

THE WRITING ACADEMY®, LLC

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GRADE



Cluster 3

Writing Your Full TREES Response



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 4 Cluster 3

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Grade 4 Cluster 3

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 3, where you write your first full TREES response. A full Extended Constructed Response, or ECR, grows through five parts: a Thesis (Central Idea), Reasons or Ways, Evidence, Explanation, and Significant Inferencing.

You will read a poem, "A Lone Star Choice," and a drama, "Making It Happen." You will learn that conflict is not always fighting - sometimes it is a decision to make or a need for support. You will connect both texts in one clear response.

Remember our reminder: **Prove and explain your thinking.** A longer response is only stronger when every part of TREES is present and connected.

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 A FULL TREES RESPONSE

Level 1 states a topic but no clear thesis (central idea). Level 2 states a thesis (central idea) and gives evidence but does not explain it. Level 3 explains the evidence with a DEEP FACTS move. Level 4 connects two texts and reasons clearly with more than one DEEP FACTS move. Level 5 ends with significant inferencing that explains why the idea matters beyond the texts. Grow a response up one level by adding a DEEP FACTS move or a significant inference, 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 used as the central idea
	Pastel Orange	K - Key Knowledge	important information not accounted for by 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 use in your TREES response.

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 3



M O D U L E



Your First Full TREES Response

Putting the Whole Tree Together



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

You write your first FULL TREES response - and every part connects to your idea.

WHY THIS MODULE MATTERS

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

Essential Question

How can conflict, decisions, and support across a poem and a drama help us build a complete 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.
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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)(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 back it up with details that fit.

TEKS 11(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my writing with a clear structure that ends with a conclusion.

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.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read 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 to make my informational response work 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 an idea so my writing fits together and flows.

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(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

I can take out an idea that distracts so my writing 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 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.

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)(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 Texas and Mr. Patel correctly.

The Standards I Am Learning - Part 5

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 stronger or larger to compare two things.

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 strongest or largest to 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 of frequency like always, often, or never.

The Standards I Am Learning - Part 6

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

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, quite, or almost.

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 you can say the same standard.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can use evidence and fitting content 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

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The TREES 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 five parts of TREES	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a thesis (central idea) that connects both texts	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose evidence that proves my reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain evidence with DEEP FACTS	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a significant inference about why it matters	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.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: One thing that changed was ____.

choice

Say it: CHOYS

What it means: a decision between two or more things

Try the frame: The choice in the poem was ____.

connect

Say it: kuh-NEKT

What it means: to link two things together

Try the frame: I connect the poem and the drama by ____.

grow

Say it: GROH

What it means: to develop or increase

Try the frame: An idea can grow when ____.

help

Say it: HELP

What it means: to make something easier for someone

Try the frame: The bank helped by ____.

Tier 1 Vocabulary - Everyday Words

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

idea

Say it: eye-DEE-uh

What it means: a thought or plan

Try the frame: Aaliyah's idea was ____.

plan

Say it: PLAN

What it means: to think it out before doing

Try the frame: My plan for my response is ____.

prove

Say it: PROOV

What it means: to show something is true

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

reason

Say it: REE-zun

What it means: why something is true or happens

Try the frame: One reason is ____.

support

Say it: suh-PORT

What it means: to give aid so something can grow

Try the frame: Support means ____.

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 ____.

coherence

Say it: koh-HEER-uhns

What it means: how well ideas fit and flow together

Try the frame: I improve coherence by ____.

conflict

Say it: KON-flikt

What it means: a problem, a decision, or a need for support

Try the frame: The conflict in this text is ____.

evidence

Say it: EV-uh-duhns

What it means: proof from the text

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

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

Try the frame: My explanation shows ____.

Tier 2 Vocabulary - Academic Words

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

inferencing

Say it: IN-fer-uhn-sing

What it means: figuring out why something matters using clues

Try the frame: My significant inference is ____.

informative

Say it: in-FOR-muh-tiv

What it means: giving information about a topic

Try the frame: This informative response explains ____.

relevant

Say it: REL-uh-vunt

What it means: closely connected to the point

Try the frame: A relevant reason is ____.

significant

Say it: sig-NIF-ih-kunt

What it means: important and meaningful

Try the frame: This is significant because ____.

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 ____.

Tier 3 Vocabulary - Passage Words

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

annexation

Say it: an-ek-SAY-shun

What it means: the act of adding land to a country

Try the frame: The annexation of Texas meant ____.

consequence

Say it: KON-sih-kwens

What it means: something that happens because of an action

Try the frame: A consequence of the decision was ____.

decision

Say it: dih-SIZH-un

What it means: a choice that leads to a result

Try the frame: An important decision was ____.

enterprise

Say it: EN-ter-pryz

What it means: a business or bold project someone starts

Try the frame: In a free enterprise system, people ____.

hopeful

Say it: HOPE-ful

What it means: feeling that good things may happen

Try the frame: Some Texans were hopeful because ____.

Tier 3 Vocabulary - Passage Words

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

loan

Say it: LOHN

What it means: money that is borrowed and paid back

Try the frame: Mr. Patel used a loan to ____.

outcome

Say it: OWT-kum

What it means: the result of a decision or event

Try the frame: One outcome of the choice was ____.

patron

Say it: PAY-truhn

What it means: a wealthy person who supports an artist or an idea

Try the frame: A patron helped by ____.

republic

Say it: rih-PUB-lik

What it means: a country ruled by the people and their leaders, not a king

Try the frame: Texas was a young republic because ____.

voyage

Say it: VOY-ij

What it means: a long journey, often over water

Try the frame: A voyage in history led to ____.

Growing a Full TREES Response

T... R... E... E... S! A full ECR grows through five connected parts.

**THESIS
(CENTRAL IDEA)**

**REASONS /
WAYS**

EVIDENCE

**EXPLANATION
(DEEP FACTS)**

**SIGNIFICANT
INFERENCING**

THE TREES STRUCTURE

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

REMEMBER

A longer response is only stronger when each part of TREES is present and connected. The goal is clear, proven thinking - not just more words. Strong reasons come from sorting your ideas into baskets and buckets, and strong evidence is chosen with CSI: choose the smallest set of strongest proof.

ORAL REHEARSAL FRAME: TREES

My thesis (central idea) is _____. One reason is _____. My evidence is _____. I explain it using _____ (a DEEP FACTS move). This matters because _____.

DEEP FACTS - Ways to Explain Evidence

Explanation is where you PROVE your thinking. Use DEEP FACTS - do not just repeat the evidence.

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

WHY DEEP FACTS?

Evidence shows, but explanation grows the idea. A DEEP FACTS move tells the reader what the evidence means. Use at least two DEEP FACTS types in a full TREES response.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the DEEP FACTS chart and choose one move. Use the frame: This shows ____ because ____.

Ready to Stretch? Take Your Thinking Further!

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

Conflict Across Genres

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

TWO KINDS OF CONFLICT

Decision-Based Conflict

A choice must be made. In the poem: "Texas... unsure where to go."

