

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 2

Building Informational Responses



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 4 Cluster 2

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Grade 4 Cluster 2

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 2, where you will grow your thinking like a tree. An Extended Constructed Response, or ECR, grows from strong roots (the passage and the prompt), up a tall trunk (your thesis, or central idea), and out along three branches (a reason or way, evidence, and explanation).

You will read about energy resources and about Columbus's arrival. You will learn to read a prompt as a statement, mark the parts that matter, and build a clear informative response.

Remember our reminder: **Roots strong, trunk tall, branches growing.** A taller tree is not a stronger tree unless every branch connects back to the trunk.

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.

GROWING THE ECR TREE HIGHER

Level 1 names an idea. Level 2 adds evidence but stops before explaining. Level 3 explains what the evidence means. Level 4 connects evidence and explanation to the central idea with clear reasoning. Level 5 connects the idea to a larger understanding. Grow a response up one level by adding a branch, not just more words.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

TRACKS - Six Types of Measurable Evidence

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

Symbol	Color	Evidence Type	What to Look For
	Pastel Green	T - Time	age, era, dates, cultural details, or historical details
	Pastel Purple	R - Reactions	reactions, solutions, resolutions, or effects
	Pastel Yellow	A - Actions	actions, problems, conflicts, or causes
	Pastel Yellow	C - Character, Concept, Creature	people's names, animals, or major concepts
	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. The exact words you highlight become the evidence you grow on the branches of your ECR tree.

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 2



M O D U L E



Growing the Tree

Building an Informational Response



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

An ECR grows like a tree - and every branch connects back to the trunk.

WHY THIS MODULE MATTERS

An Extended Constructed Response (ECR) grows like a tree. The roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reason or way, the evidence, and the explanation. You will learn to read an ECR prompt as a statement, mark the Noun of Importance (NOI), the Verb of Importance (VOI), and the WHY/HOW clue, and then build a clear informative response around a central idea.

Essential Question

How does understanding the passage, the prompt, and the parts of an ECR help us build a strong informative response?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

Attempt	Try the thinking first.
Check	Use the built-in check when one is provided.
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Attempt -> Check -> Adjust -> Ask if Needed

Visual Conventions You Will See

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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(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 writing with a clear structure that begins with an 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 an informational response built around 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 an 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 my informational response work well.

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.

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 use the correct past tense of irregular verbs.

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)(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 like Columbus and Spain correctly.

The Standards I Am Learning - Part 4

Read the official TEKS. Directly under it, read 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 spell words correctly using grade-level 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.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student 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

- name the parts of an informative ECR: roots, trunk, and branches.
- read an ECR prompt as a statement and mark the NOI, VOI, and WHY/HOW clue.
- write a thesis (central idea) that answers the prompt.
- support my thesis (central idea) with evidence and an explanation that connects back to it.

I WILL

- use the passage and the prompt as the roots of my thinking.
- tell evidence apart from explanation and use both.
- make sure every branch connects back to the trunk.
- explain how my choices strengthen the response.

LEARNING DESTINATION

I will build an informative ECR around a clear central idea, supporting a thesis (central idea) with evidence and an explanation that connects back to the idea.

MY LAUNCHPAD PROMISE

The tree part 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
Name the roots, trunk, and branches	a lot / a little / new	a lot / a little / new	a lot / a little / new
Mark the NOI, VOI, and WHY/HOW clue	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a thesis (central idea)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell evidence from explanation	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.

answer

Say it: AN-ser

What it means: what you say to a prompt

Try the frame: My answer to the prompt is ____.

build

Say it: BILD

What it means: to make something part by part

Try the frame: I build my response by ____.

connect

Say it: kuh-NEKT

What it means: to link two things together

Try the frame: I connect the evidence to my central idea by ____.

explain

Say it: ek-SPLAYN

What it means: to make an idea clear

Try the frame: I explain my idea by ____.

idea

Say it: eye-DEE-uh

What it means: a thought about something

Try the frame: My idea about the passage is ____.

Tier 1 Vocabulary - Everyday Words

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

plan

Say it: PLAN

What it means: to think it out before writing

Try the frame: My plan is to ____.

prove

Say it: PROOV

What it means: to show something is true

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

reason

Say it: REE-zun

What it means: why something is true or happens

Try the frame: One reason is ____.

show

Say it: SHOH

What it means: to make something known

Try the frame: The text shows that ____.

support

Say it: suh-PORT

What it means: to hold up or back up an idea

Try the frame: I support my central idea with ____.

Tier 2 Vocabulary - Academic Words

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

analyze

Say it: AN-uh-lyz

What it means: to look closely at parts to understand the whole

Try the frame: I analyze the prompt by ____.

central idea

Say it: SEN-truhl eye-DEE-uh

What it means: the main point the whole response is about

Try the frame: The central idea is ____.

evidence

Say it: EV-uh-duhns

What it means: proof from the text, often the exact words

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

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

Try the frame: My explanation shows ____.

inform

Say it: in-FORM

What it means: to give information about a topic

Try the frame: This response informs the reader about ____.

Tier 2 Vocabulary - Academic Words

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

prompt

Say it: PROMPT

What it means: the statement that tells you what to write about

Try the frame: The prompt asks me to ____.

response

Say it: rih-SPONS

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

Try the frame: My response includes ____.

structure

Say it: STRUK-cher

What it means: the way the parts are organized

Try the frame: The structure of my ECR is ____.

thesis

Say it: THEE-sis

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

Try the frame: My thesis is ____.

transition

Say it: tran-ZISH-un

What it means: a word that links ideas, such as because, however, or in addition

Try the frame: I use the transition ____ to ____.

Tier 3 Vocabulary - Passage Words

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

conflict

Say it: KON-flikt

What it means: a serious disagreement or struggle

Try the frame: A conflict developed when ____.

environment

Say it: en-VY-run-ment

What it means: the natural world around us

Try the frame: The environment is affected when ____.

expedition

Say it: eks-puh-DISH-un

What it means: a journey taken for a special purpose

Try the frame: An expedition is ____.

exploration

Say it: eks-plur-AY-shun

What it means: the act of traveling to learn about new places

Try the frame: Exploration led to ____.

influence

Say it: IN-floo-uhns

What it means: the power to change or affect something

Try the frame: Columbus's arrival had an influence on ____.

Tier 3 Vocabulary - Passage Words

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

missionaries

Say it: MISH-uh-nair-eez

What it means: people who travel to teach a religion

Try the frame: Missionaries traveled to ____.

nonrenewable

Say it: non-rih-NOO-uh-buhl

What it means: not able to be replaced quickly once it is used

Try the frame: A nonrenewable resource is ____.

pollution

Say it: puh-LOO-shun

What it means: harmful materials that damage the environment

Try the frame: Pollution can ____.

renewable

Say it: ri-NOO-uh-buhl

What it means: able to be replaced over time and used again

Try the frame: A renewable resource is ____.

resource

Say it: REE-sorss

What it means: a material or supply that people use

Try the frame: One resource we use is ____.

Growing the ECR Tree

Roots... Trunk... Branches! Every branch connects back to the trunk.

PASSAGE +
PROMPT

THESIS (CENTRAL
IDEA)

REASON /
WAY

EVIDENCE

EXPLANATION

THE ECR TREE

Roots	Passage + Prompt - everything starts here.
Trunk	Thesis (Central Idea) - your main answer.
Branch 1	Reason or Way
Branch 2	Evidence
Branch 3	Explanation

SCR vs. ECR

SCR	ECR
Comes from a question	Comes from a statement
Short response	Extended response
One idea, briefly supported	A thesis (central idea) grown with reasons or ways, evidence, and explanation

An ECR has only TWO TYPES: WHY and HOW.

REMEMBER

A taller tree is not a stronger tree unless every branch connects back to the trunk. The goal is clear reasoning, not decoration.

Reading the Prompt: Shapes and Colors

An ECR prompt is a statement to respond to - not a question to answer briefly.

MARK THE PROMPT

Red Circle	NOI - Noun of Importance: what the prompt is about.
Blue Box	VOI - Verb of Importance: what you must do.
Green Triangle	Clue Words: the WHY or HOW that names the ECR type.

PROMPTS ARE STATEMENTS

- Explain why Columbus's arrival affected people in the Americas in important ways.
- Explain how renewable and nonrenewable resources shape energy decisions.

Both are statements. Both name a WHY or a HOW.

ORAL REHEARSAL FRAME

My thesis (central idea) is _____. My evidence is _____. This explanation connects back to my thesis (central idea) because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the shapes chart as you mark a prompt. You still decide which words are the NOI, VOI, and clue.

Ready to Stretch? Take Your Thinking Further!

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

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Place a small dot above any word that seems unfamiliar as I read.
O - Discover	Discover the meaning 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.

MY FIRST THINKING (DAY ONE)

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

How does understanding the passage, the prompt, and the parts of an ECR help us build a strong informative response?

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: An ECR is strong when ____ because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Energy We Use Everyday

Passage 3 — Low Stamina • 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 grow into a thesis (central idea), evidence, and explanation?

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth.

[2] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[3] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

[4] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used.

[5] Nonrenewable resources provide a large and steady supply of energy, which makes them useful.

[6] However, their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up.

[7] Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use.

The Energy We Use Everyday - 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	"over millions of years"	It fits because _____
S ▼ Scenery / Setting	"natural resources found on Earth"	It fits because _____
C ★ Character, Concept, Creature	"Renewable resources"	It fits because _____
A ▲ Actions	"can be used to generate electricity"	It fits because _____
K ♦ Key Knowledge	"coal, oil, and natural gas"	It fits because _____
R ■ Reactions	"lead to pollution and environmental damage"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Energy We Use Everyday - 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	"solar energy depends on sunlight"	It fits because _____
K ♦ Key Knowledge	"cannot be replaced quickly once they are used"	It fits because _____
R ■ Reactions	"They do not run out easily"	It fits because _____
K ♦ Key Knowledge	"a large and steady supply of energy"	It fits because _____
A ▲ Actions	"form deep underground"	It fits because _____
R ■ Reactions	"may eventually be used up"	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.

Columbus's Arrival

Passage 4 — Low Stamina • 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 grow into a thesis (central idea), evidence, and explanation?

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.

[2] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region.

[3] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled to the Americas to teach Native Americans about this religion. This changed many traditions and ways of life.

[4] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. However, these relationships did not always stay peaceful. Conflicts developed over land, resources, and control. The Carib were known for resisting the Spanish, which led to fighting between the groups.

[5] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage, but many people also think about how his arrival affected Native Americans.

[6] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas.

Columbus's Arrival - 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 1492"	It fits because _____
C ★ Character, Concept, Creature	"Christopher Columbus"	It fits because _____
S ▼ Scenery / Setting	"islands in the Caribbean"	It fits because _____
A ▲ Actions	"he claimed the land for Spain"	It fits because _____
R ■ Reactions	"the growth of Spain's influence in the region"	It fits because _____
K ♦ Key Knowledge	"spread Christianity to the people they met"	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.

Columbus's Arrival - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"the Taino and the Carib"	It fits because _____
A ▲ Actions	"Conflicts developed over land, resources, and control"	It fits because _____
R ■ Reactions	"led to fighting between the groups"	It fits because _____
K ♦ Key Knowledge	"missionaries traveled to the Americas"	It fits because _____
A ▲ Actions	"sailed across the Atlantic Ocean"	It fits because _____
R ■ Reactions	"lasting effects on land, culture, and the people"	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

Auditory Engagement: Listen and Sketch the ECR Tree. Pencils down first.

LISTEN, THEN SKETCH

Listen to the whole explanation. Do not copy the words. Then sketch the tree from memory: ROOTS = passage + prompt, TRUNK = thesis (central idea), BRANCH 1 = reason/way, BRANCH 2 = evidence, BRANCH 3 = explanation. Add one arrow showing that every branch connects back to the trunk.

FRESH RECALL

Cover your sketch. Say aloud: The roots of an ECR are ____, the trunk is ____, and the branches are ____.

STUDENT SUPPORT - Another Way to Show What You Know

If sketching is difficult, label a partner's tree or place word cards (roots, trunk, branches) in order, then say each part aloud.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Build the Thinking Tree Together. Roots... Trunk... Branches!

SAY IT WITH ME

- Roots = Passage + Prompt. Everything starts here.
- Trunk = Thesis (Central Idea). This is your main answer.
- Branches = Reason/Way, Evidence, Explanation.

ECR PROMPTS ARE STATEMENTS - NOT QUESTIONS

- Explain why Columbus's arrival affected people in the Americas in important ways.
- Explain how renewable and nonrenewable resources shape energy decisions.

An ECR has only TWO TYPES: WHY and HOW.

WHAT IF A TREE HAS NO ROOTS?

It falls over. In writing, if we do not understand the passage and the prompt, our response falls apart too.

DAY 1 CLOSING

The roots of an ECR are _____. The trunk is _____. The branches are _____.

Day 2 - ATTEMPT

BOOM BOOM GRAB - Tree Style. How to play.

THE GOAL

Listen to a sentence. Decide which tree part it is - Thesis (Central Idea), Evidence, or Explanation. Grab the matching card and be ready to justify your choice.

HOW TO PLAY

1. Work with a partner. Place the three tree cards between you: Thesis (Central Idea), Evidence, Explanation.
2. Listen while a sentence is read aloud.
3. The first person to grab the correct tree card wins a point.
4. Say why the sentence is that tree part.
5. Record the sorted sets in your notebook.

SUCCESS CHECK

Evidence is the author's exact words. Explanation is your thinking about what the evidence proves. A thesis (central idea) is the main answer the whole response will prove.

BEFORE YOU CUT

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording page instead of cutting. Write the sentence number and the tree part it matches. You still justify each choice.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - ECR Tree Sorting Cards

Cut only on the dashed lines.

THESIS (CENTRAL IDEA)

The clear main answer the whole response will prove. It grows on the trunk.

EVIDENCE

The author's exact words from the passage. It grows on a branch.

EXPLANATION

My thinking about what the evidence proves and how it connects back to the trunk.

HOW TO GRAB

Place all three tree cards between partners. When you hear a sentence, grab the card that matches its part.

Card Backs - ECR Tree Sorting Cards

Check only after the group commits.

B BRANCH Evidence	T TRUNK Thesis (Central Idea)
★ PLAY IT BOOM BOOM GRAB	B BRANCH Explanation

✂ CUT PAGE - BOOM BOOM GRAB Cards - Set A (Columbus's Arrival)

Cut only on the dashed lines.

SENTENCE 1

Columbus's arrival changed the lives of Native Americans.

SENTENCE 2

The text says Columbus claimed land for Spain.

SENTENCE 3

This shows that Spain wanted control over new land.

