"The sun was just starting to come up"	It fits because _____
R ■ Reactions	"cooperation helped communities grow stronger"	It fits because _____
A ▲ Actions	"Families worked together to plant, water, and harvest the crops"	It fits because _____
C ★ Character, Concept, Creature	"Tayanita"	It fits because _____
K ♦ Key Knowledge	"Corn, beans, and squash grew in long rows"	It fits because _____
S ▼ Scenery / Setting	"a Caddo village near a river in the Piney Woods"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Catch the Strongest Evidence. Hear all three choices before you decide.

ROUND 1 PROMPT

Why did the barons want limits on King John's power?

1. "At that time, King John ruled England."
2. "The king collected heavy taxes and made unfair decisions."
3. "In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England."

Strongest quote: _____ My CSI defense:

ROUND 2 PROMPT

How does the passage show cooperation in Tayanita's community?

1. "The sun was just starting to come up when Tayanita stepped outside."
2. "They brought pottery and tools to trade."
3. "It was busy, but it also felt like home."

Strongest quote: _____ My CSI defense:

STUDENT SUPPORT - Another Way to Show What You Know

Show 1, 2, or 3 with your fingers after hearing every choice. Then explain C, S, and I.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Evidence is exact words. Strong evidence passes CSI.

RESPONSE A

The setting is important because people grow food. The village has crops and trades with others.

RESPONSE B

The setting is important because people depend on farming and trade. The text says, “Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.”

NOTICE AND DEFEND

Which response proves the idea better? _____

Exact words that make it stronger:

Is every quote automatically strong evidence? Explain:

STUDENT SUPPORT - Another Way to Show What You Know

Underline the thesis once and circle each quoted piece of evidence. Then run CSI aloud.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

CSI Evidence Sort - how to play.

THE GOAL

Decide whether each quote is strong or weak for its prompt by testing Connect, Support, and Infer.

HOW TO PLAY

1. Draw a task card and read its prompt and quote.
2. Test the quote with all three CSI questions.
3. Place it under Strong or Weak.
4. Defend the decision with C, S, and I.
5. Record one strong quote and explain why it is strong.

SAMPLE

For a prompt about cooperation, “They brought pottery and tools to trade” is strong because it connects to community, supports cooperation, and helps us infer that people depended on one another.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together. Sort first; check the card back second.

STUDENT SUPPORT - Another Way to Show What You Know

Use the task number on the sorting mat instead of cutting. You still run CSI and defend the same decision.

Ready to Stretch? Take Your Thinking Further!

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

CSI Evidence Sort - Sorting Mat

Place or record each card only after you run all three CSI questions.

STRONG EVIDENCE

Card numbers:

Why these quotes pass CSI:

WEAK EVIDENCE

Card numbers:

Which CSI question fails?

CUT PAGE - CSI Evidence Sort Cards 1

Cut only on the dashed lines.

TASK CARD 1

Prompt focus: Farming setting

“Corn, beans, and squash grew in long rows”

Run C • S • I. Decide Strong or Weak. Defend.

TASK CARD 2

Prompt focus: Trade and community

“They brought pottery and tools to trade”

Run C • S • I. Decide Strong or Weak. Defend.

TASK CARD 3

Prompt focus: Community setting

“People gathered there for important events”

Run C • S • I. Decide Strong or Weak. Defend.

TASK CARD 4

Prompt focus: Why barons wanted change

“The king collected heavy taxes and made unfair decisions”

Run C • S • I. Decide Strong or Weak. Defend.

Card Backs - CSI Evidence Sort Cards 1

Check only after the group commits.

STRONG

CSI EVIDENCE SORT

Task Card 2

Connect • Support • Infer

STRONG

CSI EVIDENCE SORT

Task Card 1

Connect • Support • Infer

STRONG

CSI EVIDENCE SORT

Task Card 4

Connect • Support • Infer

STRONG

CSI EVIDENCE SORT

Task Card 3

Connect • Support • Infer

✂ CUT PAGE - CSI Evidence Sort Cards 2

Cut only on the dashed lines.

TASK CARD 5

Prompt focus: Limits on royal power
 “The barons wanted the king to follow rules”
 Run C • S • I. Decide Strong or Weak. Defend.

TASK CARD 6

Prompt focus: Influence on later government
 “Like the Magna Carta, the Constitution limits government power and protects the rights of citizens”
 Run C • S • I. Decide Strong or Weak. Defend.

TASK CARD 7

Prompt focus: Strong proof of cooperation
 “People moved around the village”
 Run C • S • I. Decide Strong or Weak. Defend.

TASK CARD 8

Prompt focus: Strong proof of cooperation
 “The sun was just starting to come up”
 Run C • S • I. Decide Strong or Weak. Defend.

Card Backs - CSI Evidence Sort Cards 2

Check only after the group commits.

STRONG

CSI EVIDENCE SORT

Task Card 6

Connect • Support • Infer

STRONG

CSI EVIDENCE SORT

Task Card 5

Connect • Support • Infer

WEAK

CSI EVIDENCE SORT

Task Card 8

Connect • Support • Infer

WEAK

CSI EVIDENCE SORT

Task Card 7

Connect • Support • Infer

CSI Evidence Sort - My Recording Sheet

Record a decision and defend it with all three CSI questions.

Card	Strong / Weak	Connect	Support	Infer
1				
2				
3				

ONE STRONG QUOTE

The quote “_____” is strong because it connects to ____, supports ____, and helps me infer ____.

STUDENT SUPPORT - Another Way to Show What You Know

Say each answer aloud before recording. If one CSI answer is weak, name it precisely.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

Why was the evidence strong? Explain, do not merely label.

CHOOSE ONE QUOTE YOUR GROUP SORTED

The quote:

How did it connect to the prompt?

What part of the thesis did it support?

What could a reader infer?

Why would another quote be weaker?

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: It connected to _____. It supported _____. It helped me infer _____. The other quote was weaker because _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Farming and Trade

Add one or more strong pieces of evidence that pass CSI.

GIVEN THESIS

The setting is important because people depend on farming and trade.