Need for Support Conflict

An idea needs help to grow. In the drama: "How do people turn ideas into real stuff?"

SAY IT WITH ME

Conflict is not always fighting. Sometimes it is choosing or needing help. Look across both texts and ask: What choice or need creates the problem? What changes because of it?

STUDENT SUPPORT - Another Way to Show What You Know

Use the Conflict anchor chart. Name the conflict in each text: Is it a decision to make or a need for support?

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A full TREES response 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.

A Lone Star Choice

Poem 5 — Low Stamina • Poetry • 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? Read the lines the way the poet arranged them. Line and layout carry meaning (LEAVES: Lines and Layout).

- | | |
|---|--|
| [1] Texas stood beneath wide skies, | [12] And anger grew across the sea. |
| [2] A young republic in people's eyes. | [13] Soon a war began to rise, |
| [3] Once part of Mexico long ago, | [14] With soldiers marching under open skies. |
| [4] Now standing alone, unsure where to go. | [15] Battles were fought both near and far, |
| [5] Leaders talked both day and night, | [16] Each side showing who they are. |
| [6] About joining the U.S. and what was right. | [17] The war came to an end at last, |
| [7] Some were hopeful, while others felt
hopeless. | [18] But its effects were strong and vast. |
| [8] Wondering what the choice was about. | [19] The U.S. gained land across the West, |
| [9] In 1845, a change was made, | [20] Changing the map and passing the test. |
| [10] Texas joined the U.S.—a choice that
stayed. | [21] For Texas, the choice had shaped its way, |
| [11] But Mexico did not agree, | [22] A state in the U.S. from that day. |
| | [23] Its story still helps people see |
| | [24] How choices reshape history. |

A Lone Star Choice - 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 1845"	It fits because _____
R ■ Reactions	"its effects were strong and vast"	It fits because _____
A ▲ Actions	"Texas joined the U.S."	It fits because _____
C ★ Character, Concept, Creature	"A young republic"	It fits because _____
K ♦ Key Knowledge	"The U.S. gained land across the West"	It fits because _____
S ▼ Scenery / Setting	"beneath wide skies"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Lone Star Choice - 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
T • Time	"Once part of Mexico long ago"	It fits because _____
A ▲ Actions	"a war began to rise"	It fits because _____
R ■ Reactions	"anger grew across the sea"	It fits because _____
C ★ Character, Concept, Creature	"Leaders talked both day and night"	It fits because _____
K ♦ Key Knowledge	"Changing the map"	It fits because _____
S ▼ Scenery / Setting	"soldiers marching under open skies"	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.

Making It Happen

Drama 6 — Low Stamina • Drama • Part 1 of 2

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? A drama is a play. Read the character names and the stage directions in [brackets] as part of the meaning.

[1] Characters: NARRATOR; AALIYAH – curious and always asking questions; MATEO – her friend; MRS. CHEN – teacher; MR. PATEL – business owner.

[2] Scene 1: Classroom

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

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

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

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

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

[8] Scene 2: Walking Home

[9] NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. [They walk side by side with backpacks.]

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

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

[12] Scene 3: At a Store

[13] NARRATOR: As they pass a small shop, they see Mr. Patel working inside. [Mr. Patel arranges items on a shelf. Aaliyah waves.]

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

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

[16] MATEO: So the bank helped you start it?

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

[18] Scene 4: Back in Class

[19] NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned. [Students sit at their desks. Mrs. Chen stands at the front.]

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

[21] MATEO: And now, banks help people start businesses.

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

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

Making It Happen - Continued 2

Drama 6 — Low Stamina • Drama • Part 2 of 2

AS YOU CONTINUE READING

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

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

Making It Happen - 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	"A long time ago"	It fits because _____
R ■ Reactions	"they helped make it happen"	It fits because _____
A ▲ Actions	"I got a loan from a bank"	It fits because _____
C ★ Character, Concept, Creature	"called patrons"	It fits because _____
K ♦ Key Knowledge	"Banks help people turn ideas into businesses"	It fits because _____
S ▼ Scenery / Setting	"a small shop"	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.

Making It Happen - 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
T • Time	"The next day"	It fits because _____
A ▲ Actions	"I had an idea"	It fits because _____
R ■ Reactions	"ideas can grow into something hopeful"	It fits because _____
C ★ Character, Concept, Creature	"Mrs. Chen, teacher"	It fits because _____
K ♦ Key Knowledge	"part of a free enterprise system"	It fits because _____
S ▼ Scenery / Setting	"Students are sitting at their desks"	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: Partner Teach-Back - TREES. Pencils down first.

LISTEN, THEN TEACH

Listen while one TREES part is explained. Do not copy the words. When there is a pause, turn to your partner and teach that part in your own words. Then close your notes and teach it again without looking. The five parts are: T Thesis (Central Idea), R Reasons/Ways, E Evidence, E Explanation with DEEP FACTS, and S Significant Inferencing.

WHAT EACH PART CONTRIBUTES

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

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

FRESH RECALL

Cover your notes. Say aloud: The five TREES jobs in order are ____.

STUDENT SUPPORT - Another Way to Show What You Know

If teaching a part is difficult, place TREES word cards in order and say each job aloud, or teach one part to a partner.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Conflict Across Genres. Conflict is not always fighting.

SAY IT WITH ME

Conflict = a problem that requires a decision or help.

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

These show that conflict is not always fighting. Sometimes it is choosing or needing help.

LOOK ACROSS BOTH TEXTS

TREES: Thesis (Central Idea) -> Reasons/Ways -> Evidence -> Explanation with DEEP FACTS -> Significant Inferencing. What choice or need creates the problem? What changes because of it?

A BIG DECISION

Have you ever had to make a big decision that changed something? Today we explore how decisions and support can shape outcomes - not just in life, but in history and in ideas.

DAY 1 CLOSING

The five parts of TREES are _____, and conflict in these texts is a _____.

Day 2 - ATTEMPT

The Build-A-TREES Challenge - How to play.

THE GOAL

Work in your group to build a full TREES response. Use the gameboard and draw Reason Cards, Evidence Cards, and DEEP FACTS Cards to build each part.

THE STEPS

1. **Baskets and Buckets (Reasons/Ways):** Sort your ideas into strong reasons or ways. Reason 1: Decisions shape outcomes. Reason 2: Support helps ideas grow.
2. **Build the Thesis (Central Idea):** A thesis (central idea) answers the prompt clearly and connects BOTH texts. Model: "Both the poem and the drama show that decisions and support shape outcomes."
3. **Select Evidence (CSI):** Choose your strongest evidence. Strong evidence proves your reason.
4. **Explanation Using DEEP FACTS:** Explain the evidence with at least two DEEP FACTS types.
5. **Significant Inferencing:** Answer - why does this matter? Model: "This shows that decisions can shape history and affect many people over time."

WIN CONDITION

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

GET READY

If you are cutting cards, cut only on the dashed lines. Keep each card together. Match first; check second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording sheet instead of cutting. Write each part of your TREES response and explain your choices. You still build all five parts.