RECORD CARD

Write each sentence number in your notebook next to the tree part it matches: thesis (central idea), evidence, or explanation.

Card Backs - BOOM BOOM GRAB Cards - Set A (Columbus's Arrival)

Check only after the group commits.

2 Evidence It quotes the text.	1 Thesis (Central Idea) It is the main answer.
R Record Sort, then justify.	3 Explanation It tells what the evidence proves.

✂ CUT PAGE - BOOM BOOM GRAB Cards - Set B (The Energy We Use Everyday)

Cut only on the dashed lines.

SENTENCE 1

Energy choices are shaped by the advantages and limitations of different resources.

SENTENCE 2

The passage states, 'Renewable energy sources are not always available.'

SENTENCE 3

This shows communities must plan carefully when some renewable sources are not always available.

RECORD CARD

Say aloud why each card is a thesis (central idea), evidence, or explanation before you record it.

Card Backs - BOOM BOOM GRAB Cards

- Set B (The Energy We Use Everyday)

Check only after the group commits.

2

Evidence

It quotes the text.

1

Thesis (Central Idea)

It is the main answer.

R

Record

Sort, then justify.

3

Explanation

It tells what the evidence proves.

BOOM BOOM GRAB - My Recording Sheet

Record both sets. Say why each card is a thesis (central idea), evidence, or explanation.

Set	Sentence	Tree Part	Why It Fits
A - 1			
A - 2			
A - 3			
B - 1			
B - 2			
B - 3			

NO-CUT PATHWAY

You do not have to cut the cards. Read each sentence, write its tree part in the table, and explain your choice aloud or in the last column.

STUDENT SUPPORT - Another Way to Show What You Know

Use the tree sorting cards as a reference. Point to the card that matches before you write the tree part.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What makes the ECR tree strong?

DISCUSSION QUESTIONS

- Why is evidence not enough by itself?
- What would happen if we skipped the thesis (central idea)?
- Why do ECR prompts require WHY or HOW thinking?

WHAT WE NOTICED

Evidence shows, but explanation grows the idea. With no trunk, there is no tree. ECR is about thinking deeply, not just answering quickly.

MY DISCUSSION NOTES

A word or phrase we examined:

The change made the thinking stronger because:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: Evidence tells me _____. My explanation grows it because _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Independent Tree Builder

Mark the prompt, then plan your thesis (central idea), evidence, and explanation.

PROMPT

Explain how renewable and nonrenewable resources affect decisions about energy use.

MARK THE PROMPT

Circle the NOI (what it is about):

Box the VOI (what you must do):

Triangle the clue word (WHY or HOW):

PLAN THE TREE

Trunk - my thesis (central idea):

Branch - my evidence (the author's exact words):

Branch - my explanation (what the evidence proves):

STUDENT SUPPORT - Another Way to Show What You Know

Use the ECR Tree chart and the Prompt Shapes chart. You still choose the thesis (central idea), the evidence, and 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.

My ECR Tree - Draft Space

Grow the whole tree. Make sure every branch connects back to the trunk.

SUCCESS CHECK

- ☐ NOI, VOI, and clue marked ☐ Clear thesis (central idea)
- ☐ Exact evidence ☐ Explanation connects back to the trunk

[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)(vi) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the correct past tense of irregular verbs.

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)(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.

Module 1 Conventions Sweep

This is not a new paragraph. It is a quick quality check on a sentence you already wrote.

COPY ONE SENTENCE FROM YOUR ECR TREE

MARK AND CHECK

1. Underline the subject once and the verb twice; do they agree?
2. Check any irregular past-tense verb you used.
3. Circle a singular noun; box a plural noun.
4. Underline a common noun; capitalize proper nouns like Columbus and Spain.
5. Check spelling patterns and high-frequency words.

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 nouns 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 tree.

GIVE YOURSELF CREDIT FOR GROWING YOUR TREE

- I built a thesis (central idea) on the trunk.
- I marked the NOI, VOI, and clue in the prompt.
- I connected evidence to my thesis (central idea).
- I explained what my evidence proves.

Partner chant: Roots strong! Trunk tall! Branches growing - I've got it all!

MY AWARD

One part of my ECR tree that is growing strong is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one part and point to proof before writing. Rehearse: This part is strong 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



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Day 4 - TARGET Your Next Growth

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

WHICH PART NEEDS MORE PRACTICE?

- ☐ Prompt analysis (NOI, VOI, clue) ☐ Thesis (central idea)
☐ Evidence ☐ Explanation that connects back

BUILD A PRECISE TARGET

My next ECR-tree goal is _____ because

I will know I improved when

CURIOSITY QUESTIONS

Why might two people answer the same prompt differently? How do stronger explanations make writing more powerful?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could connect your idea to a larger understanding about the topic.

Day 5 - EXPLAIN or Educate Others

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

TEACH-BACK FRAME

The _____ of an ECR is _____. It matters because _____.
For example, _____.

MY TEACHING CARD

The tree part I am teaching:

What it is:

Why it matters:

My example from today:

LISTENER RESPONSIBILITIES

- Restate the tree part.
- Name why it matters.
- Ask: How does that part connect back to the trunk?
- 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 does understanding the passage, the prompt, and the parts of an ECR help us build a strong informative response?

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 ECR-tree work. Write what you are proud of and name the roots, trunk, or branch decision that made it strong.

TARGET

Choose one: prompt analysis, thesis (central idea), evidence, explanation, or a new-topic question this lesson made you curious about. Write why it is your next step.

EXPLAIN

Name the page that best proves your growth. Explain what ECR-tree part you built there and how it connects back to the trunk.

I Can...	Not Yet	Getting Set	I Can Do It
Name the roots, trunk, and branches	☐	☐	☐
Mark the NOI, VOI, and clue	☐	☐	☐
Write a thesis (central idea)	☐	☐	☐
Support it with evidence and explanation	☐	☐	☐
Check my sentence for conventions	☐	☐	☐

Day 5 - Writing Opportunity: Build an ECR Tree

Choose one prompt, mark it, then grow the whole tree.

CHOOSE ONE PROMPT

- ☐ Explain how renewable and nonrenewable resources affect decisions about energy use.
- ☐ Explain why Columbus's arrival had lasting effects on the people of the Americas.

SUCCESS CRITERIA

- My ECR has a marked prompt, a thesis (central idea), evidence, and an explanation.
- My evidence is the author's exact words.
- Every branch connects back to the trunk.
- I revise for clarity and run the Conventions Sweep.

MY FIRST DECISION

Prompt I chose:

This is a WHY or a HOW prompt, so my thesis (central idea) will

STUDENT SUPPORT - Another Way to Show What You Know

Read both prompts aloud. Choose the one whose evidence you can explain most clearly. Then mark the prompt 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 ECR Tree

Grow meaning before you draft. Roots first, then trunk, then branches.

1. ROOTS - Mark the prompt

Circle the NOI. Box the VOI. Triangle the WHY/HOW clue.

2. TRUNK - My thesis (central idea)

3. BRANCH - Evidence (the author's exact words)

4. BRANCH - Explanation (what the evidence proves and how it connects back)

STUDENT SUPPORT - Another Way to Show What You Know

Use the ECR Tree chart and the passage evidence hunts. You choose the exact quote and explain why it proves your thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

ECR Draft - Page 1

Keep your thesis (central idea), evidence, and explanation connected.

MEANING CHECK

After each sentence, ask: Does this branch connect back to my trunk? Keep the parts that grow the idea.

[illegible]

ECR Draft - Page 2

Continue only if you need more space. A taller tree is not stronger unless every branch connects back.

PRECISION CHECK

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

[illegible]

Revise, Edit, and Share

Improve one sentence, run the Conventions Sweep, then explain one decision.

REVISE

Improve one sentence's structure or word choice so the thinking is clearer.

Before:

After:

EDIT - Conventions Sweep

- ☐ Subject-verb agreement
 ☐ Irregular past tense
 ☐ Singular / plural nouns
☐ Common / proper nouns
 ☐ Spelling patterns
 ☐ High-frequency spelling

SHARE

My partner heard my thesis (central idea) grow when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis (central idea) and strongest evidence-explanation connection to a partner. The feedback must name a specific branch.

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 every branch connect back to your trunk? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your thesis (central idea), evidence, and explanation. Defend the branch that connects most clearly back to the trunk.

PROOF OF TRANSFER

I knew I could build an ECR tree for a new prompt because on page _____ I

READY TO STRETCH? - Grow a Forest

One idea can grow in different ways. Create two different theses for the same prompt.

CHALLENGE PROMPT

Explain how renewable and nonrenewable resources affect decisions about energy use.

GROW TWO TREES

Thesis (central idea) 1:

Different evidence for tree 1:

Thesis (central idea) 2:

Different evidence for tree 2:

JUSTIFY

Explain how the two responses grow from different thinking. Can both theses be correct? Why?

MOVE YOUR THINKING



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Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

An Extended Constructed Response grows like a tree. Understanding the passage and the prompt gives your response strong roots; a clear thesis (central idea) is the trunk; and reasons or ways, evidence, and explanation are the branches. A taller tree is not a stronger tree unless every branch connects back to the trunk.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How does understanding the passage, the prompt, and the parts of an ECR help us build a strong informative response?

My Answer

I use the passage and prompt as strong roots, a clear thesis (central idea) as the trunk, and reasons or ways, evidence, and explanation as the branches, so every part of my informative response connects.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the roots: The passage is about ____ and the prompt asks 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.

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CLUSTER 2



M O D U L E



Writing Thesis (Central Idea)

TOPIC, CHARGE, and the WHAT/WHY/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 (central idea) begins by reading the prompt for clues.

WHY THIS MODULE MATTERS

In Module 1 you learned that the thesis (central idea) is the trunk of the ECR Tree. This module zooms in on the trunk. A strong ECR thesis (central idea) has three pieces: the Noun of Importance (from the prompt), the Verb of Importance (from the prompt), and the Answer (from you). WHY prompts need a complex sentence with a subordinator; HOW prompts need a simple sentence with a preposition.

Essential Question

How can the words in an ECR prompt guide us to build a strong thesis (central idea) statement?

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.

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 write complete simple sentences where the subject and verb agree.

The Standards I Am Learning - Part 3

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

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.

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.

The Standards I Am Learning - Part 4

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

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.

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 high-frequency words correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student 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 2 Learning Launchpad

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

I CAN

- find the Noun of Importance and the Verb of Importance in a prompt.
- build a thesis (central idea) with Noun of Importance + Verb of Importance + Answer.
- decide whether a prompt is WHY or HOW and use the matching sentence type.
- add my own answer to complete a strong thesis (central idea).

I WILL

- read the prompt for clues before I write.
- use the passage, speak about my thinking, and record my work.
- keep the noun and verb from the prompt and add my own answer.
- check my thesis (central idea) for all three pieces.

LEARNING DESTINATION

I will build a strong thesis (central idea) from Noun of Importance + Verb of Importance + Answer and match its sentence structure to a WHY or HOW prompt.

MY LAUNCHPAD PROMISE

The thesis (central idea) 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 Noun of Importance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the Verb of Importance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Add my own answer	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match 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 the prompt

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 ____.

build

Say it: BILD

What it means: to make part by part

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

cause

Say it: KAWZ

What it means: what makes something happen

Try the frame: The cause was ____.

effect

Say it: ih-FEKT

What it means: what happens because of a cause

Try the frame: The effect was ____.

Tier 1 Vocabulary

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

noun

Say it: NOWN

What it means: a person, place, thing, or idea

Try the frame: The noun of importance is ____.

reason

Say it: REE-zuhn

What it means: why something is true

Try the frame: One reason is ____.

verb

Say it: VURB

What it means: an action or state word

Try the frame: The verb of importance is ____.

way

Say it: WAY

What it means: how something happens

Try the frame: One way 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.

analyze

Say it: AN-uh-lyze

What it means: to look closely at parts to understand the whole

Try the frame: I analyze the prompt by ____.

complex sentence

Say it: KOM-pleks SEN-tuhns

What it means: a sentence with a subordinator

Try the frame: A complex sentence uses ____.

noun of importance

Say it: NOWN uhv im-POR-tuhns

What it means: the main topic word in the prompt

Try the frame: The noun of importance is ____.

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.

prompt

Say it: PROMPT

What it means: the statement that tells you what to write about

Try the frame: The prompt asks me to ____.

Tier 2 Vocabulary

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

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 ____.

subordinator

Say it: suh-BOR-duh-nay-tor

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

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

thesis (central idea)

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

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

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

verb of importance

Say it: VURB uhv im-POR-tuhns

What it means: the word that tells what to explain

Try the frame: The verb of importance is ____.

Tier 3 Vocabulary

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

Columbus

Say it: kuh-LUM-bus

What it means: the explorer who sailed to the Americas in 1492

Try the frame: Columbus ____.

conflict

Say it: KON-flikt

What it means: a serious disagreement or struggle

Try the frame: A conflict developed when ____.

environment

Say it: en-VY-run-ment

What it means: the natural world around us

Try the frame: The environment is affected when ____.

exploration

Say it: eks-plur-AY-shun

What it means: traveling to learn about new places

Try the frame: Exploration led to ____.

influence

Say it: IN-floo-uhns

What it means: the power to change or affect something

Try the frame: The influence of the voyage was ____.

Tier 3 Vocabulary

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

missionaries

Say it: MISH-uh-nair-eez

What it means: people who travel to teach a religion

Try the frame: Missionaries traveled to ____.

nonrenewable

Say it: non-rih-NOO-uh-buhl

What it means: not able to be replaced quickly once it is used

Try the frame: A nonrenewable resource is ____.

pollution

Say it: puh-LOO-shun

What it means: harmful materials that damage the environment

Try the frame: Pollution can ____.

renewable

Say it: rih-NOO-uh-buhl

What it means: able to be replaced over time and used again

Try the frame: A renewable resource is ____.

resource

Say it: REE-sorss

What it means: a material or supply that people use

Try the frame: One resource we use is ____.

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.

A Thesis (Central Idea) Has Three Pieces

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

Piece	What It Is
NOUN OF IMPORTANCE	what the prompt is mostly about (from the prompt)
VERB OF IMPORTANCE	what the writer must explain (from the prompt)
ANSWER	the student's own thinking

SELF-CHECK

Can you point to all three pieces in your thesis (central idea)? Two pieces come from the prompt, but the answer must come from you.

NOUN + **VERB** + **ANSWER**

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Noun of Importance and the Verb of Importance in the prompt before you add your own 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: WHY and HOW

The question tells you how to begin.

Prompt	Sentence HABIT	Clue Words
WHY	Complex sentence with a subordinator	because, since, although, while, after, before, when, if
HOW	Simple sentence with a preposition	by, through, with, during, across, in

MODEL WHY

Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.