CSI PLAN

Quote that proves farming:

Quote that proves trade:

My signal phrase:

What both quotes help a reader infer:

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage and copy exact words. You decide which quote proves each part of the thesis.

Ready to Stretch? Take Your Thinking Further!

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

Strong Evidence Draft - Farming and Trade

Announce the evidence with a signal phrase and quotation marks.

SUCCESS CHECK

- ☐ Exact words ☐ Signal phrase ☐ Quotation marks
☐ Connect ☐ Support ☐ Infer

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

Day 3 - USE AGAIN: Environment

Add evidence that proves how the author shows the environment.

GIVEN THESIS

The author shows the setting through details about the environment.

CSI PLAN

Quote about the pine trees:

Quote about the river:

My signal phrase:

What the details help a reader understand:

STUDENT SUPPORT - Another Way to Show What You Know

Use two short quotes that prove different parts of the environment. You still copy and check the exact words.

Ready to Stretch? Take Your Thinking Further!

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

Strong Evidence Draft - Environment

Make the connection between the thesis and each quote clear.

SUCCESS CHECK

- ☐ Exact words ☐ Signal phrase ☐ Quotation marks
☐ Two useful details ☐ Complete sentence

[illegible]

Module 3 Evidence-Sentence Sweep

Check the evidence sentence you already wrote.

COPY ONE EVIDENCE SENTENCE

MARK AND CHECK

1. Confirm it is a complete sentence.
2. Underline the subject once and the verb twice.
3. Check that the subject and verb agree.
4. Check high-frequency spelling.
5. Match every quoted word to the passage.

IF I FOUND SOMETHING TO FIX

Write the corrected evidence sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the subject, verb, quotation marks, and quoted words with a partner. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own work.

CHOOSE AN EVIDENCE-BASED AWARD

- CSI Champion - I tested all three questions.
- Exact-Words Expert - I matched the passage.
- Signal-Phrase Star - I announced a quote clearly.
- Strongest-Proof Finder - I selected the best quote for the job.

MY AWARD

I award myself the _____ Award because I

My evidence is on page _____. The exact words that prove it are

This shows growth because

STUDENT SUPPORT - Another Way to Show What You Know

Choose one award and point to proof before writing. Rehearse: I award this because my words ____ show ____.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

A useful target names the precise evidence habit you will practice.

CHOOSE ONE TARGET

- ☐ Use quotation marks correctly ☐ Choose shorter, meaningful quotes
☐ Check CSI before using a quote ☐ Make sure the quote proves the thesis

BUILD A PRECISE TARGET

My next evidence goal is _____ because

The CSI question I need to practice most is

I will know I improved when

PARTNER RESPONSE FRAME

I heard evidence of your growth when you said _____. Your target is precise because _____.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

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

TEACH-BACK FRAME

This quote is strong evidence because it connects to ____, supports ____, and helps me infer ____.

MY TEACHING CARD

Evidence means:

My quote:

My CSI explanation:

How I announce the quote correctly:

LISTENER RESPONSIBILITIES

- Restate what evidence is.
- Listen for C, S, and I.
- Ask why the quote is strong or weak.
- Check the signal phrase and quotation marks.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

How can we decide whether a piece of evidence is strong enough to prove our thesis (central idea)?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
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**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

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

AWARD

Highlight your favorite strong quote. Write what you are proud of and finish: This quote is strong evidence because ____.

TARGET

Choose one: use quotation marks correctly, choose a shorter meaningful quote, check CSI before quoting, make sure the quote proves the thesis, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. State what evidence is, explain C, S, and I, share one quote, and explain why it is strong or weak.

I Can...	Not Yet	Getting Set	I Can Do It
Tell evidence from a summary	☐	☐	☐
Run CSI on a quote	☐	☐	☐
Announce a quote	☐	☐	☐
Add evidence to a thesis	☐	☐	☐
Check conventions	☐	☐	☐

Day 5 - Writing Opportunity: Add Strong Evidence

Choose one thesis and add strong evidence that passes CSI.

CHOOSE ONE THESIS

- ☐ The setting is important because people depend on farming and trade.
- ☐ The author shows the setting through details about the environment.

SUCCESS CRITERIA

- My evidence is the author's exact words in quotation marks.
- My quotes pass CSI.
- I announce each quote with a signal phrase.
- I check my sentence for conventions.

MY FIRST DECISION

Thesis I chose:

Passage pages I will use:

Why this thesis fits evidence I can explain:

STUDENT SUPPORT - Another Way to Show What You Know

Read both choices aloud. Choose the one whose evidence you can explain most clearly. Then point to the passage before planning.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Evidence Response

Find, test, announce, and connect before you draft.

1. FIND - Exact words from the passage

2. TEST - Connect, Support, Infer

3. ANNOUNCE - My signal phrase

4. CONNECT - What the evidence proves

STUDENT SUPPORT - Another Way to Show What You Know

Use the CSI page and passage evidence hunt. You choose the exact quote and explain why it proves the thesis.

Ready to Stretch? Take Your Thinking Further!

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

Additional Evidence Draft - Page 1

Keep the thesis and evidence connected.

CSI CHECK

After each quote, ask: Does it connect to the prompt, support the thesis, and help me infer something meaningful?

[illegible]

Additional Evidence Draft - Page 2

Continue only if you need more space. Stronger does not mean longer.

QUOTATION CHECK

Signal phrase • comma when needed • opening quotation mark • exact words • closing quotation mark

[illegible]

Revise, Edit, and Share

Strengthen the evidence sentence, check conventions, then explain one decision.

REVISE

Copy one sentence you will improve.

Before:

After:

Why the change makes the evidence clearer:

EDIT

- ☐ Complete sentence / agreement ☐ High-frequency spelling
☐ Signal phrase ☐ Quotation marks ☐ Exact words

SHARE

My partner heard strong evidence when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis and strongest evidence to a partner. The feedback must name a specific CSI reason.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent response use the strongest proof for the job?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your thesis and evidence. Defend the CSI question that most clearly proves your choice.

PROOF OF TRANSFER

I knew I could use the CSI habit in a new response because on page _____ I

READY TO STRETCH? - Double Evidence Builder

Use two quotes that strengthen different parts of one thesis.