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 - TREES Structure Cards A

Cut only on the dashed lines.

T - THESIS (CENTRAL IDEA)

The clear central idea that answers the prompt and connects both texts. It is the trunk of your response.

R - REASONS OR WAYS

The reasons or ways that organize your answer. Sort your ideas into baskets and buckets.

E - EVIDENCE

The proof from the text - the author's exact words that prove your reason.

E - EXPLANATION (DEEP FACTS)

Your thinking that proves what the evidence means. Use a DEEP FACTS move.

Card Backs - TREES Structure Cards A

Check only after the group commits.

R TREES Reasons or Ways	T TREES Thesis (Central Idea)
E TREES Explanation	E TREES Evidence

✂ CUT PAGE - TREES Card + Reason Cards

Cut only on the dashed lines.

S - SIGNIFICANT INFERENCING

Why the idea matters beyond the single detail.
Answer: why does this matter?

REASON CARD 1

Decisions shape outcomes.

REASON CARD 2

Support helps ideas grow.

HOW TO PLAY BUILD-A-TREES

In your group, use the gameboard. Draw Reason, Evidence, and DEEP FACTS cards to build a full TREES response.

Card Backs - TREES Card + Reason Cards

Check only after the group commits.

R1

REASON

Decisions shape outcomes

S

TREES

Significant Inferencing



PLAY IT

Build-A-TREES Challenge

R2

REASON

Support helps ideas grow

CUT PAGE - DEEP FACTS Cards - Part 1

Cut only on the dashed lines.

D - DEFINITION

Tell what a word or idea means.

E - EXAMPLE

Give a specific example.

E - EXPERT TESTIMONY

Share what an expert or knowledgeable person says.

P - PROCESS / METHOD / STEPS

Explain the steps or how it happened.

Card Backs - DEEP FACTS Cards - Part 1

Check only after the group commits.

E DEEP FACTS Example	D DEEP FACTS Definition
P DEEP FACTS Process / Steps	E DEEP FACTS Expert Testimony

CUT PAGE - DEEP FACTS Cards - Part 2

Cut only on the dashed lines.

F - FACTS & STATISTICS

Give a fact or number.

A - ANALOGY

Compare it to something familiar.

C - COMPARE & CONTRAST

Show how two things are alike or different.

T - TIPPING POINT (CAUSE & EFFECT)

Show what caused what.

Card Backs - DEEP FACTS Cards - Part 2

Check only after the group commits.

A DEEP FACTS Analogy	F DEEP FACTS Facts & Statistics
T DEEP FACTS Tipping Point	C DEEP FACTS Compare & Contrast

✂ CUT PAGE - DEEP FACTS Card + Evidence Cards

Cut only on the dashed lines.

S - STORY (ANECDOTE)

Tell a short true story that makes the idea real.

EVIDENCE CARD 1

"Texas joined the U.S.—a choice that stayed."
(from A Lone Star Choice)

EVIDENCE CARD 2

"Banks help people turn ideas into businesses."
(from Making It Happen)

THESIS MODEL CARD

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

Card Backs - DEEP FACTS Card + Evidence Cards

Check only after the group commits.

E1

EVIDENCE

A Lone Star Choice

S

DEEP FACTS

Story (Anecdote)

T

THESIS

Connects both texts

E2

EVIDENCE

Making It Happen

Build-A-TREES - DEEP FACTS Worked Example

See how ONE reason and ONE piece of evidence can be explained nine different ways.

REASON Decisions shape outcomes. **EVIDENCE** "Texas joined the U.S.—a choice that stayed."

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

SIGNIFICANT INFERENCING

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

Build-A-TREES - My Recording Sheet

Build all five parts. This is the no-cut pathway.

TREES Part	My Words
T - Thesis (Central Idea) (connects both texts)	
R - Reason or Way	
E - Evidence (exact words)	
E - Explanation (two DEEP FACTS moves)	
S - Significant Inferencing (why it matters)	

NO-CUT PATHWAY

You do not have to cut the cards. Write each part of your TREES response in the table, name which two DEEP FACTS moves you used, and explain your choices aloud or in your notebook.

STUDENT SUPPORT - Another Way to Show What You Know

Use the TREES and DEEP FACTS charts as a reference. Point to the card that matches each part before you write it.

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 made your full ECR strong?

DISCUSSION QUESTIONS

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

WHAT WE NOTICED

The thesis (central idea) shows both texts share an idea. DEEP FACTS make an explanation more detailed. The inference explains why the idea matters. A full response proves and explains thinking.

OVERARCHING QUESTION

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

My discussion notes:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: My thesis (central idea) connected both texts because _____. My strongest reason was _____.

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 Full TREES Response

Write a full TREES response that connects both texts.

PROMPT

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

REQUIREMENTS

- a thesis (central idea) that connects both texts
- two reasons or ways
- two pieces of evidence (the author's exact words)
- an explanation using at least two DEEP FACTS types
- a significant inference that tells why the idea matters

PLAN BEFORE YOU DRAFT

Thesis (central idea) that connects both texts:

Reason 1 + evidence:

Reason 2 + evidence:

STUDENT SUPPORT - Another Way to Show What You Know

Use the TREES chart and the DEEP FACTS chart. You still choose the thesis (central idea), the evidence, and the two DEEP FACTS moves.

Ready to Stretch? Take Your Thinking Further!

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

My Full TREES Response - Draft Space

Grow all five parts. Make sure every part connects back to your thesis (central idea).

SUCCESS CHECK

- ☐ Thesis (central idea) connects both texts ☐ Two reasons or ways
☐ Exact evidence ☐ Two DEEP FACTS moves ☐ Significant inference

[illegible]

Module 1 Quality and Conventions Check

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

CHOOSE ONE PARAGRAPH FROM YOUR TREES RESPONSE

Improve sentence structure and word choice. ADD one detail that strengthens coherence or DELETE one detail that distracts.

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 Texas and Mr. Patel.
5. Check any comparative or superlative adjective and any adverb of frequency or degree.
6. Check spelling patterns and high-frequency words.

WRITE THE STRONGER SENTENCE

A revision should make the idea clearer, not merely longer. Example: "Texas made a choice." becomes "Texas made a lasting political choice that changed its future."

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

Give yourself credit for building a full TREES response today.

TREES BUILDER RECOGNITION

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

Star the part of your response that best proves your thinking.

MY AWARD

One part of TREES I did well was

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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**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Growth

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

CHOOSE ONE TARGET

- ☐ Thesis (central idea) clarity ☐ Distinct reasons
☐ Stronger evidence ☐ Deeper explanation (DEEP FACTS) ☐ More significant inferencing

BUILD A PRECISE TARGET

My next TREES goal is _____ because

I will know I improved when

CURIOSITY QUESTIONS

What happens when people make poor decisions? How might history change without support systems?

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could connect your idea to a larger understanding beyond the two texts.

Day 5 - EXPLAIN or Educate Others

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

TEACH-BACK FRAME

The _____ in TREES does _____. It matters because _____. For example, in _____, _____.