MODEL HOW

Renewable and nonrenewable resources shape energy decisions through differences in availability, replacement, and environmental effects.

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.

Informational Relationships

Strong thinkers show how the facts connect - they do not just restate them.

CAUSE AND EFFECT

What makes something happen, and what happens because of it.

COMPARISON

How two things are alike or different.

ADVANTAGE / LIMITATION

What is helpful about something, and what limits it.

PROBLEM / SOLUTION

A challenge people face, and how they respond.

Ready to Stretch? Take Your Thinking Further!

Choose one detail from either passage. Name the relationship it shows and explain why that connection matters.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will build a strong thesis (central idea) from Noun of Importance + Verb of Importance + Answer and match its sentence structure to WHY or HOW.

SUCCESS CRITERIA

- I point to the Noun of Importance, the Verb of Importance, and my Answer.
- I tell WHY and HOW apart.
- I write a clear thesis (central idea) that answers the prompt.
- 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 words in an ECR prompt guide us to build a strong thesis (central idea) statement?

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Energy We Use Everyday

Passage 1 - Medium Stamina - 526 words • Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to cause and effect, comparison, and advantages and limitations.

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on each day would not be possible.

[2] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[3] People use renewable resources in many ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

[4] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

[5] Imagine a town that relies mostly on solar energy. On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available. The same challenge can occur with wind energy. If the wind is not blowing, wind turbines cannot produce as much electricity. Because of this, communities often use several different energy sources to meet their needs.

The Energy We Use Everyday - Continued

2

Passage 1 - Medium Stamina - 526 words • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

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

[6] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used.

[7] Nonrenewable resources provide a large and steady supply of energy, which makes them useful. Many homes, businesses, and vehicles rely on these resources every day. Coal has been used for many years to generate electricity. Oil is used to make fuels such as gasoline, and natural gas is commonly used for heating and cooking.

[8] However, the use of nonrenewable resources can also create challenges. Their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up. Once a nonrenewable resource is gone, it cannot be replaced within a human lifetime.

[9] Scientists, engineers, and community leaders continue to study ways to use energy wisely. Many people look for methods that reduce pollution while still providing enough energy for homes and businesses. Some communities use a combination of renewable and nonrenewable resources to meet their energy needs.

[10] Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use. Learning about renewable and nonrenewable resources can help people make informed choices that protect Earth's resources for future generations.

The Energy We Use Everyday - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	“over millions of years”	It fits because _____
R ■ Reactions	“lead to pollution and environmental damage”	It fits because _____
A ▲ Actions	“Solar panels collect energy from sunlight”	It fits because _____
C ★ Character, Concept, Creature	“Renewable resources”	It fits because _____
K ♦ Key Knowledge	“coal, oil, and natural gas”	It fits because _____
S ▼ Scenery / Setting	“natural resources found on Earth”	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.

Columbus's Arrival

Passage 2 - Medium Stamina - 503 words • Nonfiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to cause and effect, comparison, and advantages and limitations.

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.

[2] At the time, many European countries were looking for faster trade routes. Traveling to Asia by land could be difficult and costly. Columbus believed that sailing west across the Atlantic Ocean would be a quicker way to reach Asia. Although he did not arrive in Asia, his voyage connected Europe and the Americas in new ways.

[3] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region. Other European countries soon became interested in exploring the Americas as well.

[4] As more explorers arrived, Spain established settlements in different areas. Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas. These voyages helped increase trade and allowed European countries to expand their influence in the Americas.

[5] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled to the Americas to teach Native Americans about this religion. This changed many traditions and ways of life.

[6] The arrival of Europeans introduced new customs, languages, and technologies. Some Native American groups adopted certain European practices, while others worked to keep their own traditions. As different cultures came into contact, many changes took place throughout the Americas.

[7] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. They exchanged goods and shared information about the area. These early interactions helped both groups learn about one another.

Columbus's Arrival - Continued 2

Passage 2 - Medium Stamina - 503 words • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

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

[8] However, these relationships did not always stay peaceful. Conflicts developed over land, resources, and control. The Carib were known for resisting the Spanish, which led to fighting between the groups. As more Europeans arrived, disagreements often became more common.

[9] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of their land, while others experienced changes to their cultures and daily lives. These effects were different from place to place, but they often had lasting results.

[10] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage, but many people also think about how his arrival affected Native Americans. Historians study different perspectives to better understand the events that followed his journey.

[11] People continue to discuss the impact of Columbus's voyage because it marked an important turning point in history. His journey opened the door to further exploration, settlement, and cultural exchange between Europe and the Americas.

[12] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas. His voyage remains one of the most significant events in world history because of the changes it set into motion.

Columbus's Arrival - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1492"	It fits because _____
R ■ Reactions	"changed many traditions and ways of life"	It fits because _____
A ▲ Actions	"he claimed the land for Spain"	It fits because _____
C ★ Character, Concept, Creature	"Christopher Columbus"	It fits because _____
K ♦ Key Knowledge	"spread Christianity to the people they met"	It fits because _____
S ▼ Scenery / Setting	"islands in the Caribbean"	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 for the Relationship

Pencils down. Listen for WHY or HOW.

Listen to each thesis (central idea). Label the relationship: WHY = a reason relationship; HOW = a method or means relationship.

1. Renewable resources are important for the future because they can be replaced over time.
2. Columbus influenced the Americas through exploration, land claims, and cultural change.
3. Renewable and nonrenewable resources shape energy decisions through differences in availability and environmental effects.

Finish: "The thesis (central idea) works because ___ connects ___ to ___."

FRESH RECALL

Close your notes. Tell a partner one clue that usually signals WHY and one clue that usually signals HOW.

STUDENT SUPPORT - Another Way to Show What You Know

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

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 a Strong Trunk

Build from the three pieces.

WHY

Prompt: Explain why Columbus's arrival affected people in the Americas in important ways.

NOUN: Columbus's arrival • VERB: affected • ANSWER: because it changed land, culture, and relationships.

Thesis (Central Idea): Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.

HOW

Prompt: Explain how renewable and nonrenewable resources shape energy decisions.

NOUN: renewable and nonrenewable resources • VERB: shape • ANSWER: through differences in availability, replacement, and environmental effects.

Thesis (Central Idea): Renewable and nonrenewable resources shape energy decisions through differences in availability, replacement, and environmental effects.

STUDENT SUPPORT - Another Way to Show What You Know

Box the Noun, underline the Verb, and point to the 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 (Central Idea) Builder Trail

Build and explain before you move your marker.

HOW TO PLAY

1. Spin Noun, Verb, Answer, or Type.
2. Pull a prompt card.
3. Complete the part you spun: Noun = identify the Noun of Importance; Verb = the Verb of Importance; Answer = create your own answer; Type = decide WHY or HOW and name the sentence type.
4. Correct answer = move one space. Extra-strong academic language = move two.

THE SPINNER

Your spinner has four sections: NOUN • VERB • ANSWER • TYPE. Use a pencil and a paperclip as the spinner arrow.

QUICK CHECK

Did I keep the Noun? the Verb? Did I add my own Answer? Does my sentence type match WHY or HOW?

STUDENT SUPPORT - Another Way to Show What You Know

No spinner? Point to NOUN, VERB, ANSWER, or TYPE instead of spinning, use the card number without cutting, and record the same thinking.

Ready to Stretch? Take Your Thinking Further!

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

Get Ready to Play

Choose cut cards or the numbered no-cut pathway.

SET UP

If you are cutting cards, cut only on the dashed lines. Keep each card together.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same complete thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Thesis (Central Idea) Builder Trail Prompt Cards

Dashed lines mean CUT.

CARD 1 • WHY

Explain why Columbus's arrival affected people in the Americas in important ways.

Noun / Verb: Columbus's arrival / affected

CARD 2 • HOW

Explain how renewable and nonrenewable resources shape energy decisions.

Noun / Verb: renewable and nonrenewable resources / shape

CARD 3 • HOW

Explain how Columbus influenced the lives of Native Americans.

Noun / Verb: Columbus / influenced

CARD 4 • WHY

Explain why renewable resources are important for the future.

Noun / Verb: renewable resources / are important

CARD 5 • HOW

Explain how Columbus's voyage changed the Americas.

Noun / Verb: Columbus's voyage / changed

CARD 6 • WHY

Explain why nonrenewable resources require careful use.

Noun / Verb: nonrenewable resources / require careful use

Thesis (Central Idea) Builder Trail - Card Backs

Use each back to check the matching card.

HOW

THESIS (CENTRAL IDEA) BUILDER TRAIL

Task Card 2

NOUN • VERB • ANSWER

WHY

THESIS (CENTRAL IDEA) BUILDER TRAIL

Task Card 1

NOUN • VERB • ANSWER

WHY

THESIS (CENTRAL IDEA) BUILDER TRAIL

Task Card 4

NOUN • VERB • ANSWER

HOW

THESIS (CENTRAL IDEA) BUILDER TRAIL

Task Card 3

NOUN • VERB • ANSWER

WHY

THESIS (CENTRAL IDEA) BUILDER TRAIL

Task Card 6

NOUN • VERB • ANSWER

HOW

THESIS (CENTRAL IDEA) BUILDER TRAIL

Task Card 5

NOUN • VERB • ANSWER

Thesis (Central Idea) Builder Trail - Recording

Save at least two strong theses.

ROUND 1

Type: WHY / HOW Card: ____

Noun of Importance:

Verb of Importance:

My Thesis (Central Idea):

ROUND 2

Type: WHY / HOW Card: ____

Noun of Importance:

Verb of Importance:

My Thesis (Central Idea):

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 do the words in the prompt guide the thesis (central idea)?

- Why can't a thesis (central idea) just copy the prompt?
- Why does a WHY thesis (central idea) need a complex sentence with a subordinator?
- Why does a HOW thesis (central idea) use a simple sentence with a preposition?
- What does cause and effect add to a thesis (central idea)?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The prompt says _____. That reveals _____, so the thesis (central idea) needs _____.

Ready to Stretch? Take Your Thinking Further!

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

Prompt-to-Thesis (Central Idea) Foldable

Fold, then complete the work under each flap.

FOUR FLAPS

Prompt	Copy the prompt.
Noun + Verb	Mark the Noun of Importance and the Verb of Importance.
Type	Decide WHY (complex) or HOW (simple with a preposition).
Thesis (Central Idea)	Add your answer in the matching sentence.

WORKED EXAMPLE

Prompt: Explain how Columbus influenced Native American groups. Noun + Verb: Columbus / influenced. Type: HOW. Thesis (Central Idea): Columbus influenced Native American groups through exploration, land claims, and conflict.

STUDENT SUPPORT - Another Way to Show What You Know

Keep the noun and verb from the prompt.
You still add your own answer.

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis (Central Idea) Builder

- WHY

Box the Noun. Underline the Verb. Add your Answer.

PROMPT

Explain why Columbus's arrival affected people in the Americas in important ways.

Noun of Importance:

Verb of Importance:

Answer:

MY WHY THESIS (CENTRAL IDEA)

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 (Central Idea) Builder - HOW

Box the Noun. Underline the Verb. Add your Answer.

PROMPT

Explain how renewable and nonrenewable resources shape energy decisions.

Noun of Importance:

Verb of Importance:

Answer:

MY HOW THESIS (CENTRAL IDEA)

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

In 1492, Columbus sailed to the Americas. The explorers claimed new lands.

1. Label one proper noun.
2. Label one plural noun.
3. Check that a simple sentence has subject-verb agreement.
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

- Noun Finder Award
- Verb Finder Award
- Three-Piece Builder Award
- Sentence Match Award
- Precise Vocabulary Award

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

CLASS CHEER

Noun! Verb! Answer too! Strong thesis (central idea) thinkers coming through!

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest thesis (central idea) before writing the explanation.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Choose one source-based target.

- ☐ Identify the Noun of Importance more carefully.
- ☐ Find the Verb of Importance.
- ☐ Decide WHY or HOW and match the sentence type.
- ☐ Build the matching sentence.
- ☐ Strengthen my word choice.

MY TARGET

My next thesis (central idea) goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

How can one prompt lead to more than one good thesis (central idea)? Explain.

Day 5 - EXPLAIN or Educate Others

Teach the three pieces.

TEACH-BACK FRAME

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

The noun of importance is:

The verb of importance is:

The answer comes from:

A WHY thesis (central idea) uses _____; a HOW thesis (central idea) uses _____:

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 words in an ECR prompt guide us to build a strong thesis (central idea) statement?

WHAT CHANGED?

MOVE YOUR THINKING



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EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Underline the part of your strongest thesis (central idea) that came from you. Write your favorite part and why it makes the thesis strong.

TARGET

Choose one: find the Noun, find the Verb, identify WHY/HOW, build the sentence, strengthen word choice, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how its Noun, Verb, and Answer work together in a complete thesis.

Day 5 - Writing Opportunity

Build a thesis (central idea) and plan a focused informational response.

CHOOSE ONE PROMPT

- Explain why renewable resources are important for the future.
- Explain how Columbus's voyage changed the Americas.

Noun of Importance:

Verb of Importance:

Answer:

MY THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

Mark the Noun and Verb. You still choose the Answer and build the thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

Plan My Informational Response

Gather evidence and explain what it shows.

DETAIL 1

WHAT IT SHOWS

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 (central idea). Keep one clear central idea.

DRAFTING FOCUS

Use purposeful structure, accurate details, and explanation of the relationships.

[illegible]

Informational Draft - Page 2

Begin with your thesis (central idea). Keep one clear central idea.

DRAFTING FOCUS

Use purposeful structure, accurate details, and explanation of the relationships.

[illegible]

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

☐ introduction ☐ sentence structure ☐ word choice

EDIT

☐ subject-verb agreement ☐ plural noun ☐ proper noun ☐ spelling pattern

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read a thesis (central idea) and a body sentence aloud. You still choose the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to all three thesis (central idea) 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? - Relationship Thesis (Central Idea) Challenge

Build thesis (central idea) statements that show deep cause and effect.

COLUMBUS THESIS (CENTRAL IDEA)

Prompt option: Columbus's actions influenced the Americas.

ENERGY THESIS (CENTRAL IDEA)

Prompt option: Energy resource differences shape community decisions.

REVISE FOR PRECISION

Add cause-and-effect language to each thesis (central idea).

EXPLAIN THE GROWTH

How did each thesis (central idea) become stronger after revision?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

The prompt gives you the Noun of Importance and the Verb of Importance. The WHY or HOW clue signals the sentence structure - WHY needs a complex sentence with a subordinator, and HOW needs a simple sentence with a preposition. Add your own Answer to build a complete thesis (central idea).

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 words in an ECR prompt guide us to build a strong thesis (central idea) statement?