THESIS

The setting is important because people depend on farming and trade.

USE BOTH QUOTES

- “Corn, beans, and squash grew in long rows.”
- “They brought pottery and tools to trade.”

BUILD AND EXPLAIN

My response with two announced quotes:

What Quote 1 proves:

What Quote 2 proves:

How the quotes work together:

JUSTIFY

Why are both quotes useful instead of repetitive?

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 3 CLOSING IDEA

Strong evidence uses exact words from the text, but quoting alone is not enough. The evidence must connect to the prompt, support the thesis, and help the writer infer or explain something meaningful.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How can we decide whether a piece of evidence is strong enough to prove our thesis (central idea)?

My Answer

I choose exact words from the text and use CSI to check that the quote connects to the prompt, supports my thesis (central idea), and helps me infer or explain something meaningful.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the text: My best evidence is ____ because it connects to ____ and supports ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 1



M O D U L E



Make the Evidence Mean Something

Explaining What the Evidence Means



Pocket Practice



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



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

Why This Module Matters

Explanation turns proof into clear thinking.

WHY THIS MODULE MATTERS

An SCR is complete when its thesis, evidence, and explanation work together. Evidence proves an idea. Explanation interprets the evidence, tells why it matters, and connects it back to the thesis.

Essential Question

How does an explanation sentence turn evidence into clear thinking for the reader?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

TEKS 12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can point to text evidence to support my answer.

The Standards I Am Learning - Part 2

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

TEKS 11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 11(D)(i) - Official Standard

edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that their subjects and verbs agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including past tense of irregular verbs

HOW I SAY THE STANDARD!

I can check irregular past-tense verbs in my writing.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(vii) - Official Standard

edit drafts using standard English conventions, including singular nouns

HOW I SAY THE STANDARD!

I can use singular nouns correctly when I mean one.

TEKS 11(D)(viii) - Official Standard

edit drafts using standard English conventions, including plural nouns

HOW I SAY THE STANDARD!

I can use plural nouns correctly when I mean more than one.

TEKS 11(D)(ix) - Official Standard

edit drafts using standard English conventions, including common nouns

HOW I SAY THE STANDARD!

I can use common nouns correctly for general people, places, things, and ideas.

TEKS 11(D)(x) - Official Standard

edit drafts using standard English conventions, including proper nouns

HOW I SAY THE STANDARD!

I can capitalize proper nouns correctly.

The Standards I Am Learning - Part 4

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

TEKS 11(D)(xxxiii) - Official Standard

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

HOW I SAY THE STANDARD!

I can check Grade 4 spelling patterns.

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

The ELPS I Am Learning

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

ELPS 4(F)(ix) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this explanation work.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use language that fits this explanation work.

ELPS 4(F)(x) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this explanation work.

ELPS 4(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use language that fits this explanation work.

ELPS 4(F)(ii) - Official Standard

write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose

HOW I SAY THE STANDARD!

I can use language that fits this explanation work.

My Module 4 Learning Launchpad

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

I CAN

- tell an explanation sentence from evidence.
- begin with This means or This shows.
- make THIS point back to my evidence.
- complete a thesis, evidence, and explanation SCR.

I WILL

- explain what the evidence means instead of repeating it.
- speak about my thinking, record my work, and explain how my sentence connects to the thesis.
- keep my explanation short, direct, and connected.
- run the cumulative conventions sweep.

LEARNING DESTINATION

I will complete a full SCR by adding an explanation that interprets the evidence and connects it to the thesis.

MY LAUNCHPAD PROMISE

The explanation HABIT I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use an explanation starter	a lot / a little / new	a lot / a little / new	a lot / a little / new
Make THIS point back	a lot / a little / new	a lot / a little / new	a lot / a little / new
Add meaning instead of repeating	a lot / a little / new	a lot / a little / new	a lot / a little / new
Complete and check an SCR	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

clear

Say it: KLEER

What it means: easy to understand

Try the frame: A clear explanation ____.

connect

Say it: kuh-NEKT

What it means: to link two things together

Try the frame: My explanation connects to ____.

explain

Say it: ik-SPLAYN

What it means: to make an idea clear

Try the frame: I explain the quote by ____.

matter

Say it: MAT-er

What it means: to be important

Try the frame: This matters because ____.

mean

Say it: MEEN

What it means: what something stands for

Try the frame: This means ____.

Tier 1 Vocabulary

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

point

Say it: POYNT

What it means: to direct attention to something

Try the frame: THIS points back to ____.

prove

Say it: PROOV

What it means: to show something is true

Try the frame: The evidence proves ____.

show

Say it: SHOH

What it means: to make something known

Try the frame: This shows ____.

think

Say it: THINKK

What it means: to use your mind

Try the frame: This makes me think of ____.

understand

Say it: un-der-STAND

What it means: to know the meaning of something

Try the frame: The reader can understand ____.

Tier 2 Vocabulary

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

anecdote

Say it: AN-ik-doh-t

What it means: a short story that connects to an idea

Try the frame: An anecdote here is ____.

cause

Say it: KAWZ

What it means: the reason something happens

Try the frame: The cause was ____.

clarify

Say it: KLAIR-uh-fy

What it means: to make an idea clearer

Try the frame: I clarify the quote by ____.

demonstrative pronoun

Say it: duh-MON-struh-tiv PROH-noun

What it means: a word like THIS that points to something

Try the frame: THIS is a demonstrative pronoun that ____.

effect

Say it: ih-FEKT

What it means: what happens because of a cause

Try the frame: The effect was ____.

Tier 2 Vocabulary

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

explanation

Say it: ek-spluh-NAY-shun

What it means: thinking that tells what the evidence means

Try the frame: My explanation shows ____.

meaning

Say it: MEE-ning

What it means: what the evidence tells us

Try the frame: The meaning of this quote is ____.

metacognition

Say it: met-uh-kog-NISH-un

What it means: thinking about your own thinking

Try the frame: I use metacognition when I ____.

signal marker

Say it: SIG-nuhl MAR-ker

What it means: a starter that begins an explanation

Try the frame: I use the signal marker ____.

thesis

Say it: THEE-sis

What it means: the clear main idea a response will prove

Try the frame: My thesis is ____.