MY TEACHING CARD

The TREES part I am teaching:

What it does:

Why it matters:

My example from the poem or the drama:

LISTENER RESPONSIBILITIES

- Restate the TREES part.
- Name why it matters.
- Ask: How does that part help the whole response?
- Give evidence-based feedback.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

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

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

Star the TREES part that best proves your thinking. Write what you are proud of and explain why that part is strong.

TARGET

Choose one: clearer thesis (central idea), distinct reasons, stronger evidence, deeper explanation, more significant inferencing, or a new question about decisions or support that this lesson made you curious about.

EXPLAIN

Teach one TREES part: tell what it does, why it matters, and give one example from the poem or drama.

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

Day 5 - Writing Opportunity - A Full TREES Response

Choose one prompt, then use all five parts of TREES.

CHOOSE ONE PROMPT

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

PLANNING SUPPORT

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

MY FIRST DECISION

Prompt I chose:

My thesis (central idea) will connect both texts by

STUDENT SUPPORT - Another Way to Show What You Know

Read both prompts aloud. Choose the one whose evidence you can explain most clearly. Then plan your thesis (central idea) first.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Full TREES Response

Grow meaning before you draft. One part at a time.

Step 1 - T: Thesis (Central Idea)

Write your central idea connecting both texts.

Step 2 - R + E: Reason + Evidence

Give a reason, then the exact evidence that proves it.

Step 3 - E: Explanation (DEEP FACTS)

Explain the evidence with a DEEP FACTS move.

Step 4 - S: Significant Inferencing

Tell why the idea matters beyond the single detail.

STUDENT SUPPORT - Another Way to Show What You Know

Use the TREES chart, the DEEP FACTS chart, and the passage evidence hunts. You choose the exact quote and the DEEP FACTS move.

Ready to Stretch? Take Your Thinking Further!

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

Full TREES Response - Draft Page 1

Keep every part connected to your thesis (central idea).

MEANING CHECK

After each sentence, ask: Does this part support my thesis (central idea)? Keep the parts that grow the idea.

[illegible]

Full TREES Response - Draft Page 2

Continue only if you need more space. A longer response is only stronger when each part is present.

PRECISION CHECK

Read your explanation. Does it tell what the evidence proves with a DEEP FACTS move, 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

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

Before:

After:

EDIT - Conventions Sweep

- ☐ Subject-verb agreement
 ☐ Irregular past tense
 ☐ Singular / plural nouns
☐ Common / proper nouns
 ☐ Comparative / superlative adjectives
 ☐ Adverbs of frequency / degree
☐ Spelling patterns
 ☐ High-frequency spelling

SHARE

My partner heard my significant inference 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 TREES part.

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 part of TREES support your thesis (central idea)? 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 DEEP FACTS move that proves your thinking most clearly.

PROOF OF TRANSFER

I knew I could build a full TREES response for a new prompt because on page _____ I

READY TO STRETCH? - Advanced TREES Challenge

Push your full response further.

CHALLENGE PROMPT

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

GROW A DEEPER RESPONSE

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

My three reasons:

JUSTIFY

Explain how the poem and the drama teach the same lesson in different ways.

MOVE YOUR THINKING



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EXPLAIN



Independent
USE



Reflective
EXTEND

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

A full informative ECR grows through all five parts of TREES - Thesis (Central Idea), Reasons or Ways, Evidence, Explanation with DEEP FACTS, and Significant Inferencing. In "A Lone Star Choice," conflict grows from a major decision and its consequences; in "Making It Happen," the problem is how ideas gain the support they need to become real. When you recognize conflict as a decision or a need for support, you can connect a poem and a drama around one clear central idea and prove why it matters.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

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

My Answer

I identify the major decision and its consequences in A Lone Star Choice and the need for support in Making It Happen. I connect those relationships in a thesis (central idea), then add distinct reasons or ways, evidence, explanation, and significant inferencing to build a complete TREES response.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the conflict: In the poem the choice is ____, in the drama the problem is ____, so my central idea is ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 3



M O D U L E



Recognizing Relational Prompt Types

What Relationship the Prompt Wants



Pocket Practice



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



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

Why This Module Matters

The clue word reveals what a prompt is REALLY asking.

WHY THIS MODULE MATTERS

In Module 1 you learned the TREES structure for an informational ECR. This module zooms in on the R in TREES - Reasons or Ways. You learn to recognize what a prompt is REALLY asking, even when it does not use the words "why" or "how." You sort clue words, classify prompts, and connect prompt type to Reasons or Ways before drafting a precise thesis (central idea). The topic tells WHAT; the relational clue tells HOW TO THINK.

Essential Question

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

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)(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 my draft with an engaging idea and 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.

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(C)(iii) - Official Standard

revise drafts to improve coherence by adding ideas

HOW I SAY THE STANDARD!

I can add ideas so my response holds together and makes sense.

TEKS 11(C)(iv) - Official Standard

revise drafts to improve coherence by deleting ideas

HOW I SAY THE STANDARD!

I can delete ideas that do not belong so my response stays focused.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write complete simple sentences where the subject and verb 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.

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.

The Standards I Am Learning - Part 4

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

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.

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 and superlative forms

HOW I SAY THE STANDARD!

I can use comparative and superlative adjectives correctly.

TEKS 11(D)(xii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use adverbs of frequency and degree correctly.

The Standards I Am Learning - Part 5

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

TEKS 11(D)(xxxiii) - Official Standard

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

HOW I SAY THE STANDARD!

I can check Grade 4 spelling patterns.

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell 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 you can say the same standard.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking with details that fit 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 that make the relationship among ideas clear.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write my sentences in different ways, not just one pattern.

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

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

I WILL

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

LEARNING DESTINATION

I will classify relational prompts as Reasons or Ways using the clue word and write a precise thesis (central idea) that answers the task.

MY LAUNCHPAD PROMISE

The clue word I will practice noticing 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
Underline the relational clue	a lot / a little / new	a lot / a little / new	a lot / a little / new
Decide Reasons or Ways	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name the proving clue word	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a matching thesis (central idea)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise + 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: a response to a question

Try the frame: My answer must include ____.

ask

Say it: ASK

What it means: to request an answer

Try the frame: The prompt asks me to ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: The poem shows change through ____.

choose

Say it: CHOOZ

What it means: to select

Try the frame: I choose Reasons or Ways because ____.

clue

Say it: KLOO

What it means: something that helps you figure out an answer

Try the frame: The clue ____ points to ____.

Tier 1 Vocabulary

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

find

Say it: FYND

What it means: to locate or discover

Try the frame: I find the clue ____.

help

Say it: HELP

What it means: to make something easier or possible

Try the frame: The clue helps me ____.

idea

Say it: eye-DEE-uh

What it means: a thought or plan

Try the frame: The drama begins with an idea and ____.

show

Say it: SHOH

What it means: to make something clear

Try the frame: The text can show ____.

word

Say it: WURD

What it means: a spoken or written unit of meaning

Try the frame: The word ____ matters because ____.