My Answer

I use the Noun of Importance, the Verb of Importance, and the WHY or HOW clue from the prompt. Those parts tell me what to answer and which sentence structure to use, and I add my own Answer to build a clear thesis.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt words: The Noun is ____, the Verb is ____, and my Answer 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 2



M O D U L E



Organizing Reasons and Ways

Structure That Guides the Reader



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

Organized thinking comes before organized writing.

WHY THIS MODULE MATTERS

After you build a strong central idea (the trunk of the ECR Tree), you grow its first major branch: the Reason/Way branch. A reason tells WHY the central idea is true; a way tells HOW. Using the Magnifying Process - brainstorm, sort, choose, and narrow - you organize ideas into baskets so your body paragraphs come from different angles and stay connected to the central idea.

Essential Question

How can organizing reasons or ways into different groups help us build focused, nonrepetitive body paragraphs?

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 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can grow one engaging idea and add details that belong.

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 an 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 an 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 so my informational response works well.

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)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add ideas so my writing holds together.

TEKS 11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can delete off-topic ideas so my writing stays focused.

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)(xi) - Official Standard

edit drafts using standard English conventions, including adjectives, including their comparative forms

HOW I SAY THE STANDARD!

I can use comparative adjectives like cleaner or stronger correctly.

TEKS 11(D)(xii) - Official Standard

edit drafts using standard English conventions, including adjectives, including their superlative forms

HOW I SAY THE STANDARD!

I can use superlative adjectives like cleanest or strongest correctly.

TEKS 11(D)(xiii) - Official Standard

edit drafts using standard English conventions, including adverbs that convey frequency

HOW I SAY THE STANDARD!

I can use adverbs of frequency like often or always correctly.

TEKS 11(D)(xiv) - Official Standard

edit drafts using standard English conventions, including adverbs that convey degree

HOW I SAY THE STANDARD!

I can use adverbs of degree like very or more correctly.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student 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 reasons and ways.

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

- brainstorm, sort, and narrow reasons or ways that support my central idea.
- tell a reason (WHY) from a way (HOW).
- sort ideas into buckets or baskets, including an off-topic basket.
- choose reasons or ways from different baskets so my paragraphs are not repetitive.

I WILL

- use the passage, speak about my thinking, and record my work.
- explain how my choices strengthen the response.
- brainstorm freely before I narrow.
- keep only ideas that prove the central idea.

LEARNING DESTINATION

I will magnify a central idea into two or three strong, distinct reasons or ways from different baskets.

MY LAUNCHPAD PROMISE

The organizing 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 a reason from a way	a lot / a little / new	a lot / a little / new	a lot / a little / new
Sort ideas into baskets	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use an off-topic basket	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose from different baskets	a lot / a little / new	a lot / a little / new	a lot / a little / new
Add and delete ideas for coherence	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 ____ because ____.

connect

Say it: kuh-NEKT

What it means: to link two things together

Try the frame: This reason connects to the central idea because ____.

group

Say it: GROOP

What it means: a set of things that are alike

Try the frame: This group holds ____.

idea

Say it: eye-DEE-uh

What it means: a thought about something

Try the frame: One idea is ____.

keep

Say it: KEEP

What it means: to hold onto

Try the frame: I keep this idea because ____.

Tier 1 Vocabulary - Everyday Words

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

reason

Say it: REE-zuhn

What it means: why something is true

Try the frame: One reason is ____.

sort

Say it: SORT

What it means: to put into groups

Try the frame: I sort my ideas by ____.

strong

Say it: STRAWNG

What it means: powerful and clear

Try the frame: A strong reason is ____.

way

Say it: WAY

What it means: how something happens

Try the frame: One way is ____.

wide

Say it: WYD

What it means: broad; covering a lot

Try the frame: I brainstorm wide by ____.

Tier 2 Vocabulary - Academic Words

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

brainstorm

Say it: BRAYN-storm

What it means: to think of many ideas quickly

Try the frame: When I brainstorm, I ____.

categorize

Say it: KAT-uh-guh-ryz

What it means: to put into categories

Try the frame: I categorize these as ____.

classify

Say it: KLAS-uh-fy

What it means: to sort by type

Try the frame: I classify this idea as ____.

coherence

Say it: koh-HEER-uns

What it means: how well ideas fit and flow together

Try the frame: I improve coherence by ____.

magnify

Say it: MAG-nuh-fy

What it means: to organize ideas into groups before choosing

Try the frame: I magnify my reasons by ____.

Tier 2 Vocabulary - Academic Words

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

narrow

Say it: NAIR-oh

What it means: to reduce to the best few

Try the frame: I narrow my ideas to ____.

organize

Say it: OR-guh-nyz

What it means: to arrange in order

Try the frame: I organize my ideas by ____.

relevant

Say it: REL-uh-vunt

What it means: closely connected to the point

Try the frame: A relevant idea is ____.

thesis (central idea)

Say it: THEE-sis

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

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

topic sentence

Say it: TOP-ik SEN-tuns

What it means: the sentence that starts a body paragraph

Try the frame: My topic sentence is ____.

Tier 3 Vocabulary - Passage Words

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

Carib

Say it: KAIR-ib

What it means: a Native American people known for resisting the Spanish

Try the frame: The Carib ____.

Columbus

Say it: kuh-LUM-bus

What it means: the explorer who sailed to the Americas in 1492

Try the frame: Columbus ____.

environment

Say it: en-VY-run-ment

What it means: the natural world around us

Try the frame: The environment is affected when ____.

hydroelectric

Say it: hy-droh-ih-LEK-trik

What it means: making electricity from moving water

Try the frame: A hydroelectric dam ____.

missionaries

Say it: MISH-uh-nair-eez

What it means: people who travel to teach a religion

Try the frame: Missionaries traveled to ____.

Tier 3 Vocabulary - Passage Words

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

nonrenewable

Say it: non-rih-NOO-uh-buhl

What it means: not able to be replaced quickly once it is used

Try the frame: A nonrenewable resource is ____.

pollution

Say it: puh-LOO-shun

What it means: harmful materials that damage the environment

Try the frame: Pollution can ____.

renewable

Say it: rih-NOO-uh-buhl

What it means: able to be replaced over time and used again

Try the frame: A renewable resource is ____.

resource

Say it: REE-sorss

What it means: a material or supply that people use

Try the frame: One resource we use is ____.

Taino

Say it: TY-noh

What it means: a Native American people of the Caribbean

Try the frame: The Taino ____.

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.

The ECR Tree and the Reason/Way Branch

The central idea is the trunk. The reasons or ways are the first strong branches.

THE ECR TREE

Roots	the passage and the prompt
Trunk	the thesis (central idea) you will prove
Branch 1	the Reason or Way
Branch 2	the Evidence
Branch 3	the Explanation

THE REASON/WAY BRANCH

- A reason tells WHY the central idea is true.
- A way tells HOW the central idea is true.
- Every reason or way must prove the central idea.

WORDS TO REMEMBER

A reason tells WHY. A way tells HOW. Every reason or way must prove the central idea.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the trunk (the central idea), then name one branch. Say: This is a reason because it tells WHY, or a way because it tells HOW.

Ready to Stretch? Take Your Thinking Further!

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

The Magnifying Process

Magnifying helps you take a big idea and organize it into smaller, clearer parts.

Step	What Writers Do
1 - Brainstorm	List many connected ideas. Do not judge yet.
2 - Sort	Group like ideas into buckets or baskets, and make an off-topic basket.
3 - Choose	Keep one strong idea from each basket.
4 - Narrow	Use ideas from only two or three different baskets. Those become topic sentences.

WORDS TO REMEMBER

Brainstorm wide. Sort with care. Choose from different baskets.

WHY MAGNIFY?

Choosing from different baskets gives a more in-depth and diverse list of ideas - and that leads to more diverse evidence later. If every reason comes from one basket, the body paragraphs sound the same.

STUDENT SUPPORT - Another Way to Show What You Know

Say the four steps in order to a partner. You still brainstorm, sort, choose, and narrow on your own.

Ready to Stretch? Take Your Thinking Further!

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

Buckets and Baskets

Sort like ideas together, and make an off-topic basket for ideas that do not prove the central idea.

MODEL - COLUMBUS

Central idea: "Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways."

THE BASKETS

Land and Power	claimed land for Spain; Spain gained influence; control
Religion and Culture	brought Christianity; missionaries came; changed traditions
Relationships and Conflict	traded with the Taino; conflict developed; Carib resisted
Off-Topic	ocean; boats; sailing

FINAL KEEPERS FROM DIFFERENT BASKETS

claimed land for Spain • brought Christianity • conflict developed

AN OFF-TOPIC BASKET HELPS

A fact can be true in the passage and still not prove this central idea. The off-topic basket keeps those facts from crowding your reasons.

STUDENT SUPPORT - Another Way to Show What You Know

Read one idea and ask which basket it belongs in. If it does not prove the central idea, place it in the off-topic basket.

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 magnify a central idea into two or three strong, distinct reasons or ways from different baskets.

SUCCESS CRITERIA

- I can name the four Magnifying steps in order.
- I can sort ideas into like groups and spot off-topic ideas.
- I can choose two or three reasons or ways from different baskets.
- I can add and delete ideas for coherence.

INDEPENDENT PRODUCT

I will magnify a central idea: brainstorm connected ideas, sort them into baskets (with an off-topic basket), choose one strong idea from each, and narrow to two or three from different baskets.

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 organizing reasons or ways into different groups help us build focused, nonrepetitive body paragraphs?

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:
Grouping ideas helps because _____. Then
write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Energy We Use Everyday

Passage 3 — High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice ideas that could be sorted into baskets.

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

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, use a computer, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on every day would not be possible.

[2] Natural resources are materials found in nature that people use to meet their needs. Some natural resources provide food, while others provide energy. The energy people use comes from both renewable and nonrenewable resources. Understanding the difference between these resources helps people make informed decisions about how energy is produced and used.

[3] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[4] People use renewable resources in many different ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

[5] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. Since sunlight, wind, and water are continually renewed by natural processes, people can use them again and again. This makes renewable resources valuable sources of energy for communities around the world.

[6] Another advantage of renewable resources is that they often produce less pollution. Solar panels and wind turbines generate electricity without burning fuel. This helps reduce the amount of harmful gases released into the air. Many people support the use of renewable resources because they can help protect the environment while still providing energy.

[7] However, renewable resources also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

The Energy We Use Everyday - Continued

2

Passage 3 — High Stamina • Nonfiction • Part 2 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice ideas that could be sorted into baskets.

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

[8] Imagine a town that relies mostly on solar energy. On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available. The same challenge can occur with wind energy. If the wind is not blowing, wind turbines cannot produce as much electricity. Because of this, communities often use several different energy sources to meet their needs.

[9] Water power also has limitations. Hydroelectric dams depend on a steady supply of water. During droughts, rivers and reservoirs may contain less water than usual. When this happens, less electricity can be generated. Even though water is a renewable resource, changes in weather can affect how much energy it provides.

[10] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. These resources were created from the remains of ancient plants and animals that were buried beneath Earth's surface. Heat and pressure slowly transformed these materials into the fuels people use today.

[11] Because nonrenewable resources take so long to develop, they cannot be replaced quickly once they are used. Although new deposits may still be forming underground, the process takes millions of years. As a result, people must carefully manage these resources because the supply is limited.

[12] Nonrenewable resources provide a large and steady supply of energy, which makes them useful. Many homes, businesses, and vehicles rely on these resources every day. Coal has been used for many years to generate electricity. Oil is used to make fuels such as gasoline, diesel fuel, and jet fuel. Natural gas is commonly used for heating homes, cooking food, and producing electricity.

[13] One reason nonrenewable resources remain popular is that they can provide energy whenever it is needed. Unlike solar panels or wind turbines, which depend on weather conditions, coal, oil, and natural gas can be used at any time. This reliability makes them important energy sources in many areas.

[14] However, the use of nonrenewable resources can also create challenges. Their use can lead to pollution and environmental damage. When fossil fuels are burned, gases and particles are released into the atmosphere. These pollutants can affect air quality and contribute to environmental problems.

The Energy We Use Everyday - Continued

3

Passage 3 — High Stamina • Nonfiction • Part 3 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice ideas that could be sorted into baskets.

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

[15] Mining and drilling for nonrenewable resources can also affect ecosystems. Land may be disturbed when coal is mined, and oil spills can harm plants and animals. Because of these risks, many people believe it is important to find ways to reduce environmental damage while still meeting energy needs.

[16] In addition, nonrenewable resources are limited and may eventually be used up. As populations grow and more energy is needed, supplies of coal, oil, and natural gas may decrease. This is one reason why scientists continue to search for new technologies and energy sources.

[17] Scientists, engineers, and community leaders study ways to use energy more efficiently. Energy efficiency means using less energy to perform the same task. For example, energy-efficient light bulbs use less electricity than older bulbs while producing the same amount of light. Efficient appliances and vehicles can also reduce energy use.

[18] Many communities use a combination of renewable and nonrenewable resources. This approach helps provide a steady supply of energy while also reducing dependence on limited resources. A city might use electricity from solar panels during the day while relying on natural gas when renewable energy is unavailable.

[19] People can also help conserve resources through everyday actions. Turning off lights when leaving a room, using less water, recycling materials, and choosing energy-efficient products can reduce the demand for energy. Small actions by many people can make a big difference over time.

[20] Understanding the advantages and disadvantages of renewable and nonrenewable resources helps people make informed decisions about energy use. Both types of resources play important roles in meeting society's needs. Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies. Learning about these resources helps people understand how energy choices affect the environment, communities, and future generations.

[21] As technology continues to improve, people will likely discover new ways to produce and use energy. By carefully managing Earth's resources and making thoughtful decisions, communities can help ensure that energy remains available for many years to come.

The Energy We Use Everyday - 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	“over millions of years”	It fits because _____
R ■ Reactions	“lead to pollution and environmental damage”	It fits because _____
A ▲ Actions	“Solar panels collect energy from sunlight”	It fits because _____
C ★ Character, Concept, Creature	“Renewable resources”	It fits because _____
K ♦ Key Knowledge	“coal, oil, and natural gas”	It fits because _____
S ▼ Scenery / Setting	“natural resources found on Earth”	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.

Columbus's Arrival

Passage 4 — High Stamina • Nonfiction • Part 1 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice ideas that could be sorted into baskets.

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

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.

[2] Columbus was born in Italy, but he sailed for Spain. During this time, many European countries were interested in finding faster ways to trade with Asia. Goods such as spices, silk, and other valuable products came from Asia, but reaching those places often required long and difficult journeys. Columbus believed he could reach Asia more quickly by sailing west across the Atlantic Ocean.