Tier 3 Vocabulary

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

barons

Say it: BAIR-uhnz

What it means: powerful landowners who wanted the king to follow rules

Try the frame: The barons ____.

Caddo

Say it: KAD-oh

What it means: a Native American people of the Piney Woods

Try the frame: The Caddo village ____.

Constitution

Say it: kon-stih-TOO-shun

What it means: a written plan of a government's rules and powers

Try the frame: The U.S. Constitution ____.

harvest

Say it: HAR-vist

What it means: the gathering of ripe crops

Try the frame: A successful harvest meant ____.

Magna Carta

Say it: MAG-nuh KAR-tuh

What it means: a 1215 document that limited the king's power

Try the frame: The Magna Carta ____.

Tier 3 Vocabulary

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

mound

Say it: mownd

What it means: a tall built-up hill used for important events

Try the frame: The mound ____.

pottery

Say it: POT-uh-ree

What it means: objects shaped from clay

Try the frame: The visitors brought pottery to ____.

Runnymede

Say it: RUN-ee-meed

What it means: the field in England where the Magna Carta was signed

Try the frame: At Runnymede, ____.

territory

Say it: TERR-ih-tor-ee

What it means: an area of land a country controls

Try the frame: England lost territory when ____.

Three Sisters

Say it: three SIS-terz

What it means: corn, beans, and squash grown together

Try the frame: The Three Sisters ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What It Means
D - Dot	Place a small dot above any word that seems unfamiliar.
O - Discover	Discover its meaning through reading and discussion.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

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

AS YOU READ

☐ Dot unfamiliar words ☐ TAP the TRACKS ☐ Ask what evidence means

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Explanation Sentence

Evidence proves. Explanation tells what the proof means.

Explanation IS...	Explanation is NOT...
tells what the evidence means	repeated evidence
explains why it matters	a random thought
connects evidence to the thesis	an off-topic story

SCR SO FAR

THESIS



EVIDENCE



EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

Point to the evidence first. Then ask: What should the reader understand because of this quote?

Ready to Stretch? Take Your Thinking Further!

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

The Explanation Starter Pack

Start clearly, then add your own thinking.

Type	Starters	Job
Clarifying	This means... This shows...	states meaning directly
Story / Anecdotal	This reminds me of... This makes me think of...	builds a connected comparison

THE POWER OF THIS

THIS is a demonstrative pronoun. It points back to the evidence sentence right before it and connects ideas clearly.

ORAL REHEARSAL

My evidence is _____. This means _____. This connects back to my thesis because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Physically point to the evidence that THIS names before saying the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Study a Complete SCR

Notice how the third sentence adds meaning.

THESIS

The Magna Carta was important because it limited the king's power.

EVIDENCE

The text says, "The barons wanted the king to follow rules."

EXPLANATION

This means the barons believed the king should not have unlimited power.

CHECK THE CONNECTION

What does THIS point back to?

What meaning does the explanation add?

STUDENT SUPPORT - Another Way to Show What You Know

Read one SCR part at a time. You still explain how the third sentence connects to the first two.

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does an explanation sentence turn evidence into clear thinking for the reader?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: An explanation sentence _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Promise Written Long Ago

Passage 1 — Very High Stamina — 1,490 words • Nonfiction • Part 1 of 5

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask what each important detail means.

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

[1] Lexile band listed in the scope and sequence: 810–1000L

[2] Documented student-facing word count: 1,490

[3] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.

[4] England in the early 1200s was very different from the country people know today. Most people lived in small villages and worked on farms. Roads were rough, and traveling long distances took a great deal of time. There were no cars, trains, or airplanes. News spread slowly because messages had to be carried by travelers on horseback or by foot. Life was difficult for many people, and most families worked hard every day to grow food and care for their homes.

[5] At that time, kings held tremendous power. The king made important decisions about laws, taxes, land, and government. Many people believed a king's authority came from God, which made it difficult for ordinary citizens to challenge his decisions. If a king chose to create a new tax or punish someone, there were often few ways for people to object.

[6] King John became ruler of England in 1199. During his reign, he faced several challenges. He spent large amounts of money fighting wars against neighboring countries. Many of these military campaigns ended unsuccessfully, causing England to lose territory and influence. Because wars were expensive, King John continually searched for ways to raise money.

[7] One of the main ways he raised money was through taxes. He demanded payments from landowners and other groups throughout the kingdom. Many people believed these taxes were unfair. They felt they were being forced to pay more and more money while receiving little in return. As frustration grew, trust in the king began to decline.

A Promise Written Long Ago - Continued

2

Passage 1 — Very High Stamina — 1,490 words • Nonfiction • Part 2 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[8] Among the most dissatisfied people were the barons. Barons were wealthy landowners who controlled large areas of land throughout England. They often provided soldiers and support to the king during times of war. In return, they expected fair treatment and protection of their rights.

[9] However, many barons believed King John was not treating them fairly. They felt he ignored their concerns and made decisions without listening to anyone else. They worried that if the king's power continued to grow, the rights of the people would become even weaker.

[10] The barons wanted the king to follow rules. They believed even the king should not have complete power. They argued that leaders should be responsible for their actions and should not be allowed to make decisions without limits. At the time, this idea was unusual because many rulers believed they could govern however they wished.

[11] As disagreements increased, tensions between King John and the barons became more serious. The barons began meeting together to discuss possible solutions. They believed something needed to change. Eventually, they decided to demand that the king agree to certain rules that would limit his authority.

[12] Their goal was not to remove King John from power. Instead, they wanted to make sure he governed more fairly. They hoped to create an agreement that would protect people from unfair treatment and prevent the king from abusing his power.

[13] Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames. It was there that one of the most important documents in history was created.

[14] The Magna Carta was written and signed.

[15] Although the document may have seemed like a simple agreement at the time, its impact would last for centuries. The Magna Carta established rules that limited the authority of the king and protected certain rights. It became a symbol of fairness and the belief that no one should be above the law.