Tier 2 Vocabulary

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

demonstrate

Say it: DEM-uhn-strayt

What it means: to show clearly

Try the frame: Demonstrate points toward way or process thinking.

develop

Say it: dih-VEL-uhp

What it means: to grow or build over time

Try the frame: Develop asks how an idea grows.

impact

Say it: IM-pakt

What it means: an important effect or result

Try the frame: Impact points toward reason-based thinking.

influence

Say it: IN-floo-uhns

What it means: the power to affect what happens

Try the frame: Influence points toward ways something affects ____.

prompt

Say it: PROMPT

What it means: a direction or question that tells a writer what to do

Try the frame: The prompt asks for ____.

Tier 2 Vocabulary

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

reason

Say it: REE-zuhn

What it means: an explanation for importance or action

Try the frame: One reason is ____.

reveal

Say it: rih-VEEL

What it means: to make something known

Try the frame: Reveal asks how the text makes an idea clear.

significance

Say it: sig-NIF-uh-kuhns

What it means: the importance or meaning of something

Try the frame: The significance clue asks for reasons.

structure

Say it: STRUK-cher

What it means: the organized form of a response

Try the frame: My structure matches the prompt type.

way

Say it: WAY

What it means: a method or manner

Try the frame: One way is ____.

Tier 3 Vocabulary

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

central idea

Say it: SEN-truhl eye-DEE-uh

What it means: the focused main idea of informational writing

Try the frame: My central idea answers ____.

clue word

Say it: KLOO wurd

What it means: a word that reveals the kind of thinking required

Try the frame: The clue word ____ proves ____.

evidence

Say it: EV-uh-duhns

What it means: details from a text that support an idea

Try the frame: My evidence proves ____.

process-based

Say it: PRAH-sess bayst

What it means: organized around ways, steps, or influence

Try the frame: This is process-based because ____.

prompt classification

Say it: PROMPT klas-uh-fuh-KAY-shuhn

What it means: sorting a prompt by the thinking it requires

Try the frame: My prompt classification is ____.

Tier 3 Vocabulary

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

reason-based

Say it: REE-zuhn bayst

What it means: organized around explanations of importance or results

Try the frame: This is reason-based because ____.

relational prompt

Say it: ri-LAY-shuh-nuhl PROMPT

What it means: a prompt whose clue word signals a relationship

Try the frame: This relational prompt asks for ____.

significant inference

Say it: sig-NIF-uh-kuhnt IN-fer-uhns

What it means: thinking that explains why an idea matters

Try the frame: My significant inference shows ____.

task language

Say it: TASK LANG-gwij

What it means: the words that tell the writer what to do

Try the frame: The task language requires ____.

thesis (central idea)

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

What it means: a sentence that directly answers the prompt

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

The DOT Reading Habit

Details. Organization. Thinking.

Step	What It Means
D - Details	Notice words, lines, dialogue, and stage directions that connect to importance, impact, influence, or ways change happens.
O - Organization	Track whether the prompt needs Reasons or Ways, then organize your notes under the matching heading.
T - Thinking	Explain how the relational clue determines the response structure.

WORDS TO REMEMBER

Collect Details. Organize by Reasons or Ways. Explain your Thinking.

STUDENT SUPPORT - Another Way to Show What You Know

Circle the relational clue, or tell a partner whether it points toward reasons or ways.

Ready to Stretch? Take Your Thinking Further!

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

What Is the Prompt REALLY Asking?

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

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

THE HIDDEN QUESTION

A prompt may never say "why" or "how." The relational clue word reveals the hidden question. Reason-type clues ask for reasons or results that make an idea important. Way/process-type clues ask for steps, actions, methods, or influence.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the topic and circle the relational clue. If you circle a topic word, remember: the topic tells WHAT, and the relational clue tells HOW TO THINK.

Ready to Stretch? Take Your Thinking Further!

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

Reasons or Ways: The R in TREES

Module 2 zooms in on the R in TREES.

TREES	What It Is
T - Thesis (Central Idea)	the sentence that answers the prompt
R - Reasons or Ways	the kind of thinking the clue word requires
E - Evidence	details from the text that support the idea
E - Explanation (DEEP FACTS)	how the evidence proves the idea
S - Significant Inferencing	thinking that explains why the idea matters

REASON THINKING (Why-Type)

If a prompt asks about importance, significance, or reasons, it is asking for reasons. Reasons or results make an idea important.

PROCESS THINKING (How-Type)

If a prompt asks about reveal, influence, or ways, it is asking for steps or processes. Ways name the methods or actions that make change happen.

STUDENT SUPPORT - Another Way to Show What You Know

Name the prompt type. You still choose the accurate 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.

The Prompt-to-Thesis (Central Idea) HABIT

Five steps turn a prompt into a precise thesis (central idea).

THE FIVE-STEP HABIT

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

READ ›

TOPIC ›

CLUE ›

TYPE ›

THESIS

MODEL - REASONS

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

Clue: significance (Reasons). **Thesis (Central Idea):** Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.

MODEL - WAYS

Prompt: Describe the ways banks help people turn ideas into businesses.

Clue: ways (Ways). **Thesis (Central Idea):** Banks help people turn ideas into businesses by offering loans, guidance, and the money needed to get started.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the relational clue first. You still build the sentence and 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.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

A Lone Star Choice

Poem 5 - Medium Stamina • Poem • Part 1 of 2

AS YOU READ

Read the poem aloud and notice how the lines are arranged (LEAVES: Lines and Layout). Use the DOT HABIT. TAP the TRACKS. Collect words and relationships that help you explain importance, impact, influence, and ways change happens.

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

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

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

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

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

A Lone Star Choice - Continued 2

Poem 5 - Medium Stamina • Poem • Part 2 of 2

AS YOU CONTINUE READING

Keep reading closely, dotting relational clues, and marking exact TRACKS evidence.

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

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

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

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

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

A Lone Star Choice - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1845, a change was made"	It fits because _____
R ■ Reactions	"the choice had shaped its way"	It fits because _____
A ▲ Actions	"Texas joined the U.S."	It fits because _____
C ★ Character, Concept, Creature	"A young republic"	It fits because _____
K ♦ Key Knowledge	"The U.S. gained land"	It fits because _____
S ▼ Scenery / Setting	"beneath wide skies"	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.

Making It Happen

Drama 6 - Medium Stamina • Drama • Part 1 of 2

AS YOU READ

Read the drama aloud. Notice the characters, scenes, and stage directions. Use the DOT HABIT and TAP the TRACKS to collect ways support helps ideas become real.

Characters:

NARRATOR

AALIYAH - curious and always asking questions

MATEO - her friend

MRS. CHEN - teacher

MR. PATEL - business owner

Scene 1: Classroom

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

[Mrs. Chen turns from the board.]

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

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

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

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

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

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

MATEO: That must have made a big difference.

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

Scene 2: Walking Home

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

[They walk side by side with backpacks.]

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

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

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

AALIYAH: What did he do?

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

AALIYAH: That sounds like a lot of work.

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

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

MATEO: And sometimes help from other people.