[3] Many people doubted his plan because they believed the journey would be too long. However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage. They provided ships, supplies, and crew members. Columbus set sail with three ships called the Niña, the Pinta, and the Santa María.

[4] The journey across the Atlantic Ocean was not easy. The crew spent weeks at sea without seeing land. Some sailors became worried and wanted to turn back. They were unsure if they would ever reach their destination. Columbus encouraged them to continue sailing. Finally, after many days at sea, land was spotted in October of 1492.

[5] Although Columbus believed he had reached islands near Asia, he had actually arrived in the Caribbean. He did not realize that two large continents stood between Europe and Asia. Even though he had not reached his intended destination, his voyage became one of the most important events in history.

[6] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region. News of Columbus's voyage spread quickly throughout Europe. Other countries became interested in exploring lands across the Atlantic Ocean.

[7] Soon, explorers from Spain and other European nations traveled to the Americas. They searched for land, resources, and opportunities to expand their countries. Over time, settlements were established in many areas. These settlements became places where Europeans lived, worked, and traded.

Columbus's Arrival - Continued 2

Passage 4 — High Stamina • Nonfiction • Part 2 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice ideas that could be sorted into baskets.

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

[8] Ships regularly crossed the Atlantic Ocean carrying people and goods between Europe and the Americas. Crops, animals, tools, and other products moved between the two regions. This exchange changed the lives of people on both sides of the ocean. New foods became available in different parts of the world, and trade increased between continents.

[9] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled to the Americas to teach Native Americans about this religion. Churches and missions were built in many places. Some Native Americans accepted Christianity, while others continued following their traditional beliefs.

[10] The arrival of Europeans introduced new customs, languages, and technologies. People encountered different ways of farming, building, and living. Some Native American groups adopted certain European practices, while others worked to keep their own traditions. As different cultures came into contact, many changes took place throughout the Americas.

[11] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. They exchanged goods and shared information about the area. These early interactions helped both groups learn about one another. The Taino introduced Europeans to local foods and resources, while Europeans shared items they had brought from across the ocean.

[12] The Taino lived throughout parts of the Caribbean. They built villages, farmed crops, and fished in nearby waters. Their communities had existed long before Columbus arrived. Like many Native American groups, they had their own traditions, languages, and ways of life.

[13] However, relationships between Europeans and Native Americans did not always stay peaceful. Conflicts developed over land, resources, and control. As more Europeans arrived, they wanted access to valuable resources and additional land for settlements. Native American groups often wanted to protect their homes and communities.

[14] The Carib were known for resisting the Spanish. They fought to defend their land and way of life. This resistance led to conflicts between the groups. Over time, fighting became more common in some areas. These conflicts affected both Europeans and Native Americans.

[15] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of their land. Others experienced changes to their cultures and daily lives. Traditional customs sometimes changed as new ideas and practices spread throughout the region.

Columbus's Arrival - Continued 3

Passage 4 — High Stamina • Nonfiction • Part 3 of 3

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice ideas that could be sorted into baskets.

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

[16] In addition to cultural changes, new plants and animals were introduced to the Americas. Horses, cattle, and other animals became important in many areas. New crops and foods were also exchanged between Europe and the Americas. These changes affected farming, transportation, and trade.

[17] The effects of Columbus's voyage continued for many years. Exploration increased, new settlements were established, and trade expanded. The movement of people, goods, and ideas connected different parts of the world in ways that had never happened before.

[18] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage, but many people also think about how his arrival affected Native Americans. Historians study different perspectives to better understand the events that followed his journey.

[19] Some people focus on Columbus's role in opening the door to exploration and increased trade. Others focus on the challenges and hardships that Native American groups experienced after Europeans arrived. Looking at different viewpoints helps people gain a fuller understanding of history.

[20] People continue to discuss the impact of Columbus's voyage because it marked an important turning point in history. His journey connected Europe and the Americas and led to changes that affected millions of people. The events that followed shaped the development of countries, cultures, and communities throughout the Western Hemisphere.

[21] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas. His voyage remains one of the most significant events in world history because of the changes it set into motion. More than five hundred years later, people still study his journey to understand how it influenced the world we live in today.

Columbus's Arrival - 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 1492"	It fits because _____
R ■ Reactions	"led to more Spanish expeditions"	It fits because _____
A ▲ Actions	"he claimed the land for Spain"	It fits because _____
C ★ Character, Concept, Creature	"Christopher Columbus"	It fits because _____
K ♦ Key Knowledge	"spread Christianity to the people they met"	It fits because _____
S ▼ Scenery / Setting	"islands in the Caribbean"	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

Auditory Engagement: Listen and Number the Magnifying Process.

LISTEN AND NUMBER

Hear the complete process first. Then number these steps 1-4. Follow the relationship among the steps - do not wait for one word to copy.

Step to Order	My Number
Choose one strong idea from each basket	
Brainstorm many connected ideas	
Narrow to two or three separate baskets	
Sort like ideas into baskets	

FRESH RECALL

Cover the numbered list and teach the four steps to a partner in order.

STUDENT SUPPORT - Another Way to Show What You Know

If numbering is hard, say the steps aloud with a partner first: Brainstorm, Sort, Choose, Narrow.

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

Grow the first branch by Magnifying. A strong central idea needs strong reasons or ways.

GROW THE FIRST BRANCH

The central idea is the trunk; the reason/way is the first major branch. Magnify: (1) Brainstorm many connected ideas; (2) Sort into baskets of like ideas, with an off-topic basket; (3) Choose one strong idea from each; (4) Narrow to two or three different baskets.

MODEL - COLUMBUS

Central idea: "Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways."

Baskets: Land and Power / Religion and Culture / Relationships and Conflict / Off-Topic.
Final keepers from different baskets: claimed land for Spain; brought Christianity; conflict developed.

NOTICE AND DEFEND

Why do we choose reasons from different baskets?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the central idea once and circle each basket you would keep. Then explain why they are different.

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

Bucket Sort - how to play.

THE GOAL

Take a central idea, brainstorm ideas, sort them into baskets, and narrow to two or three reasons or ways from different baskets.

HOW TO PLAY

1. Read the central idea.
2. Spread the idea cards and add ideas of your own.
3. Sort like ideas into baskets, and make an off-topic basket.
4. Choose one keeper from each basket.
5. Narrow to two or three baskets, then turn the final ideas into topic-sentence beginnings.

SAMPLE

For the Columbus central idea, "claimed land for Spain" goes in Land and Power, "brought Christianity" goes in Religion and Culture, and "sailing" goes in Off-Topic.

BEFORE YOU CUT

Dashed lines mean CUT. Keep each card together, sort first, and check the card back after you commit.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on the sorting mat instead of cutting. You still sort, choose, and narrow the same way.

Ready to Stretch? Take Your Thinking Further!

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

Bucket Sort - Sorting Baskets - Set A (Columbus)

Central idea: Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.

LAND AND POWER

Cards I placed here:

My keeper:

--

RELIGION AND CULTURE

Cards I placed here:

My keeper:

--

RELATIONSHIPS AND CONFLICT

Cards I placed here:

My keeper:

--

OFF-TOPIC BASKET

Cards that do not prove the central idea:

Bucket Sort - Sorting Baskets - Set B (Energy)

Central idea: Renewable and nonrenewable resources shape energy decisions through differences in availability, environmental effects, and long-term supply.

REPLACEMENT AND LONG-TERM SUPPLY

Cards I placed here:

My keeper:

AVAILABILITY AND RELIABILITY

Cards I placed here:

My keeper:

ENVIRONMENTAL EFFECTS

Cards I placed here:

My keeper:

PLANNING AND RESPONSIBILITY / OFF-TOPIC

Planning cards, then off-topic cards:

CUT PAGE - Bucket Sort Idea Cards - Set A 1

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

IDEA CARD 1
“claimed land for Spain”
Which basket? Sort me.

IDEA CARD 2
“Spain gained influence”
Which basket? Sort me.

IDEA CARD 3
“settlements grew”
Which basket? Sort me.

IDEA CARD 4
“control”
Which basket? Sort me.

IDEA CARD 5
“missionaries came”
Which basket? Sort me.

Card Backs - Bucket Sort Idea Cards - Set A 1

Check the basket only after your group commits.

Land and Power
BUCKET SORT · Set A · Card 2

Land and Power
BUCKET SORT · Set A · Card 1

Land and Power
BUCKET SORT · Set A · Card 4

Land and Power
BUCKET SORT · Set A · Card 3

Religion and Culture
BUCKET SORT · Set A · Card 5

CUT PAGE - Bucket Sort Idea Cards - Set A 2

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

IDEA CARD 6
“brought Christianity”
Which basket? Sort me.

IDEA CARD 7
“changed traditions”
Which basket? Sort me.

IDEA CARD 8
“traded with the Taino”
Which basket? Sort me.

IDEA CARD 9
“conflict developed”
Which basket? Sort me.

Card Backs - Bucket Sort Idea Cards - Set A 2

Check the basket only after your group commits.

Religion and Culture
BUCKET SORT · Set A · Card 7

Religion and Culture
BUCKET SORT · Set A · Card 6

Relationships and Conflict
BUCKET SORT · Set A · Card 9

Relationships and Conflict
BUCKET SORT · Set A · Card 8

CUT PAGE - Bucket Sort Idea Cards - Set A 3

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

IDEA CARD 10
“Carib resisted”
Which basket? Sort me.

IDEA CARD 11
“islands”
Which basket? Sort me.

IDEA CARD 12
“sailing”
Which basket? Sort me.

IDEA CARD 13
“boats”
Which basket? Sort me.

Card Backs - Bucket Sort Idea Cards - Set A 3

Check the basket only after your group commits.

Off-Topic
BUCKET SORT · Set A · Card 11

Relationships and Conflict
BUCKET SORT · Set A · Card 10

Off-Topic
BUCKET SORT · Set A · Card 13

Off-Topic
BUCKET SORT · Set A · Card 12

✂ CUT PAGE - Bucket Sort Idea Cards - Set B 1

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

IDEA CARD 1

“renewable resources can be replaced over time”
Which basket? Sort me.

IDEA CARD 2

“nonrenewable resources cannot be replaced quickly”
Which basket? Sort me.

IDEA CARD 3

“renewable sources are not always available”
Which basket? Sort me.

IDEA CARD 4

“steady supply from nonrenewable resources”
Which basket? Sort me.

IDEA CARD 5

“weather conditions”
Which basket? Sort me.

Card Backs - Bucket Sort Idea Cards - Set B 1

Check the basket only after your group commits.

**Replacement and Long-Term
Supply**

BUCKET SORT · Set B · Card 2

**Replacement and Long-Term
Supply**

BUCKET SORT · Set B · Card 1

Availability and Reliability
BUCKET SORT · Set B · Card 4

Availability and Reliability
BUCKET SORT · Set B · Card 3

Availability and Reliability
BUCKET SORT · Set B · Card 5

✂ CUT PAGE - Bucket Sort Idea Cards - Set B 2

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

IDEA CARD 6

“pollution”

Which basket? Sort me.

IDEA CARD 7

“environmental damage”

Which basket? Sort me.

IDEA CARD 8

“advantages and disadvantages”

Which basket? Sort me.

IDEA CARD 9

“future generations”

Which basket? Sort me.

Card Backs - Bucket Sort Idea Cards - Set B 2

Check the basket only after your group commits.

Environmental Effects
BUCKET SORT · Set B · Card 7

Environmental Effects
BUCKET SORT · Set B · Card 6

Planning and Responsibility
BUCKET SORT · Set B · Card 9

Planning and Responsibility
BUCKET SORT · Set B · Card 8

CUT PAGE - Bucket Sort Idea Cards - Set B 3

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

IDEA CARD 10
“careful planning”
Which basket? Sort me.

IDEA CARD 11
“energy demand”
Which basket? Sort me.

IDEA CARD 12
“television”
Which basket? Sort me.

IDEA CARD 13
“charge a device”
Which basket? Sort me.

Card Backs - Bucket Sort Idea Cards - Set B 3

Check the basket only after your group commits.

Planning and Responsibility
BUCKET SORT · Set B · Card 11

Planning and Responsibility
BUCKET SORT · Set B · Card 10

Off-Topic
BUCKET SORT · Set B · Card 13

Off-Topic
BUCKET SORT · Set B · Card 12

Bucket Sort - My Recording Sheet

Record your baskets and your final keepers from different baskets.

Basket	Cards I Sorted Here	My Keeper
Basket 1		
Basket 2		
Basket 3		
Basket 4		

MY FINAL REASONS OR WAYS (FROM DIFFERENT BASKETS)

1.

2.

3.

STUDENT SUPPORT - Another Way to Show What You Know

Say each keeper aloud before recording.
Make sure your final reasons come from different baskets.

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 does organized thinking help? Explain, do not merely label.

TALK IT THROUGH

Why brainstorm wide first?

Why sort ideas into baskets?

Why keep an off-topic basket?

Why choose from different baskets?

CONNECT TO THE ESSENTIAL QUESTION

How does grouping ideas help us build focused, nonrepetitive body paragraphs?

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: Brainstorming helps because _____. Sorting helps because _____. Different baskets help because _____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Magnify the Columbus Central Idea

Draw the baskets, brainstorm, sort, choose, and narrow.

GIVEN CENTRAL IDEA

Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.

MY MAGNIFYING PLAN

Brainstorm many connected ideas:

My baskets (name them):

My final reasons from different baskets:

STUDENT SUPPORT - Another Way to Show What You Know

Reread the passage and gather ideas. You decide which basket each idea belongs in.

Ready to Stretch? Take Your Thinking Further!

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

Magnify Draft - Columbus Topic Sentences

Turn two or three keepers from different baskets into topic sentences.

SUCCESS CHECK

☐ Reasons prove the central idea ☐ Keepers from different baskets ☐ Off-topic ideas removed

[illegible]

Day 3 - USE AGAIN: Magnify the Energy Central Idea

Magnify a second central idea into ways from different baskets.

GIVEN CENTRAL IDEA

Renewable and nonrenewable resources shape energy decisions through differences in availability, environmental effects, and long-term supply.

MY MAGNIFYING PLAN

Brainstorm many connected ideas:

My baskets (name them):

My final ways from different baskets:

STUDENT SUPPORT - Another Way to Show What You Know

Use two or three ways that come from different baskets. You still copy and check exact details from 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.

Module 3 Conventions Sweep - Add, Delete, and Modifiers

Add and delete for coherence, then edit your modifiers.

ADD AND DELETE

Look at one basket. ADD one idea that makes the category clearer. DELETE one weak or off-topic idea.

Idea I added:

Idea I deleted:

MODIFIER CHECK

Edit one content sentence to use a comparative or superlative adjective and one adverb of frequency or degree accurately.