A Promise Written Long Ago - Continued

3

Passage 1 — Very High Stamina — 1,490 words • Nonfiction • Part 3 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[16] The Magna Carta was important because it limited the king's power. Before this document existed, kings often made decisions without restrictions. The Magna Carta introduced a different idea. It stated that the king must follow the law just like everyone else.

[17] Today, this idea may seem ordinary, but in 1215 it was groundbreaking. Many people had never considered the possibility that a king could be required to obey laws. The Magna Carta challenged the belief that rulers should have unlimited authority.

[18] The document also protected certain rights of the people. One of its most famous principles involved fair treatment under the law. For example, it stated that people could not be punished without a fair trial. This meant a person could not simply be arrested or punished because a ruler wanted it to happen.

[19] Instead, there needed to be a legal process. Evidence had to be considered, and decisions needed to be made fairly. This concept became an important foundation for future legal systems.

[20] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. They wanted leaders who would respect laws and consider the needs of the people they governed. Because of this, the document reflects the growing belief that fairness and justice should be important parts of government.

[21] While the Magna Carta was an important step forward, it did not immediately solve every problem. Conflicts between the king and the barons continued. Some parts of the document were challenged, revised, or ignored over time. Even so, the ideas contained in the Magna Carta continued to spread.

[22] Many people recognized that the document introduced powerful concepts about government. They saw value in the idea that leaders should have limits and that citizens should have protections under the law.

[23] As centuries passed, the Magna Carta became more than just an agreement between a king and a group of barons. It became a symbol of freedom, fairness, and accountability. Scholars, lawmakers, and political leaders studied its principles and applied them in new situations.

A Promise Written Long Ago - Continued

4

Passage 1 — Very High Stamina — 1,490 words • Nonfiction • Part 4 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[24] Its influence reached far beyond England. Governments in different parts of the world began considering similar ideas about rights and the rule of law. Many leaders believed that fair governments should protect citizens and prevent any one person from becoming too powerful.

[25] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.

[26] When American leaders met to design a new government after the American Revolution, they carefully considered lessons from history. They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group.

[27] As a result, they created a system that divided power among different branches of government. This structure helps prevent any single branch from becoming too powerful. The idea of limiting government authority can be connected to principles first expressed in the Magna Carta.

[28] Other American documents also reflect ideas that can be traced back to the Magna Carta. The Bill of Rights protects important freedoms and guarantees certain legal protections. Concepts such as fair trials, due process, and equal treatment under the law are connected to principles that were first introduced centuries earlier.

[29] The influence of the Magna Carta can still be seen today. Courts continue to rely on laws and legal procedures to help ensure fairness. Government leaders are expected to follow laws rather than act however they choose. Citizens have rights that governments are responsible for protecting.

[30] These ideas help create stability and trust within society. When people believe laws will be applied fairly, they are more likely to feel confident in their government. Fair laws help protect individuals and encourage leaders to act responsibly.

A Promise Written Long Ago - Continued

5

Passage 1 — Very High Stamina — 1,490 words • Nonfiction • Part 5 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[31] The Magna Carta also reminds people that positive change often begins when individuals work together to address problems. The barons recognized that something needed to change, and they took action to seek a solution. Their efforts resulted in a document that would eventually influence millions of people around the world.

[32] Students who study the Magna Carta are learning about more than a single historical event. They are learning about ideas that continue to shape governments and societies today. Concepts such as fairness, justice, accountability, and equal treatment remain important because they help communities function effectively.

[33] More than 800 years have passed since the Magna Carta was signed at Runnymede. Yet its message remains relevant. It reminds people that laws should apply to everyone, leaders should be accountable for their actions, and citizens deserve protection under the law.

[34] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. What began as an agreement between a king and a group of barons eventually became one of the most influential documents in world history. Its ideas have shaped governments, inspired leaders, and helped protect the rights of citizens for generations. Because of its lasting impact on freedom, justice, and the rule of law, the Magna Carta continues to be remembered as a promise written long ago that still matters today.

A Promise Written Long Ago - TRACKS Evidence Hunt

Study the exact words, then Verbally explain what the evidence means.

TRACKS	Exact Evidence	What It Means
T • Time	"In the year 1215"	It means _____
R ■ Reactions	"limited the king's power"	It means _____
A ▲ Actions	"demanded payments from landowners"	It means _____
C ★ Character, Concept, Creature	"Magna Carta"	It means _____
K ♦ Key Knowledge	"people could not be punished without a fair trial"	It means _____
S ▼ Scenery / Setting	"Most people lived in small villages"	It means _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. This means ____.
You still decide the meaning.

Ready to Stretch? Take Your Thinking Further!

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

Morning in the Village

Passage 2 — Very High Stamina — 1,515 words • Historical Fiction • Part 1 of 5

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask what each important detail means.

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

[1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[3] Tayanita liked the early morning hours. The village felt peaceful before the day became busy. Smoke drifted from cooking fires, and the smell of food filled the air. Birds called from the trees, and the river moved quietly nearby. She could hear people talking as they began their daily chores.

[4] The Caddo people worked hard to provide for their families. Everyone had responsibilities. Some people farmed, some hunted, and others made baskets, pottery, or tools. Children learned by watching adults and helping whenever they could. Tayanita felt proud when her parents trusted her with important jobs.

[5] Her family had lived in the village for many years. The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist. The community depended on cooperation.

[6] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the “Three Sisters” because they helped each other grow. Tayanita didn’t understand all of it, but she knew they needed all three to have enough food.

[7] The fields were important to the village. Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months. Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.

[8] As they worked, her mother explained how the plants supported one another. The corn grew tall and provided a place for bean vines to climb. The beans helped improve the soil. The squash spread across the ground and helped keep weeds from taking over. Although the explanation seemed complicated, Tayanita liked learning about the plants.

Morning in the Village - Continued 2

Passage 2 — Very High Stamina — 1,515 words • Historical Fiction • Part 2 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[9] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.

[10] Although she did not understand everything her uncle was saying, she enjoyed listening to the adults discuss farming. They seemed to know exactly what the land needed. Her grandfather often said that people should take care of the land because the land took care of them. Tayanita thought about those words whenever she worked outside.