Making It Happen - Continued 2

Drama 6 - Medium Stamina • Drama • Part 2 of 2

AS YOU CONTINUE READING

Keep marking relational clues and exact TRACKS evidence as the scenes continue.

Scene 3: At a Store

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

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

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

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

MATEO: So the bank helped you start it?

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

AALIYAH: Were you nervous?

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

MATEO: What happened after you got the loan?

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

AALIYAH: Did people come right away?

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

MATEO: So you had to be patient too.

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

Scene 4: Community Fair

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

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

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

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

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

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

Scene 5: Back in Class

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

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

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

MATEO: And now, banks help people start businesses.

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

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

MATEO: And they need hard work and patience too.

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

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

Making It Happen - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"A long time ago"	It fits because _____
R ■ Reactions	"they helped make it happen"	It fits because _____
A ▲ Actions	"I got a loan from a bank"	It fits because _____
C ★ Character, Concept, Creature	"called patrons"	It fits because _____
K ♦ Key Knowledge	"Support can come from family"	It fits because _____
S ▼ Scenery / Setting	"a small shop"	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: Catch and Correct the Mistake

Pencils down. Listen for whether each prompt asks for Reasons or Ways.

Listen to each classification. Mark it **Correct** or **Incorrect**. If it is incorrect, repair the classification and name the clue word that proves your thinking.

1. "Explain the significance of support in helping ideas grow" is called a WAYS prompt.

Answer: Incorrect. *Significance* signals reason/WHY-type thinking.

2. "Describe the ways Texas's decision changed its future" is called a WAYS prompt.

Answer: Correct. *Ways* signals process/method thinking.

3. "Explain the impact of the choice Texas made" is called a WAYS prompt.

Answer: Incorrect. *Impact* asks for the reasons/results that make the choice important.

Do not just say "wrong." Repair the thinking and name the clue that proves it.

FRESH RECALL

Close your notes. Tell a partner three reason-type clue words and three way/process-type clue words.

STUDENT SUPPORT - Another Way to Show What You Know

Show one finger for Reasons and two fingers for Ways, 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: The Hidden Question

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

REASON THINKING (Why-Type)

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

PROCESS THINKING (How-Type)

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

DAY 1 CHECK

Classify this board prompt: "What is the importance of Texas joining the United States?" Name the clue word and explain the kind of thinking it needs.

The clue word is:

This prompt asks for (circle one): Reasons / Ways

It calls for reasons because:

STUDENT SUPPORT - Another Way to Show What You Know

Box the topic, underline the relational clue, then say the kind of thinking it requires.

Ready to Stretch? Take Your Thinking Further!

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

Game: Flip-Flap Prompt Sort

Read the prompt. Decide Reasons or Ways. Prove it with the clue word.

HOW TO PLAY

1. Make a flip flap with two sections: "Why" (Reasons) and "How" (Ways).
2. Work with a partner. Your pair gets 12 prompt cards.
3. Read each prompt. Decide whether it asks for REASONS or WAYS.
4. Place it under the correct flap and underline the clue word that proves your choice.

ACCOUNTABILITY MOVE

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

ANSWER KEY

Reasons (Why-Type): cards 1, 3, 5, 7, 9, 11 • Ways (How-Type): cards 2, 4, 6, 8, 10, 12

STUDENT SUPPORT - Another Way to Show What You Know

No scissors? Point to each card by its number instead of cutting, say the accountability frame aloud, and record the same classification.

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 - Flip-Flap Prompt Sort Cards (Cards 1-6)

Dashed lines mean CUT.

CARD 1 • REASONS

Explain the importance of Texas joining the United States.

Clue word: importance

Reasons or Ways? _____

CARD 2 • WAYS

Describe the ways Texas's decision changed its future.

Clue word: ways

Reasons or Ways? _____

CARD 3 • REASONS

Explain the significance of support in helping ideas grow in the drama.

Clue word: significance

Reasons or Ways? _____

CARD 4 • WAYS

Describe how characters show that support helps success.

Clue word: show

Reasons or Ways? _____

CARD 5 • REASONS

Explain the reasons Texas leaders had to make a decision.

Clue word: reasons

Reasons or Ways? _____

CARD 6 • WAYS

Describe the ways banks help people turn ideas into businesses.

Clue word: ways

Reasons or Ways? _____

Flip-Flap Prompt Sort - Card Backs (Cards 1-6)

Check only after committing to a classification.

WAYS

FLIP-FLAP PROMPT SORT

Prompt Card 2

REASONS • WAYS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 1

REASONS • WAYS

WAYS

FLIP-FLAP PROMPT SORT

Prompt Card 4

REASONS • WAYS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 3

REASONS • WAYS

WAYS

FLIP-FLAP PROMPT SORT

Prompt Card 6

REASONS • WAYS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 5

REASONS • WAYS

✂ CUT PAGE - Flip-Flap Prompt Sort Cards (Cards 7-12)

Dashed lines mean CUT.

CARD 7 • REASONS

Explain the impact of the choice Texas made.
Clue word: impact
Reasons or Ways? _____

CARD 8 • WAYS

Describe how the drama reveals the role of support.
Clue word: reveal
Reasons or Ways? _____

CARD 9 • REASONS

Explain the meaning of Texas becoming a state.
Clue word: meaning
Reasons or Ways? _____

CARD 10 • WAYS

Describe the ways the characters learn about support systems.
Clue word: ways
Reasons or Ways? _____

CARD 11 • REASONS

Explain the importance of decisions in both texts.
Clue word: importance
Reasons or Ways? _____

CARD 12 • WAYS

Describe how the poem shows change over time.
Clue word: show
Reasons or Ways? _____

Flip-Flap Prompt Sort - Card Backs

(Cards 7-12)

Check only after committing to a classification.

WAYS

FLIP-FLAP PROMPT SORT

Prompt Card 8

REASONS • WAYS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 7

REASONS • WAYS

WAYS

FLIP-FLAP PROMPT SORT

Prompt Card 10

REASONS • WAYS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 9

REASONS • WAYS

WAYS

FLIP-FLAP PROMPT SORT

Prompt Card 12

REASONS • WAYS

REASONS

FLIP-FLAP PROMPT SORT

Prompt Card 11

REASONS • WAYS

Flip-Flap Prompt Sort - Recording

Save at least two sorted prompts.

ROUND 1

Card: ____ Type: REASONS / WAYS

The relational clue word is:

This belongs under ____ because ____ asks for ____:

My thesis (central idea):

ROUND 2

Card: ____ Type: REASONS / WAYS

The relational clue word is:

This belongs under ____ because ____ asks for ____:

My thesis (central idea):

STUDENT SUPPORT - Another Way to Show What You Know

Say the clue word and the type 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 clue words guide the kind of thinking a prompt needs?

- What words helped you decide the prompt type?
- What is the difference between reasons and ways?
- Which prompts were tricky to classify, and what finally helped?
- What happens if a writer answers the topic but not the task?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

Use: The clue word ____ points to ____, so the prompt needs ____.