- Comparative adjective: "Renewable resources are often cleaner than some nonrenewable resources."
- Superlative adjective: "A community may choose the most useful combination of sources."
- Degree adverb: "Nonrenewable resources can be very useful, but they are limited."

MY EDITED SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to the adjective and the adverb with a partner. You still decide what to change.

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 organized thinking in your own work.

STAR YOUR STRONGEST BASKET

Draw two or three baskets and place a star in the one you think was your strongest.

BRANCH BUILDER BADGE

Class cheer: "Brainstorm wide! Sort with care! Strong ideas are growing there!"

MY AWARD

One idea I organized well today was

This basket will make a strong body paragraph because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

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

CHOOSE ONE TARGET

- ☐ Brainstorm more ☐ Sort by meaning
☐ Remove off-topic ideas ☐ Choose different angles
☐ Write clearer topic sentences

CURIOSITY QUESTIONS

- Why does organized thinking usually lead to stronger writing?
- What might happen if all of our paragraphs come from the same basket?
- Why is it important to narrow ideas before we start writing body paragraphs?

BUILD A PRECISE TARGET

My next organizing goal is _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others

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

TEACH THE FOUR MAGNIFYING STEPS

Teach your partner the four steps in order: what each step is, why it matters, and one example from Columbus or the energy passage.

MY TEACHING CARD

Step one is:

In step two, we:

One basket I made was:

An off-topic idea might be:

We choose from different baskets because:

LISTENER RESPONSIBILITIES

- Name the four steps in order.
- Listen for one example.
- Ask why we choose from different baskets.
- Check that the off-topic basket makes sense.

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 organizing reasons or ways into different groups help us build focused, nonrepetitive body paragraphs?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

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

VERBAL - FIST TO FIVE

Show 0-5 fingers for how sure you are that you can name the four Magnifying steps.

My number today: _____

VISUAL - SORT AND SHOW

In Bucket Sort, place a card in a basket and name why it belongs there.

My card and basket:

WRITTEN - TWO FROM TWO

Write two reasons or ways from two different baskets.

1.

--

2.

--

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say your steps aloud, show a labeled basket, or hand in a Magnify page.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Star your favorite basket-building page. Write what you are proud of and name one organizing decision that made it strong.

TARGET

Choose one: brainstorm more, sort by meaning, remove off-topic ideas, choose different angles, write clearer topic sentences, or ask a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how you brainstormed, sorted, chose, and narrowed ideas from different baskets.

I Can...	Not Yet	Getting Set	I Can Do It
Tell a reason from a way	☐	☐	☐
Brainstorm ideas that connect	☐	☐	☐
Sort ideas into baskets	☐	☐	☐
Choose from different baskets	☐	☐	☐
Add and delete for coherence	☐	☐	☐

Day 5 - Writing Opportunity

Magnify a Central Idea: choose one central idea and magnify it into reasons or ways from different baskets.

CHOOSE ONE CENTRAL IDEA

- ☐ Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.
- ☐ Renewable and nonrenewable resources shape energy decisions through differences in availability, environmental effects, and long-term supply.

SUCCESS CRITERIA

- My reasons or ways prove the central idea.
- My final reasons or ways come from different baskets.
- I removed off-topic ideas.

MY FIRST DECISION

Central idea I chose:

Passage pages I will use:

STUDENT SUPPORT - Another Way to Show What You Know

Read both choices aloud. Choose the one whose baskets you can build most clearly. Then reread 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 Magnify Response

Brainstorm, sort and choose, then narrow before you draft.

1. BRAINSTORM - List many ideas that connect to the central idea

2. SORT + CHOOSE - Group like ideas; keep one from each basket

3. NARROW - Choose two or three from different baskets

STUDENT SUPPORT - Another Way to Show What You Know

Use the Magnifying Process page and the passage. You choose the baskets and the keepers.

Ready to Stretch? Take Your Thinking Further!

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

Magnify Draft - Page 1

Keep each reason or way connected to the central idea.

BASKET CHECK

After each reason, ask: Does it prove the central idea, and does it come from a different basket than the others?

[illegible]

Magnify Draft - Page 2

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

DIFFERENT ANGLES CHECK

Two or three reasons or ways • each from a different basket • each proving the central idea

[illegible]

Revise, Edit, and Share

Add and delete for coherence, run the Conventions Sweep, then explain one decision.

REVISE

Read your baskets aloud.

ADD one idea that makes a category clearer:

DELETE one weak or off-topic idea:

EDIT - Conventions Sweep

☐ Comparative or superlative adjective ☐ Adverb of frequency or degree

My edited sentence:

SHARE

My partner heard organized thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your central idea and your final reasons to a partner. The feedback must name a specific basket.

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 reasons from different baskets?

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 central idea and your final reasons. Defend why each one comes from a different basket.

PROOF OF TRANSFER

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

READY TO STRETCH? - Three Different Angles

Prove the same central idea from three different angles (baskets).

DIRECTIONS

Choose one central idea. Brainstorm at least 10 ideas. Sort them into at least 4 baskets. Choose 3 different baskets. Write one topic sentence from each, and explain the cause/effect, comparison, or informational relationship it represents.

SAMPLE - COLUMBUS

- Columbus affected the Americas by claiming land for Spain. (a change in control of land)
- Columbus affected the Americas by bringing religious and cultural changes. (a change in beliefs and traditions)
- Columbus affected the Americas by contributing to conflict with Native American groups. (a cause/effect relationship)

MY THREE TOPIC SENTENCES FROM THREE BASKETS

1.

2.

3.

JUSTIFY

Why are three different baskets stronger than three ideas from one basket?

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

Grouping ideas helps us see which ideas are alike, remove weak or off-topic ideas, and choose reasons or ways from different baskets so each body paragraph develops a different part of the central idea. A reason tells WHY the central idea is true; a way tells HOW.

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 organizing reasons or ways into different groups help us build focused, nonrepetitive body paragraphs?

My Answer

I group my ideas so I can see which ones are alike, take out weak or off-topic ones, and pick reasons or ways from different baskets - so each body paragraph develops a different part of my central idea and I never repeat myself.

STUDENT SUPPORT - Another Way to Show What You Know

Start by sorting: My baskets are ____ and ____, so my two body paragraphs will be about ____ and ____.

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 2



M O D U L E



Choosing Evidence

Selecting and Justifying 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

Evidence is proof from the passage.

WHY THIS MODULE MATTERS

You are growing the next big branch of the ECR Tree: the Evidence Branch. Evidence is the proof that supports each reason or way - not just any interesting fact. When you choose strong evidence and use CSI, your reader stops saying, “Prove it.”

Essential Question

How can we choose evidence that truly proves each reason or way in an informative ECR?

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 11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop an engaging idea with relevant details.

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 (thesis).

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.

The Standards I Am Learning - Part 2

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

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 so my informational response works well.

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(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add ideas that make my response clearer and more connected.

The Standards I Am Learning - Part 3

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

TEKS 11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can take out ideas that are weak or off topic so my response stays clear.

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.

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.

The Standards I Am Learning - Part 4

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)(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.

TEKS 11(D)(xi) - Official Standard

edit drafts using standard English conventions, including adjectives, including their comparative forms

HOW I SAY THE STANDARD!

I can use comparative adjectives correctly when I compare two things.

The Standards I Am Learning - Part 5

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

TEKS 11(D)(xii) - Official Standard

edit drafts using standard English conventions, including adjectives, including their superlative forms

HOW I SAY THE STANDARD!

I can use superlative adjectives correctly when I compare three or more things.

TEKS 11(D)(xiii) - Official Standard

edit drafts using standard English conventions, including adverbs that convey frequency

HOW I SAY THE STANDARD!

I can use adverbs that tell how often something happens.

TEKS 11(D)(xiv) - Official Standard

edit drafts using standard English conventions, including adverbs that convey degree

HOW I SAY THE STANDARD!

I can use adverbs that tell how much or to what degree.

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 Standards I Am Learning - Part 6

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

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.

TEKS 7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

Read the official ELPS. Directly under it, read how a student 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 evidence 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 evidence 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 evidence 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 evidence 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 evidence work.

My Module 4 Learning Launchpad

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

I CAN

- choose precise text evidence and use CSI to show what it proves.
- tell strong evidence from weak evidence.
- Connect evidence to a reason or way, Support it with a detail, and Infer what it shows.
- name the relationship the evidence reveals.

I WILL

- use the passage, speak about my thinking, and record my work.
- explain how my choices strengthen the response.
- choose evidence that matches the reason, not just any interesting fact.
- quote the important part of a detail accurately.

LEARNING DESTINATION

I will build an Evidence Branch: choose a reason or way, find two supporting details, circle the strongest, complete Connect-Support-Infer, and name the relationship the evidence reveals.

MY LAUNCHPAD PROMISE

The evidence 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 strong evidence from weak	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match evidence to a reason or way	a lot / a little / new	a lot / a little / new	a lot / a little / new
Complete Connect, Support, Infer	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name the relationship the evidence reveals	a lot / a little / new	a lot / a little / new	a lot / a little / new
Run the cumulative ECR quality check	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.

choose

Say it: CHOOZ

What it means: to pick on purpose

Try the frame: I choose this detail because ____.

detail

Say it: DEE-tayl

What it means: a small, specific piece of information

Try the frame: One detail is ____.

fit

Say it: FIT

What it means: to belong or match

Try the frame: This detail fits because ____.

match

Say it: MACH

What it means: to go together correctly

Try the frame: This evidence matches the reason because ____.

proof

Say it: PROOF

What it means: something that shows an idea is true

Try the frame: My proof is ____.

Tier 1 Vocabulary

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

prove

Say it: PROOV

What it means: to show something is true

Try the frame: This evidence proves ____.

quote

Say it: KWOHT

What it means: the exact words from a text

Try the frame: My quote is ____.

reason

Say it: REE-zun

What it means: why something is true

Try the frame: My reason is ____.

show

Say it: SHOH

What it means: to make something known

Try the frame: This detail shows ____.

strong

Say it: STRAWNG

What it means: powerful and clear

Try the frame: Strong evidence ____.

Tier 2 Vocabulary

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

analyze

Say it: AN-uh-lyz

What it means: to look closely at parts to understand the whole

Try the frame: I analyze the evidence by ____.

cite

Say it: SYT

What it means: to show where the words came from

Try the frame: I cite the text by ____.

connect

Say it: kuh-NEKT

What it means: to link the evidence to the reason

Try the frame: This connects to my reason because ____.

evidence

Say it: EV-ih-dens

What it means: proof from the text

Try the frame: My evidence is ____.

infer

Say it: in-FUR

What it means: to figure out what a detail shows

Try the frame: I infer that ____.

Tier 2 Vocabulary

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

justify

Say it: JUS-tuh-fy

What it means: to give a good reason for a choice

Try the frame: I justify my evidence by ____.

precise

Say it: prih-SYSS

What it means: exact and specific

Try the frame: A precise detail here is ____.

relevant

Say it: REL-uh-vunt

What it means: closely connected to the point

Try the frame: A relevant detail is ____.

support

Say it: suh-PORT

What it means: to back up an idea with proof

Try the frame: This detail supports ____.

thesis (central idea)

Say it: THEE-sis

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

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

Tier 3 Vocabulary

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

Carib

Say it: KAIR-ib

What it means: a Native American people known for resisting the Spanish

Try the frame: The Carib ____.

Columbus

Say it: kuh-LUM-bus

What it means: the explorer who sailed to the Americas in 1492

Try the frame: Columbus ____.

environment

Say it: en-VY-run-ment

What it means: the natural world around us

Try the frame: The environment is affected when ____.

hydroelectric

Say it: hy-droh-ih-LEK-trik

What it means: making electricity from moving water

Try the frame: A hydroelectric dam ____.

missionaries

Say it: MISH-uh-nair-eez

What it means: people who travel to teach a religion

Try the frame: Missionaries traveled to ____.

Tier 3 Vocabulary

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

nonrenewable

Say it: non-rih-NOO-uh-buhl

What it means: not able to be replaced quickly once it is used

Try the frame: A nonrenewable resource is ____.

pollution

Say it: puh-LOO-shun

What it means: harmful materials that damage the environment

Try the frame: Pollution can ____.

renewable

Say it: rih-NOO-uh-buhl

What it means: able to be replaced over time and used again

Try the frame: A renewable resource is ____.

resource

Say it: REE-sorss

What it means: a material or supply that people use

Try the frame: One resource we use is ____.

Taino

Say it: TY-noh

What it means: a Native American people of the Caribbean

Try the frame: The Taino ____.

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 which detail proves the reason

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 Evidence Branch

Evidence is proof from the passage. Good writers do not just say it - they prove it.

ECR Tree Part	What It Is
Roots	Passage + Prompt
Trunk	Thesis (Central Idea)
Branch 1	Reason / Way
Branch 2	Evidence
Branch 3	Explanation

Strong Evidence IS...	Strong Evidence is NOT...
from the text	just any interesting fact
a match for the reason or way	off topic
specific	vague or general

WHAT COUNTS AS STRONG EVIDENCE

It comes from the text • matches the reason/way • is specific • is not off topic • helps prove the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Point to the reason first. Then ask: Which exact detail proves THIS reason?

Ready to Stretch? Take Your Thinking Further!

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

CSI for Evidence

Connect it. Support it. Infer it.

Letter	What Writers Do
C - Connect	Connect the evidence to the reason or way.
S - Support	Support the idea with a specific detail from the passage.
I - Infer	Infer what that evidence shows.

SIGNAL PHRASES

The text states... The passage explains... One detail that supports this is... The author shows... This evidence reveals...

ORAL REHEARSAL - CSI FRAME

My reason is about _____. The passage says, “_____.” This shows _____.

STUDENT SUPPORT - Another Way to Show What You Know

Physically point to the detail before you say what it shows.

Ready to Stretch? Take Your Thinking Further!

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

Study a Complete Evidence Branch

See how CSI turns a detail into proof.

REASON

Columbus affected the Americas by bringing religious and cultural change.

CONNECT

My reason is about religion and culture.

SUPPORT

The passage says, “They wanted to spread Christianity to the people they met.”

INFER

This shows Columbus and his crew brought new beliefs that changed traditions and ways of life.

CHECK THE CONNECTION

Which reason does the Support detail match?

What does the Infer sentence add that the quote alone does not?

STUDENT SUPPORT - Another Way to Show What You Know

Read one CSI part at a time. You still explain how the Infer sentence connects to 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.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can we choose evidence that truly proves each reason or way in an informative ECR?

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: I choose strong evidence by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

The Energy We Use Everyday

Passage 3 — Very High Stamina • Nonfiction • Part 1 of 4

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail could prove a reason.