[11] As the morning continued, the sun climbed higher into the sky. Workers moved steadily through the fields. Some people carried baskets, while others checked the growing crops. Children helped where they could. The village depended on everyone doing their part.

[12] One woman walked through the fields checking the condition of the plants. Another family was preparing an area for future planting. Everywhere Tayanita looked, people were busy. The work was not easy, but everyone understood its importance.

[13] By midday, the weather had become warmer. Tayanita wiped sweat from her forehead and took a short break. She sat beneath a tree and looked across the fields. Rows of crops stretched in every direction. Seeing all the work made her realize how much effort it took to feed an entire village.

[14] Her mother sat beside her and handed her a drink of water.

[15] "You are becoming a good worker," her mother said.

[16] Tayanita smiled. She liked hearing that.

[17] After their break, they continued working until it was time to leave the fields. Tayanita gathered her tools and followed her grandfather toward the center of the village.

[18] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.

Morning in the Village - Continued 3

Passage 2 — Very High Stamina — 1,515 words • Historical Fiction • Part 3 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[19] Her grandfather told her that many generations of Caddo people had helped build the mound. It was a special place where leaders met, ceremonies were held, and important decisions were discussed. People respected the mound because it connected them to their history.

[20] As they climbed, her grandfather explained that the mound represented the hard work of many people. No single person had built it alone. Each generation had added to it little by little.

[21] "That is how communities become strong," her grandfather said. "People work together."

[22] Tayanita liked that idea.

[23] When they reached the top, she looked across the village. Homes stood in neat groups. Smoke rose from cooking fires. Children played near their families while adults worked nearby.

[24] Beyond the village stood the Piney Woods. Tall trees covered the landscape in every direction. Tayanita thought the forest looked endless.

[25] Her grandfather pointed toward different parts of the village and explained their importance. He showed her where food was stored after harvests and where families gathered for celebrations. Every place had a purpose.

[26] As they climbed down from the mound, they passed several people carrying supplies. Some were bringing wood for cooking fires. Others transported baskets of food. Everyone seemed busy preparing for the afternoon.

[27] Near the river, several people were collecting water while others prepared canoes. The river was one of the village's most valuable resources. It provided water for drinking, cooking, and cleaning. It also helped people travel to nearby villages.

[28] Tayanita enjoyed watching the canoes. She imagined what it would be like to travel far from home and see places she had never visited before.

[29] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.

[30] The visitors displayed carefully made pottery decorated with patterns. Some carried stone tools, while others brought items their village was known for producing. The Caddo people examined the goods and discussed possible exchanges.

Morning in the Village - Continued 4

Passage 2 — Very High Stamina — 1,515 words • Historical Fiction • Part 4 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[31] Trade was important because no village could make everything it needed. By exchanging goods, communities gained access to resources that might not be available nearby. Trade also helped people build friendships and maintain relationships with neighboring groups.

[32] Tayanita listened as adults talked with one another. Some discussed hunting, while others shared news about nearby communities. The visitors told stories about places they had traveled and people they had met.

[33] One visitor described a river much larger than the one near the village. Another spoke about traveling for many days through forests and grasslands. Tayanita listened carefully and imagined what those places looked like.

[34] She noticed that the visitors were treated with respect. Even though they came from another village, they were welcomed warmly. Her family believed that cooperation helped communities grow stronger.

[35] One of the visitors showed Tayanita a piece of pottery decorated with patterns she had never seen before.

[36] "Did you make this?" she asked.

[37] The visitor smiled.

[38] "My family did," he replied.

[39] Tayanita studied the pottery carefully. She admired the skill it must have taken to create something so beautiful.

[40] As the afternoon turned to evening, families began preparing meals. Children returned home, and workers finished their tasks for the day. The sounds of conversation filled the village as people gathered together.

[41] Tayanita helped carry food while her mother prepared dinner. The smell of cooking filled the air. Family members shared stories about their day while they worked.

[42] As they ate, her grandfather shared stories about Caddo traditions. He spoke about the importance of community, responsibility, and respect. He reminded everyone that each generation had a responsibility to preserve the customs that had been passed down.

[43] Tayanita listened closely. She enjoyed hearing stories about the past. They helped her understand why certain traditions remained important.

[44] Her grandfather explained that traditions connected people to those who came before them. They reminded families of their history and helped keep the community strong.

Morning in the Village - Continued 5

Passage 2 — Very High Stamina — 1,515 words • Historical Fiction • Part 5 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence.
Explain one marked detail aloud.

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

[45] As darkness slowly settled over the village, cooking fires glowed brightly. Families finished their meals and spent time together. Some people told stories while others laughed and talked about the day.

[46] Tayanita looked around and felt grateful for everything she had experienced. She had worked in the fields, learned from her grandfather, visited the mound, watched traders arrive, and spent time with her family.

[47] As the day ended, she looked around her village. It was busy, but it also felt like home.

[48] The glow of evening fires spread across the village. Families shared meals, laughed together, and prepared for the next day. The sounds of conversation mixed with the gentle sounds of nature surrounding the community.

[49] Before going inside, Tayanita looked one last time at the homes, the fields, the mound, the river, and the forests beyond the village. Tomorrow would bring another busy day. There would be more work to do and more things to learn.

[50] She smiled as she stepped inside her home. Surrounded by family, friends, and traditions that had been passed down for generations, Tayanita felt thankful to be part of the Caddo community and proud of the village she called home.

Morning in the Village - TRACKS Evidence Hunt

Study the exact words, then Verbally explain what the evidence means.

TRACKS	Exact Evidence	What It Means
T ● Time	"The sun was just starting to come up"	It means _____
R ■ Reactions	"cooperation helped communities grow stronger"	It means _____
A ▲ Actions	"Families worked together to plant, water, and harvest the crops"	It means _____
C ★ Character, Concept, Creature	"Tayanita"	It means _____
K ♦ Key Knowledge	"Corn, beans, and squash grew in long rows"	It means _____
S ▼ Scenery / Setting	"a Caddo village near a river in the Piney Woods"	It means _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. This means ____.
You still decide the meaning.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Catch and Correct

Listen for evidence and explanation getting mixed up.