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 IT AGAIN: Clue-Word Sort

Sort each clue word by the thinking it requires.

DIRECTIONS

Write two columns: Reasons (Why-type) and Ways (How-type). Sort these clue words, then circle your three strongest clues.

important • reveal • significance • influence • reasons • ways • impact • develop • meaning • show

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

ANSWER KEY

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Sort aloud with a partner first. You still decide which three clues helped you most.

Ready to Stretch? Take Your Thinking Further!

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

Independent Prompt-to-Thesis (Central Idea) - REASONS

Underline the clue. Choose the type. Write the thesis (central idea).

PROMPT

Explain the significance of support in helping ideas grow in the drama.

The relational clue word is:

This prompt asks for (circle one): Reasons / Ways

Evidence from the text I will use:

MY REASONS THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

The clue word here is "significance." You still build the sentence and 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.

Independent Prompt-to-Thesis (Central Idea) - WAYS

Underline the clue. Choose the type. Write the thesis (central idea).

PROMPT

Describe the ways banks help people turn ideas into businesses.

The relational clue word is:

This prompt asks for (circle one): Reasons / Ways

Evidence from the text I will use:

MY WAYS THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

The clue word here is "ways." You still build the sentence and 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.

Module 2 Conventions Sweep

Apply four checks.

READ

In 1845, Texas joined the United States. The leaders made a careful decision.

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 - Standards Application Check + AWARD

Point to evidence in your own work.

STANDARDS APPLICATION CHECK

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

TEACHER MODEL

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

Thesis (Central Idea): "Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action."

Look-For: the thesis (central idea) answers significance/reason thinking rather than merely restating the topic.

AWARD

Complete: "I can recognize a relational prompt by looking for _____. Name the clue word you trust most and explain why.

Class recognition: **Prompt Detective of the Day**

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.

- ☐ Notice the task word more carefully.
- ☐ Distinguish reason vs. way.
- ☐ Avoid answering the topic only.
- ☐ Explain how the clue guided me.
- ☐ Strengthen my word choice.

MY TARGET

My next classification goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

Can a prompt include both types of thinking? What happens if you answer the wrong type of prompt? Explain.

Day 5 - EXPLAIN to Others

Teach the hidden-question HABIT.

TEACH-BACK FRAME

The topic tells WHAT, and the relational clue tells HOW TO THINK. First I read _____. Then I underline _____. Then I choose _____. Finally, I _____.

TEACH-BACK CHECKLIST

- I name at least one reason-type clue.
- I name at least one way/process-type clue.
- I explain that the topic tells WHAT and the relational clue tells HOW TO THINK.
- I demonstrate the HABIT with one of the 12 Prompt Cards.

INDEPENDENT TRANSFER

Choose one prompt card, underline the clue, classify it, and defend the choice aloud without looking at the chart.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then teach 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.

Check the Learning

Self-check your thinking, then complete the exit ticket.

STUDENT SELF-CHECK

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

EXIT TICKET

Complete: "I can recognize a relational prompt by looking for ____."

Now classify: "Describe the ways banks help people turn ideas into businesses."
Which clue proves the choice?

STUDENT SUPPORT - Another Way to Show What You Know

Say your exit-ticket answer aloud before you write it.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

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

WHAT CHANGED?

MOVE YOUR THINKING



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Reflective
EXTEND

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Choose one classified prompt. Underline the clue word you trust most and explain why your Reasons-or-Ways choice is strong.

TARGET

Choose one: notice the task word, distinguish reason from way, avoid answering only the topic, explain how the clue guided you, strengthen one precise word, or write a new question this lesson made you curious about.

EXPLAIN

Teach how to classify a prompt that never says why or how. Include one reason-type clue, one way-type clue, and one Prompt Card example.

Day 5 - Writing Opportunity: Prompt-to-Thesis (Central Idea) Practice

Choose two of the 12 Prompt Cards - one Reasons and one Ways.

DIRECTIONS

For each card: (1) underline the relational clue, (2) label the prompt Reasons or Ways, (3) write a one-sentence thesis (central idea) that directly answers the task, (4) revise one word or phrase for precision, (5) check conventions. Use evidence only from "A Lone Star Choice" and "Making It Happen."

RESPONSE FRAMES

Reason-type: ___ is important/significant because ___, ___, and ___.

Way/process-type: The text reveals/shows ___ through ___, ___, and ___.

MY REASONS PROMPT

Card ___ • Clue word: _____

Thesis (Central Idea):

MY WAYS PROMPT

Card ___ • Clue word: _____

Thesis (Central Idea):

STUDENT SUPPORT - Another Way to Show What You Know

Underline the clue in each card. You still choose the accurate 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.

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). Match the structure to the prompt type.

DRAFTING FOCUS

Use purposeful structure, accurate details, and explanation of the reasons or ways.

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

Informational Draft - Page 2

Begin with your thesis (central idea). Match the structure to the prompt type.

DRAFTING FOCUS

Use purposeful structure, accurate details, and explanation of the reasons or ways.

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

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

☐ engaging idea ☐ sentence structure ☐ word choice ☐ coherence

EDIT

☐ subject-verb agreement ☐ plural noun ☐ proper noun ☐ modifier ☐ 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 the clue that proves your prompt type.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
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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 type.

READY TO STRETCH? - Dual-Thinking Challenge

Draft both a Reasons response and a Ways response, then defend the better fit.

CHOOSE ONE PROMPT

Pick one prompt card that could be read in more than one way.

REASONS RESPONSE

WAYS RESPONSE

WHICH FITS BEST?

Name the relational clue and explain the response structure it requires.

MOVE YOUR THINKING



**Foundational
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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

Clue words such as importance, significance, reasons, impact, value, and meaning point toward reason-based thinking, while words such as reveal, influence, develop, show, ways, and demonstrate point toward way or process-based thinking. Naming that relationship tells you what kind of answer the prompt really wants.

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

My Answer

I use clue words such as importance, significance, reasons, impact, value, and meaning to recognize reason-based thinking. I use words such as reveal, influence, develop, show, ways, and demonstrate to recognize way or process thinking, so I know what kind of answer the prompt requires.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the clue word: My prompt says ____, which points to ____ (reasons or ways), so I will write about ____.

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 3



M O D U L E



Magnifying Many Ideas into Three

Narrowing Ideas with the Magnifying Process



Pocket Practice



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



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

Why This Module Matters

Magnify your thinking - do not stop at the first idea.

WHY THIS MODULE MATTERS

You magnify your thinking for Why prompts by moving from many ideas to the best three reasons. You brainstorm, group like-minded reasons into colored baskets or buckets, narrow each group, and turn three strong final ideas into topic sentences for the three main body paragraphs. A reason is the big idea; evidence is the proof.

Essential Question

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

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 reasons and 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 weak or 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)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write complete reason sentences where the subject and verb agree.

TEKS 11(D)(vi) - Official Standard

edit drafts using standard English conventions, including prepositions and prepositional phrases

HOW I SAY THE STANDARD!