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

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, use a computer, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on every day would not be possible.

[2] Natural resources are materials found in nature that people use to meet their needs. Some natural resources provide food, while others provide energy. The energy people use comes from both renewable and nonrenewable resources. Understanding the difference between these resources helps people make informed decisions about how energy is produced and used.

[3] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[4] People use renewable resources in many different ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

[5] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. Since sunlight, wind, and water are continually renewed by natural processes, people can use them again and again. This makes renewable resources valuable sources of energy for communities around the world.

[6] Another advantage of renewable resources is that they often produce less pollution. Solar panels and wind turbines generate electricity without burning fuel. This helps reduce the amount of harmful gases released into the air. Many people support the use of renewable resources because they can help protect the environment while still providing energy.

The Energy We Use Everyday - Continued

2

Passage 3 — Very High Stamina • Nonfiction • Part 2 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[7] Communities around the world are increasing their use of renewable resources. Some schools have installed solar panels on rooftops to help lower electricity costs. Certain cities have built wind farms that contain dozens or even hundreds of wind turbines. These projects demonstrate how renewable resources can be used on both small and large scales.

[8] However, renewable resources also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

[9] Imagine a town that relies mostly on solar energy. On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available. The same challenge can occur with wind energy. If the wind is not blowing, wind turbines cannot produce as much electricity. Because of this, communities often use several different energy sources to meet their needs.

[10] Water power also has limitations. Hydroelectric dams depend on a steady supply of water. During droughts, rivers and reservoirs may contain less water than usual. When this happens, less electricity can be generated. Even though water is a renewable resource, changes in weather can affect how much energy it provides.

[11] Storage can also be a challenge for some renewable resources. Energy produced by solar panels and wind turbines is often stored in batteries for later use. Scientists continue to develop better storage systems so renewable energy can be used even when the sun is not shining or the wind is not blowing.

[12] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. These resources were created from the remains of ancient plants and animals that were buried beneath Earth's surface. Heat and pressure slowly transformed these materials into the fuels people use today.

The Energy We Use Everyday - Continued

3

Passage 3 — Very High Stamina • Nonfiction • Part 3 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[13] Because nonrenewable resources take so long to develop, they cannot be replaced quickly once they are used. Although new deposits may still be forming underground, the process takes millions of years. As a result, people must carefully manage these resources because the supply is limited.

[14] Nonrenewable resources provide a large and steady supply of energy, which makes them useful. Many homes, businesses, and vehicles rely on these resources every day. Coal has been used for many years to generate electricity. Oil is used to make fuels such as gasoline, diesel fuel, and jet fuel. Natural gas is commonly used for heating homes, cooking food, and producing electricity.

[15] One reason nonrenewable resources remain popular is that they can provide energy whenever it is needed. Unlike solar panels or wind turbines, which depend on weather conditions, coal, oil, and natural gas can be used at any time. This reliability makes them important energy sources in many areas.

[16] Many products people use every day are connected to nonrenewable resources. Plastic containers, certain clothing materials, and many household products are made using substances that come from petroleum. This means nonrenewable resources are used for more than just producing energy.

[17] However, the use of nonrenewable resources can also create challenges. Their use can lead to pollution and environmental damage. When fossil fuels are burned, gases and particles are released into the atmosphere. These pollutants can affect air quality and contribute to environmental problems.

[18] Mining and drilling for nonrenewable resources can also affect ecosystems. Land may be disturbed when coal is mined, and oil spills can harm plants and animals. Because of these risks, many people believe it is important to find ways to reduce environmental damage while still meeting energy needs.

[19] In addition, nonrenewable resources are limited and may eventually be used up. As populations grow and more energy is needed, supplies of coal, oil, and natural gas may decrease. This is one reason why scientists continue to search for new technologies and energy sources.

The Energy We Use Everyday - Continued

4

Passage 3 — Very High Stamina • Nonfiction • Part 4 of 4

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[20] Scientists, engineers, and community leaders study ways to use energy more efficiently. Energy efficiency means using less energy to perform the same task. For example, energy-efficient light bulbs use less electricity than older bulbs while producing the same amount of light. Efficient appliances and vehicles can also reduce energy use.

[21] Many communities use a combination of renewable and nonrenewable resources. This approach helps provide a steady supply of energy while also reducing dependence on limited resources. A city might use electricity from solar panels during the day while relying on natural gas when renewable energy is unavailable.

[22] People can also help conserve resources through everyday actions. Turning off lights when leaving a room, using less water, recycling materials, and choosing energy-efficient products can reduce the demand for energy. Small actions by many people can make a big difference over time.

[23] Students can help conserve resources as well. Walking or riding a bicycle when possible, recycling paper and plastic, and remembering to unplug unused devices are simple ways to reduce energy use. Learning about resources today can help students become responsible decision-makers in the future.

[24] Scientists continue to develop new technologies that may improve how energy is produced and stored. Advances in solar panels, batteries, and other systems may help communities rely more on renewable resources in the future. Researchers are constantly searching for ways to provide energy while protecting the environment.

[25] Understanding the advantages and disadvantages of renewable and nonrenewable resources helps people make informed decisions about energy use. Both types of resources play important roles in meeting society's needs. Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies. Learning about these resources helps people understand how energy choices affect the environment, communities, and future generations.

[26] As technology continues to improve, people will likely discover new ways to produce and use energy. By carefully managing Earth's resources and making thoughtful decisions, communities can help ensure that energy remains available for many years to come. The choices people make today will influence how resources are used tomorrow, making energy conservation and responsible planning important goals for everyone.

The Energy We Use Everyday - TRACKS Evidence Hunt

Study the exact words, then verbally explain which reason each detail could prove.

TRACKS	Exact Evidence	Which Reason It Could Prove
T • Time	“over millions of years”	It proves _____
R ■ Reactions	“lead to pollution and environmental damage”	It proves _____
A ▲ Actions	“Solar panels collect energy from sunlight”	It proves _____
C ★ Character, Concept, Creature	“Renewable resources”	It proves _____
K ♦ Key Knowledge	“coal, oil, and natural gas”	It proves _____
S ▼ Scenery / Setting	“natural resources found on Earth”	It proves _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could prove _____. You still choose the reason it matches.

Ready to Stretch? Take Your Thinking Further!

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

Columbus's Arrival

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

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Numbered paragraphs help you return to exact evidence. Ask which detail could prove a reason.

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

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.

[2] Columbus was born in Italy, but he spent many years working as a sailor. From a young age, he was interested in ships, travel, and geography. He learned about trade routes and heard stories about valuable goods coming from Asia. At that time, products such as spices, silk, and precious metals were highly desired in Europe. Many merchants and leaders wanted easier ways to reach Asian markets.

[3] During the late 1400s, traveling to Asia was difficult. Ships often had to follow long routes around Africa or use trade networks that crossed large areas of land. These journeys could take months or even years. They were expensive and sometimes dangerous. Columbus believed there was another way. He thought that by sailing west across the Atlantic Ocean, he could reach Asia more quickly.

[4] Many people doubted Columbus's idea. Some believed the ocean was too large to cross. Others thought the trip would take too long or be too risky. Columbus spent years asking leaders to support his plan. Finally, King Ferdinand and Queen Isabella of Spain agreed to help. They provided money, ships, supplies, and sailors for the voyage.

[5] Columbus set sail with three ships called the Niña, the Pinta, and the Santa María. The crew packed food, water, tools, and other supplies needed for a long journey. As the ships traveled farther from Europe, many sailors became nervous. Week after week passed without seeing land. Some crew members worried they would never return home.

[6] Life aboard the ships was not comfortable. Sailors worked long hours and had very little space. Food often became stale, and fresh water had to be carefully rationed. Storms and rough seas could make traveling even more difficult. Despite these challenges, the ships continued westward across the Atlantic Ocean.

Columbus's Arrival - Continued 2

Passage 4 — Very High Stamina • Nonfiction • Part 2 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[7] After more than two months at sea, land was finally spotted on October 12, 1492. The crew celebrated because they knew their long journey had come to an end. Columbus believed he had reached islands near Asia. However, he had actually arrived in the Caribbean, a region that was already home to many Native American groups.

[8] The islands Columbus reached were not empty. Native American communities had lived there for generations. These groups had their own governments, traditions, languages, and cultures. They farmed crops, fished in coastal waters, traded with neighboring groups, and built thriving communities.

[9] One of the first groups Columbus encountered was the Taino. The Taino lived on several islands throughout the Caribbean. They grew crops such as corn, cassava, and sweet potatoes. They built villages and developed systems for sharing resources within their communities. Their daily lives were closely connected to the land and sea around them.

[10] When Columbus arrived, he claimed the land for Spain. This was a common practice among European explorers. European countries often believed that claiming land would allow them to expand their power and influence. However, Native Americans already lived on these lands and considered them their homes.

[11] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. His voyage encouraged other explorers to travel across the Atlantic Ocean. News of his discoveries spread quickly throughout Europe. Many people became excited about the opportunities that might exist in these newly encountered lands.

[12] Spain soon sent additional expeditions to the Americas. Explorers searched for resources, trade opportunities, and places to establish settlements. Over time, Spain built colonies throughout parts of North America, Central America, South America, and the Caribbean.

[13] Other European countries also became interested in exploration. Nations such as England, France, and Portugal sponsored voyages across the Atlantic Ocean. As explorers returned with stories about new lands, competition between European countries increased. Each nation hoped to gain wealth, resources, and influence.

Columbus's Arrival - Continued 3

Passage 4 — Very High Stamina • Nonfiction • Part 3 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[14] As exploration expanded, more people traveled between Europe and the Americas. Ships crossed the Atlantic Ocean carrying settlers, sailors, merchants, missionaries, and government officials. These journeys helped connect regions that had previously been separated by vast distances.

[15] Trade also grew between Europe and the Americas. Goods moved in both directions across the ocean. European products were brought to the Americas, while resources from the Americas were transported to Europe. This exchange affected economies and daily life in many different places.

[16] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled throughout the Americas to teach Native Americans about this religion. Churches and missions were established in many communities.

[17] Some Native Americans accepted Christianity and combined certain Christian practices with their own traditions. Others chose to continue following the beliefs that had guided their communities for generations. The spread of Christianity became one of the many cultural changes that occurred after European arrival.

[18] The arrival of Europeans introduced new languages as well. Spanish became widely spoken in many areas. As Europeans settled in different regions, communication between groups often required learning new languages. These interactions influenced the development of cultures throughout the Americas.

[19] European settlers also introduced new tools, technologies, and farming methods. Native American groups sometimes adopted useful innovations, while Europeans learned valuable skills from Native Americans. The exchange of knowledge worked in both directions.

[20] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. They exchanged goods and shared information about local resources. These early interactions helped both groups learn about one another.

[21] The Taino taught Europeans about foods and crops that grew in the Caribbean. They shared knowledge about fishing, farming, and local geography. Europeans introduced metal tools, clothing, and other items they had brought from Europe. These exchanges allowed both groups to experience new products and ideas.

Columbus's Arrival - Continued 4

Passage 4 — Very High Stamina • Nonfiction • Part 4 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[22] However, relationships between Europeans and Native Americans did not always stay peaceful. As more explorers and settlers arrived, disagreements began to develop. Land, resources, and power became sources of conflict.

[23] European settlements often required large areas of land. Native American groups sometimes found their traditional hunting grounds, villages, or farmland being claimed by newcomers. As a result, tensions increased in many regions.

[24] The Carib were known for resisting Spanish efforts to control their lands. They fought to protect their communities and maintain their independence. This resistance led to conflicts between the groups. Similar conflicts occurred in other parts of the Americas as European settlement expanded.

[25] Competition over resources also contributed to disagreements. Both Europeans and Native Americans depended on land, water, and natural resources to support their communities. When multiple groups wanted access to the same resources, conflicts sometimes followed.

[26] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of land that had belonged to their ancestors for generations. Others experienced major changes to their cultures, traditions, and daily routines.

[27] At the same time, the movement of people and goods between Europe and the Americas introduced new plants and animals. Horses, cattle, pigs, and sheep were brought from Europe. These animals changed transportation, farming, and food production in many areas.

[28] New crops also moved between continents. Foods that originated in the Americas, such as corn, potatoes, tomatoes, and cacao, became important in Europe and other parts of the world. Likewise, crops from Europe were introduced to the Americas. These exchanges changed diets and agriculture around the globe.

[29] The effects of Columbus's voyage continued for many years. Exploration increased. Colonies expanded. Trade networks grew larger. The movement of people, products, and ideas connected different parts of the world in ways that had never happened before.

[30] Historians often describe Columbus's voyage as a turning point in history because it led to lasting global changes. The connections established between Europe and the Americas influenced economics, culture, government, and society.

Columbus's Arrival - Continued 5

Passage 4 — Very High Stamina • Nonfiction • Part 5 of 5

AS YOU CONTINUE READING

Keep numbering, dotting unfamiliar words, and marking exact TRACKS evidence. Mark one detail that could prove a reason.

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

[31] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage and its role in history. At the same time, many people also reflect on how European arrival affected Native American communities.

[32] Historians study documents, artifacts, and other evidence to better understand what happened after Columbus arrived. They examine multiple perspectives because different groups experienced these events in different ways. Looking at several viewpoints helps create a more complete picture of history.

[33] Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange. Others focus on the challenges Native Americans faced as European settlement expanded. Both perspectives help explain why Columbus remains an important historical figure.

[34] People continue to discuss the impact of Columbus's voyage because its effects can still be seen today. Languages, traditions, governments, and cultures throughout the Americas were influenced by the events that followed his arrival.

[35] More than five hundred years later, students and historians continue to study Columbus and the world he helped change. His voyage connected Europe and the Americas and led to events that shaped the future of entire continents.

[36] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas. His journey remains one of the most significant events in world history because of the changes it set into motion. Understanding his voyage helps people better understand how the modern world developed and why different perspectives are important when studying history.

Columbus's Arrival - TRACKS Evidence Hunt

Study the exact words, then verbally explain which reason each detail could prove.

TRACKS	Exact Evidence	Which Reason It Could Prove
T • Time	"In 1492"	It proves _____
R ■ Reactions	"spread Christianity to the people they met"	It proves _____
A ▲ Actions	"he claimed the land for Spain"	It proves _____
C ★ Character, Concept, Creature	"Christopher Columbus"	It proves _____
K ♦ Key Knowledge	"Native American groups such as the Taino and the Carib"	It proves _____
S ▼ Scenery / Setting	"islands in the Caribbean"	It proves _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. It could prove _____. You still choose the reason it matches.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Listen for What Is Missing

Hear the response. Name the missing CSI part. Then supply the thinking.

WHAT IS MISSING FROM CSI?

Hold up C, S, or I for the missing part, then supply the missing thinking.