CATCH IT!

1. “The barons wanted the king to follow rules” is an explanation.
2. “This means the barons wanted limits on the king's power” is evidence.
3. The text says, “The barons wanted the king to follow rules.” This means the barons wanted the king to follow rules.
4. The text says, “They brought pottery and tools to trade.” This reminds me of my favorite store.

REPAIR ONE NEAR-MISS

FRESH RECALL

Evidence proves _____. Explanation tells _____.

STUDENT SUPPORT - Another Way to Show What You Know

Show CATCH IT, name the problem, and orally repair one sentence before writing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Which one really explains?

A

I forgot my boots, and the ground was wet.

B

I forgot my boots, and the ground was wet. That means my socks got soaked and I felt uncomfortable all morning.

Which part is like evidence?

Which part adds meaning and explains an effect?

STUDENT SUPPORT - Another Way to Show What You Know

Point to the fact first and the meaning second. You still explain why B is clearer.

Ready to Stretch? Take Your Thinking Further!

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

Explanation Relay Race

Read. Decide. Place. Explain.

HOW TO PLAY

1. Pick up a card.
2. Read the sentence.
3. Decide Evidence or Explanation.
4. Place it in the matching category.
5. Explain why.
6. Record each correct set.

FAST CHECK

Quotation and exact text = likely evidence. Meaning, connection, or why it matters = explanation.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number without cutting.
Complete the same sort and explanation.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Explanation Relay Race Cards 1

Cut only on the dashed lines.

CARD 1

“The tall pine trees were still dark.”

CARD 2

This shows the village is surrounded by nature early in the morning.

CARD 3

“Her family lived in a Caddo village near a river.”

CARD 4

This means the setting includes natural resources that helped the people live there.

Card Backs - Explanation Relay Race Cards 1

Check only after committing.

Explanation

EXPLANATION RELAY RACE

Card 2

Evidence

EXPLANATION RELAY RACE

Card 1

Explanation

EXPLANATION RELAY RACE

Card 4

Evidence

EXPLANATION RELAY RACE

Card 3

✂ CUT PAGE - Explanation Relay Race Cards 2

Cut only on the dashed lines.

CARD 5

“Corn, beans, and squash grew in long rows.”

CARD 6

This shows the people depend on the land for food.

CARD 7

“They brought pottery and tools to trade.”

CARD 8

This means the setting is a place where people connect and share resources.

Card Backs - Explanation Relay Race Cards 2

Check only after committing.

Explanation

EXPLANATION RELAY RACE

Card 6

Evidence

EXPLANATION RELAY RACE

Card 5

Explanation

EXPLANATION RELAY RACE

Card 8

Evidence

EXPLANATION RELAY RACE

Card 7

✂ CUT PAGE - Explanation Relay Race Cards 3

Cut only on the dashed lines.

CARD 9

“The king collected heavy taxes and made unfair decisions.”

CARD 10

This shows why the barons believed the king's power needed limits.

CARD 11

“The barons wanted the king to follow rules.”

CARD 12

This means the barons believed rules should apply even to a powerful ruler.

Card Backs - Explanation Relay Race Cards 3

Check only after committing.

Explanation

EXPLANATION RELAY RACE

Card 10

Evidence

EXPLANATION RELAY RACE

Card 9

Explanation

EXPLANATION RELAY RACE

Card 12

Evidence

EXPLANATION RELAY RACE

Card 11

✂ CUT PAGE - Explanation Relay Race Cards 4

Cut only on the dashed lines.

CARD 13

“This reminds me of a town market where people bring what they have and share with others.”

CARD 14

“This makes me think of a farm community where everyone depends on the land.”

CARD 15

“People gathered there for important events.”

CARD 16

This shows the village setting is also a place for community life, not just work.

Card Backs - Explanation Relay Race Cards 4

Check only after committing.

Explanation

EXPLANATION RELAY RACE

Card 14

Explanation

EXPLANATION RELAY RACE

Card 13

Explanation

EXPLANATION RELAY RACE

Card 16

Evidence

EXPLANATION RELAY RACE

Card 15

Explanation Relay Race - Recording

Record two decisions and justify them.

ROUND 1

Card: ____ Evidence / Explanation

My reason:

ROUND 2

Card: ____ Evidence / Explanation

My reason:

ANSWER KEY

Evidence: 1, 3, 5, 7, 9, 11, 15

Explanation: 2, 4, 6, 8, 10, 12, 13, 14, 16

STUDENT SUPPORT - Another Way to Show What You Know

Say: This is ____ because _____. You still point to the exact clue.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

Evidence or explanation - how do you know?

What did evidence sentences have?

What job did explanation sentences do?

Why is THIS useful?

What happens when an explanation does not connect?

STUDENT SUPPORT - Another Way to Show What You Know

Use: Evidence _____. Explanation _____. THIS points back to _____.

Ready to Stretch? Take Your Thinking Further!

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

Build the Third Sentence - Farming and Trade

Read the thesis and evidence. Add meaning.

THESIS

The setting is important because people depend on farming and trade.

EVIDENCE

“Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.”

MY EXPLANATION

Begin with This means or This shows. Make THIS point back. Connect to the thesis.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What should the reader understand because of this quote? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build the Third Sentence - Natural Features

Read the thesis and evidence. Add meaning.

THESIS

The author shows the setting through details about the environment.

EVIDENCE

“The tall pine trees were still dark” and “Her family lived in a Caddo village near a river.”

MY EXPLANATION

Begin with This means or This shows. Make THIS point back. Connect to the thesis.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What should the reader understand because of this quote? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build the Third Sentence - Limits on Power

Read the thesis and evidence. Add meaning.

THESIS

The Magna Carta was important because it limited the king's power.

EVIDENCE

“The barons wanted the king to follow rules.”

MY EXPLANATION

Begin with This means or This shows. Make THIS point back. Connect to the thesis.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What should the reader understand because of this quote? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build the Third Sentence - Lasting Influence

Read the thesis and evidence. Add meaning.

THESIS

The Magna Carta influenced later governments by spreading ideas about limits on power and rights.