1. “My reason is about cultural change. The passage says, ‘They wanted to spread Christianity to the people they met.’”
Missing: **INFER** - Repair: “This shows Columbus and his crew brought beliefs that changed traditions and ways of life.”
2. “Energy choices are shaped by environmental effects. This shows communities must think about the environmental costs of their choices.”
Missing: **SUPPORT** - Repair: add “The passage says, ‘Their use can lead to pollution and environmental damage.’”
3. “The passage says, ‘Renewable energy sources are not always available.’ This shows communities may need more than one source.”
Missing: **CONNECT** - Repair: “This way is about availability and reliability.”

REPAIR ONE ROUND

FRESH RECALL

Connect means _____. Support means _____. Infer means _____.

STUDENT SUPPORT - Another Way to Show What You Know

Show the round, name the missing part, and orally repair it 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: Grow the Evidence Branch with CSI

Evidence is proof from the passage.

THE EVIDENCE BRANCH

The roots are the passage and prompt; the trunk is the thesis (central idea); the first branch is the reason/way. Now we add the Evidence Branch. Evidence is proof from the passage.

MODEL - COLUMBUS

Reason: bringing religious and cultural change. Connect: religion and culture. Support: “They wanted to spread Christianity to the people they met.” Infer: this shows the crew brought new beliefs that changed traditions.

MODEL - ENERGY

Way: shaped by environmental effects. Connect: environmental effects. Support: “Their use can lead to pollution and environmental damage.” Infer: communities must consider environmental costs.

CHECK

What does each model Support detail prove?

STUDENT SUPPORT - Another Way to Show What You Know

Say each model aloud. You still explain what the evidence shows.

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 Match-Up

Read. Compare. Choose. Complete CSI.

HOW TO PLAY

1. Pick up a Reason card.
2. Find the Evidence card that matches.
3. Find the Inference card that completes the chain.
4. Ask three checks: Does it connect? Does it support? What can I infer?
5. Record each correct chain.

FAST CHECK

Strong evidence matches the reason, comes from the text, and is specific. A true detail can still be weak if it is off topic.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number without cutting.
Complete the same match and CSI.

Ready to Stretch? Take Your Thinking Further!

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

Get Ready to Play

Choose cut cards or the numbered no-cut pathway.

SET UP

If you are cutting cards, cut only on the dashed lines. Keep each card together.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same match and CSI.

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 - CSI Reason Cards 1

Cut only on the dashed lines.

REASON CARD 1

Columbus affected the Americas by claiming land for Spain.

REASON CARD 2

Columbus affected the Americas by bringing religious and cultural change.

REASON CARD 3

Columbus affected the Americas by creating conflict with Native American groups.

REASON CARD 4

Energy decisions are shaped by how quickly resources can be replaced.

Card Backs - CSI Reason Cards 1

Each back identifies a Reason card.

REASON CARD BACK Card 2	REASON CARD BACK Card 1
REASON CARD BACK Card 4	REASON CARD BACK Card 3

CUT PAGE - CSI Reason Cards 2

Cut only on the dashed lines.

REASON CARD 5

Energy choices are shaped by environmental effects.

REASON CARD 6

Energy choices are shaped by availability and reliability.

Card Backs - CSI Reason Cards 2

Each back identifies a Reason card.

REASON CARD BACK Card 6	REASON CARD BACK Card 5

CUT PAGE - CSI Evidence Cards 1

Cut only on the dashed lines.

EVIDENCE CARD 1

“When he arrived, he claimed the land for Spain.”

EVIDENCE CARD 2

“They wanted to spread Christianity to the people they met.”

EVIDENCE CARD 3

“Conflicts developed over land, resources, and control.”

EVIDENCE CARD 4

“Renewable resources can be replaced over time and used again.”

Card Backs - CSI Evidence Cards 1

Each back identifies an Evidence card.

EVIDENCE CARD BACK Card 2	EVIDENCE CARD BACK Card 1
EVIDENCE CARD BACK Card 4	EVIDENCE CARD BACK Card 3

CUT PAGE - CSI Evidence Cards 2

Cut only on the dashed lines.

EVIDENCE CARD 5

“Their use can lead to pollution and environmental damage.”

EVIDENCE CARD 6

“Renewable energy sources are not always available.”

Card Backs - CSI Evidence Cards 2

Each back identifies an Evidence card.

EVIDENCE CARD BACK Card 6	EVIDENCE CARD BACK Card 5

CUT PAGE - CSI Inference Cards 1

Cut only on the dashed lines.

INFERENCE CARD 1

This shows Columbus took control and helped Spain expand its influence.

INFERENCE CARD 2

This shows Columbus and his crew brought beliefs that changed traditions and ways of life.

INFERENCE CARD 3

This shows Columbus's arrival led to tension and fighting.

INFERENCE CARD 4

This shows replacement rate is an important difference between energy resources and affects long-term planning.

Card Backs - CSI Inference Cards 1

Each back identifies an Inference card.

INFERENCE CARD BACK Card 2	INFERENCE CARD BACK Card 1
INFERENCE CARD BACK Card 4	INFERENCE CARD BACK Card 3

CUT PAGE - CSI Inference Cards 2

Cut only on the dashed lines.

INFERENCE CARD 5

This shows environmental consequences are part of responsible energy decision-making.

INFERENCE CARD 6

This shows communities must plan for times when some renewable sources cannot produce as much energy.

Card Backs - CSI Inference Cards 2

Each back identifies an Inference card.

INFERENCE CARD BACK Card 6	INFERENCE CARD BACK Card 5

CSI Evidence Match-Up - Recording

Record two matches and complete CSI.

ROUND 1

Reason card: ____ Evidence card: ____ Inference card: ____

Connect / Support / Infer:

ROUND 2

Reason card: ____ Evidence card: ____ Inference card: ____

Connect / Support / Infer:

ANSWER KEY

Each source chain uses matching numbers: 1-1-1 through 6-6-6.

STUDENT SUPPORT - Another Way to Show What You Know

Say: The strongest evidence is ____ because _____. You still point to the exact detail.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What makes evidence strong?

Can a true detail still be weak evidence? How?

What makes evidence precise and relevant?

How does CSI stop us from just copying?

What relationship can evidence reveal?

STUDENT SUPPORT - Another Way to Show What You Know

Use: This detail matches _____. It is strong because _____. It reveals _____.

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Claiming Land

Read the reason and evidence. Complete CSI.

REASON / WAY

Columbus affected the Americas by claiming land for Spain.

EVIDENCE

The passage says, "When he arrived, he claimed the land for Spain."

MY CSI

Connect: this reason/way is about _____. Support: quote the exact detail. Infer: This shows _____.

NAME THE RELATIONSHIP

Does this evidence reveal a cause/effect, comparison, advantage, or limitation?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail prove?
You still write the inference.

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Religious and Cultural Change

Read the reason and evidence. Complete CSI.

REASON / WAY

Columbus affected the Americas by bringing religious and cultural change.

EVIDENCE

The passage says, "They wanted to spread Christianity to the people they met."

MY CSI

Connect: this reason/way is about _____. Support: quote the exact detail. Infer: This shows _____.

NAME THE RELATIONSHIP

Does this evidence reveal a cause/effect, comparison, advantage, or limitation?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail prove?
You still write the inference.

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Availability and Reliability

Read the reason and evidence. Complete CSI.

REASON / WAY

Energy choices are shaped by availability and reliability.

EVIDENCE

The passage says, “Renewable energy sources are not always available.”

MY CSI

Connect: this reason/way is about _____. Support: quote the exact detail. Infer: This shows _____.

NAME THE RELATIONSHIP

Does this evidence reveal a cause/effect, comparison, advantage, or limitation?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail prove?
You still write the inference.

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Environmental Effects

Read the reason and evidence. Complete CSI.

REASON / WAY

Energy choices are shaped by environmental effects.

EVIDENCE

The passage says, "Their use can lead to pollution and environmental damage."

MY CSI

Connect: this reason/way is about _____. Support: quote the exact detail. Infer: This shows _____.

NAME THE RELATIONSHIP

Does this evidence reveal a cause/effect, comparison, advantage, or limitation?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this detail prove?
You still write the inference.

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 ECR Quality Check

Check the response you already built.

COPY MY THESIS → REASON/WAY → EVIDENCE (CSI)

CHECK

- ☐ clear thesis (central idea) ☐ relevant reason/way ☐ precise evidence from the text
- ☐ Connect, Support, and Infer complete ☐ sentence structure and word choice
- ☐ added ideas for coherence ☐ deleted weak or off-topic ideas
- ☐ nouns, irregular verbs, comparative/superlative adjectives, adverbs of frequency/degree
- ☐ spelling patterns and high-frequency words ☐ accurate quotation

MY REVISED ECR

STUDENT SUPPORT - Another Way to Show What You Know

Point to one feature at a time and read aloud. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

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

Full Evidence Branch Draft - Page 1

Choose a reason or way and prove it with CSI.

DRAFTING FOCUS

Evidence is proof from the passage. Connect it, Support it, and Infer what it shows.

[illegible]

Full Evidence Branch Draft - Page 2

Continue only if you need more space.

CONNECTION CHECK

Does my evidence match the reason, and does my Infer sentence say what the detail shows?

[illegible]

Day 4 - AWARD Yourself

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

CHOOSE

- Evidence Expert - my evidence matches the reason.
- Precise Prover - I chose a specific detail, not a vague one.
- CSI Complete - I finished Connect, Support, and Infer.
- Relationship Namer - I named the relationship the evidence reveals.
- On-Topic Chooser - I skipped the interesting-but-off-topic fact.

CLASS CHEER

Connect it! Support it! Infer it too! Strong evidence is what we do!

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 evidence and circle the signal phrase 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 evidence target from this module.

- ☐ Connect more directly.
- ☐ Quote accurately.
- ☐ Choose more specific evidence.
- ☐ Infer more deeply.
- ☐ Name the relationship the evidence reveals.

MY TARGET

My next evidence goal is

I chose it because

I will know I improved when

CURIOSITY QUESTIONS

Why is the strongest evidence not always the longest sentence? How does good evidence prepare a stronger explanation? Why would off-topic evidence make an essay feel less convincing?

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 CSI with evidence.

TEACH-BACK FRAME

Strong evidence is _____. Connect means _____. Support means _____. Infer means _____. An example from Columbus is _____. An example from the energy passage is _____. This evidence shows that _____.

What strong evidence is:

What Connect, Support, and Infer each mean:

One example from a passage:

What that evidence shows:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Use the frame, 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 can we choose evidence that truly proves each reason or way in an informative ECR?

WHAT CHANGED?

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

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

AWARD

Circle your favorite evidence choice. Write what you are proud of and explain why that detail proves your reason or way.

TARGET

Choose one: connect more directly, quote accurately, choose more specific evidence, infer more deeply, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how you used Connect, Support, and Infer on that page.

I Can...	Not Yet	Getting Set	I Can Do It
Tell strong evidence from weak	☐	☐	☐
Match evidence to a reason or way	☐	☐	☐
Complete Connect, Support, Infer	☐	☐	☐
Name the relationship the evidence reveals	☐	☐	☐
Run the cumulative ECR quality check	☐	☐	☐

Day 5 - Writing Opportunity

Choose one reason or way and build an Evidence Branch.

CHOICE 1

Reason: Columbus affected the Americas by claiming land for Spain.

Suggested evidence: "When he arrived, he claimed the land for Spain."

CHOICE 2

Way: Energy choices are shaped by environmental effects.

Suggested evidence: "Their use can lead to pollution and environmental damage."

MY CHOICE

Choice: ____ What the evidence proves:

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 Evidence Branch

Find two details, circle the strongest, complete CSI.

1. FIND - two details from the passage that connect to your reason or way

2. CIRCLE - the strongest detail

3. CSI - Connect, Support, Infer

4. RELATIONSHIP - name the cause/effect, comparison, advantage, or limitation

STUDENT SUPPORT - Another Way to Show What You Know

Use the signal phrases. You still decide which detail is strongest.

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 Branch Draft - Page 1

Prove your reason with strong evidence and CSI.

DRAFTING FOCUS

Reason/Way → Evidence → CSI. Choose the detail that truly proves the reason.

[illegible]

Additional Evidence Branch Draft - Page 2

Prove your reason with strong evidence and CSI.

DRAFTING FOCUS

Reason/Way → Evidence → CSI. Choose the detail that truly proves the reason.

[illegible]

Revise, Edit, and Share

Improve the inference, check conventions, then explain one choice.

REVISE

☐ inference says what the evidence shows ☐ evidence matches the reason ☐ detail is specific

EDIT

☐ complete sentences ☐ agreement ☐ nouns ☐ irregular verbs ☐ adjectives ☐ adverbs ☐ spelling ☐ capitalization

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason, evidence, and inference 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 proof you chose.

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!

Defend how your evidence reveals a cause/effect, comparison, advantage, or limitation.

READY TO STRETCH? - Two Pieces, Two Angles

Prove one reason with two different details.

REASON / WAY

Choose one reason or way, then find two different supporting details.

EVIDENCE 1

Write a CSI response for the first detail.

EVIDENCE 2

Write a CSI response for the second detail.

COMPARE

How does each detail prove the idea from a different angle? Which shows a cause, and which shows a reaction or effect? Name the relationship the two details reveal together.

Study Three ECR Evidence Exemplars

Notice how evidence moves from off topic to strong.

PROMPT

For the reason “Columbus affected the Americas by creating conflict with Native American groups,” choose strong evidence and complete CSI.

LOW

“Columbus sailed across the Atlantic Ocean.”

Why is this detail off topic for conflict?

MEDIUM

“Conflicts developed over land, resources, and control. This is about conflict.”

Why does the Infer step only restate the topic?

HIGH

Connect: this reason is about conflict. Support: “Conflicts developed over land, resources, and control.” Infer: this shows Columbus’s arrival led to tension and fighting over control of land and resources.

How does the inference explain what the evidence shows?

STUDENT SUPPORT - Another Way to Show What You Know

Underline Connect, Support, and Infer 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 is proof from the passage. We choose strong evidence by checking that it connects to the reason or way, comes from the text, and is specific - then we use CSI to Connect it, Support it, and Infer what it shows.

Essential Question - Answered

You started with an Essential Question. Now connect this answer to what you learned in Module 4.

OUR ESSENTIAL QUESTION

How can we choose evidence that truly proves each reason or way in an informative ECR?

My Answer

I choose strong evidence by checking that it connects to my reason or way, comes straight from the text, and is specific - then I use CSI to Connect it, Support it, and Infer what it shows.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the text: My evidence is ____ and it proves my reason because ____.

Ready to Stretch? Take Your Thinking Further!

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