EVIDENCE

“Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.”

MY EXPLANATION

Begin with This means or This shows. Make THIS point back. Connect to the thesis.

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What should the reader understand because of this quote? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Cumulative SCR Sweep

Check the complete response you already wrote.

COPY MY THESIS → EVIDENCE → EXPLANATION

CHECK

- ☐ complete sentences and subject-verb agreement ☐ singular and plural nouns
- ☐ common and proper nouns ☐ irregular past-tense verbs
- ☐ Grade 4 spelling patterns and high-frequency words ☐ capitalization
- ☐ accurate quotation ☐ explanation adds meaning

MY CORRECTED SCR

STUDENT SUPPORT - Another Way to Show What You Know

Point to one feature at a time and read aloud. You still decide each correction.

Ready to Stretch? Take Your Thinking Further!

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

Full SCR Draft - Page 1

Write a connected thesis, evidence, and explanation.

DRAFTING FOCUS

Evidence proves. Explanation tells the reader what the proof means.

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

Full SCR Draft - Page 2

Continue only if you need more space.

CONNECTION CHECK

Can the reader tell exactly what THIS points back to and how the meaning connects to the thesis?

[illegible]

Day 4 - AWARD Yourself

An award counts when you point to evidence in your own work.

CHOOSE

- Meaning Maker - my explanation adds meaning.
- THIS Pointer - THIS clearly names the evidence.
- Thesis Connector - my explanation connects back.
- Clear Starter - my signal marker fits.
- Complete SCR Builder - all three parts work together.

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest explanation and circle its signal marker before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Choose one explanation target from this module.

- ☐ Connect more clearly to evidence.
- ☐ Use THIS correctly.
- ☐ Explain why the quote matters.
- ☐ Use stronger Thinking Level language.
- ☐ Remember capitalization and punctuation.

MY TARGET

My next explanation goal is

I chose it because

I will know I improved when

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

Teach the full SCR.

TEACH-BACK FRAME

An explanation sentence tells _____. I can start with _____. In this response, THIS points back to _____. The explanation helps the reader understand _____.

Definition of explanation:

One starter signal:

What THIS points to:

How explanation connects to the thesis:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How does an explanation sentence turn evidence into clear thinking for the reader?

WHAT CHANGED?

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

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

AWARD

Put a star beside your favorite explanation. Write what you are proud of and finish: My explanation helped the reader understand ____.

TARGET

Choose one: connect more clearly to evidence, use THIS correctly, explain why the quote matters, use stronger Thinking Level language, improve conventions, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Define explanation, name a starter, show what THIS points to, and explain how your sentence connects evidence to the thesis.

I Can...	Not Yet	Getting Set	I Can Do It
Tell explanation from evidence	☐	☐	☐
Use a starter signal	☐	☐	☐
Make THIS point back	☐	☐	☐
Complete a full SCR	☐	☐	☐
Check conventions	☐	☐	☐

Day 5 - Writing Opportunity: Build a Full SCR

Choose one thesis-and-evidence set and complete the SCR.

CHOICE 1

Thesis: The setting is important because people depend on farming and trade.

Evidence: “Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.”

CHOICE 2

Thesis: The Magna Carta was important because it limited the king's power.

Evidence: “The barons wanted the king to follow rules.”

MY CHOICE

Set: ____ What the evidence means:

STUDENT SUPPORT - Another Way to Show What You Know

Read both sets aloud. Choose the evidence whose meaning you can explain most clearly.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Full SCR

Read the quote, start the explanation, connect to the thesis.

1. READ THE QUOTE - What does it mean and why does it matter?

2. START - This means / This shows

3. CONNECT - What should the reader understand?

STUDENT SUPPORT - Another Way to Show What You Know

Use the Starter Pack. You still decide the meaning and connection.

Ready to Stretch? Take Your Thinking Further!

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

Additional Full SCR Draft - Page 1

Make the evidence mean something.

DRAFTING FOCUS

Thesis → Evidence → Explanation. The third sentence interprets instead of repeating.

[illegible]

Additional Full SCR Draft - Page 2

Make the evidence mean something.

DRAFTING FOCUS

Thesis → Evidence → Explanation. The third sentence interprets instead of repeating.

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

Revise, Edit, and Share

Improve the explanation, check conventions, then explain one choice.

REVISE

☐ adds meaning ☐ connects to thesis ☐ THIS points back clearly

EDIT

☐ complete sentences ☐ agreement ☐ nouns ☐ verbs ☐ spelling ☐ capitalization

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the thesis, evidence, and explanation aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the meaning you added.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your explanation connects the evidence back to the thesis.

READY TO STRETCH? - Explanation

Stretch Lab

Use the same evidence in two strong ways.

EVIDENCE

“Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.”

CLARIFYING EXPLANATION

This means / This shows...

STORY OR CONNECTION EXPLANATION

This reminds me of / This makes me think of...

COMPARE

Which stays closest to the thesis? Which changes the reader's understanding? Which shows stronger thinking, and why?

Study Three SCR Exemplars

Notice how explanation moves from repeating to meaning.

LOW

The setting is important. The text says, “Corn, beans, and squash grew in long rows.”
The corn, beans, and squash grew in long rows.

What repeats?

MEDIUM

The setting is important because people depend on farming. The text says, “Corn, beans, and squash grew in long rows.” This means they grow food.

What accurate meaning is still general?

HIGH

The setting is important because people depend on farming and trade. The text says, “Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.” This means the village setting helps people grow food and exchange goods with others.

STUDENT SUPPORT - Another Way to Show What You Know

Underline thesis, evidence, and explanation in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

Evidence gives the proof. Explanation tells the reader what to understand from that proof, why it matters, and how it connects back to the thesis.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 4.

OUR ESSENTIAL QUESTION

How does an explanation sentence turn evidence into clear thinking for the reader?

My Answer

I interpret the evidence by telling my reader what the quoted words mean, why they matter, and how they connect back to my thesis (central idea), rather than repeating the quote.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the proof: My evidence shows _____. This matters because _____, and it connects to my thesis by _____.

Ready to Stretch? Take Your Thinking Further!

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