I can add a preposition or prepositional phrase to make my reason sentence clearer.

TEKS 11(D)(xxxv) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell grade-level words correctly in my reason sentences.

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 you can say the same standard.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can use supporting evidence that fits my purpose.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words to connect my reasons.

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

I WILL

- read closely, speak about my thinking, and record my work.
- explain how my choices strengthen an informative ECR.
- use the four-layer Magnifying Process instead of stopping at my first idea.
- remove weak, off-topic, or repeated reasons.

LEARNING DESTINATION

I will magnify many possible reasons into three distinct, focused reason sentences that can guide the three main body paragraphs.

MY LAUNCHPAD PROMISE

The magnifying 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
Brainstorm many reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Group like-minded reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Narrow each group to one idea	a lot / a little / new	a lot / a little / new	a lot / a little / new
Keep three distinct reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write three reason sentences	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.

alike

Say it: uh-LYK

What it means: similar in meaning

Try the frame: These reasons are alike because ____.

best

Say it: BEST

What it means: most useful for the purpose

Try the frame: The best three reasons are ____.

choose

Say it: CHOOZ

What it means: to select from several possibilities

Try the frame: I choose ____ because ____.

different

Say it: DIF-er-uhnt

What it means: not the same

Try the frame: This reason is different because ____.

group

Say it: GROOP

What it means: a set of things that belong together

Try the frame: This group is about ____.

Tier 1 Vocabulary - Everyday Words

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

idea

Say it: eye-DEE-uh

What it means: a thought that could answer a prompt

Try the frame: One idea is ____.

keep

Say it: KEEP

What it means: to continue using

Try the frame: I will keep ____ because ____.

remove

Say it: rih-MOOV

What it means: to take away

Try the frame: I remove ____ because it is ____.

sort

Say it: SORT

What it means: to place things into groups

Try the frame: I sort ____ with ____.

strong

Say it: STRAWNG

What it means: able to support clear thinking

Try the frame: This is strong enough for ____.

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 gather many possible ideas before choosing

Try the frame: I brainstormed ____.

category

Say it: KAT-uh-gor-ee

What it means: a named group of related ideas

Try the frame: This category is ____.

grouping

Say it: GROO-ping

What it means: placing like-minded ideas together

Try the frame: My grouping shows ____.

impact

Say it: IM-pakt

What it means: an important effect or result

Try the frame: One impact of the choice is ____.

magnify

Say it: MAG-nuh-fy

What it means: to examine ideas closely so the strongest become clear

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 a group to one focused idea

Try the frame: I narrowed the group to ____.

reason

Say it: REE-zuhn

What it means: a big idea that explains why something matters

Try the frame: One reason is ____.

significance

Say it: sig-NIF-uh-kuhns

What it means: the importance or meaning of something

Try the frame: The significance of support is ____.

support

Say it: suh-PORT

What it means: help that makes growth, action, or success possible

Try the frame: Support matters because ____.

thesis (central idea)

Say it: THEE-sis

What it means: the sentence that gives the big answer to the prompt

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

Tier 3 Vocabulary - Domain Words

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

body paragraph

Say it: BAH-dee PAIR-uh-graf

What it means: a main section that develops one reason with evidence

Try the frame: This body paragraph will develop ____.

coherence

Say it: koh-HEER-uhns

What it means: clear connections that make writing easy to follow

Try the frame: Combining repeated ideas improves coherence by ____.

like-minded reasons

Say it: LIKE-MY-nid REE-zuhnz

What it means: reasons that share the same big meaning

Try the frame: These like-minded reasons belong together because ____.

magnifying process

Say it: MAG-nuh-fy-ing PRAH-sess

What it means: moving from many ideas to three strong reasons

Try the frame: The next layer in the magnifying process is ____.

preposition

Say it: prep-uh-ZISH-uhn

What it means: a word that shows a relationship, often of place or time

Try the frame: The preposition in my sentence is ____.

Tier 3 Vocabulary - Domain Words

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

prepositional phrase

Say it: prep-uh-ZISH-uh-nuhl frayz

What it means: a phrase beginning with a preposition that adds a relationship

Try the frame: My prepositional phrase is ____.

reason sentence

Say it: REE-zuhn SEN-tuhns

What it means: a topic sentence naming one reason for a body paragraph

Try the frame: My reason sentence states ____.

relevant detail

Say it: REL-uh-vuhnt DEE-tail

What it means: information that directly supports the central idea

Try the frame: This relevant detail supports ____.

topic sentence

Say it: TAH-pik SEN-tuhns

What it means: the sentence that states a paragraph's main direction

Try the frame: My topic sentence focuses on ____.

Why prompt

Say it: WHY prompt

What it means: a prompt that asks for reasons, even when it does not use why

Try the frame: This Why prompt asks me to explain ____.

The DOT Reading HABIT

Details. Organization. Thinking.

Step	What I Do
D - Details	Collect lines, dialogue, and stage directions that may later prove a reason. Keep evidence separate from the big reason it supports.
O - Organization	Place like-minded possible reasons together under clear group names such as Change and Future, Support and Success, or Conflict and Results.
T - Thinking	Explain why a reason is broad enough for a paragraph, narrow enough to stay focused, and distinct from the other two final reasons.

WORDS TO REMEMBER

Gather details. Organize like ideas. Think about which reasons are strong and distinct.

AS YOU READ

☐ Collect possible reasons ☐ Group like ideas ☐ Keep evidence apart from the big reason

STUDENT SUPPORT - Another Way to Show What You Know

If collecting reasons is difficult, talk through the poem or drama with a partner and name one possible reason aloud first.

Ready to Stretch? Take Your Thinking Further!

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

The TREES Framework and the Reasons Branch

The central idea is the trunk. The reasons are the branches Module 3 grows.

THE TREES FRAMEWORK

T - Thesis (Central Idea)	the big answer you will prove
R - Reasons or Ways	the big ideas that explain why the central idea matters
E - Evidence	the specific proof from the text
E - Explanation	how the evidence proves the reason
S - Significant Inferencing	the deeper meaning you help the reader see

THE REASONS BRANCH

- A reason is the big idea that explains why the central idea is true.
- Evidence is the specific proof - it is not the reason.
- Module 3 grows the R by turning many ideas into three distinct reasons.

WORDS TO REMEMBER

A reason is the big idea. Evidence is the proof. Keep only the best three reasons.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the trunk (the central idea), then name one reason. Say: This is a reason because it is a big idea, not a single detail.

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 for Why Prompts

Magnifying helps you take many ideas and organize them into three strong reasons.

Layer	What Writers Do
Layer 1 - Brainstorm	List as many reasons as possible. Do not judge yet.
Layer 2 - Group	Place like-minded reasons into groups.
Layer 3 - Narrow	Narrow each group to one strong idea.
Final Step - Keep Three	Keep only the best three reasons and turn them into reason sentences.

WORDS TO REMEMBER

Brainstorm wide. Group like ideas. Narrow to the best three.

REASON SENTENCE REMINDER

A reason sentence tells one important reason that supports the thesis (central idea). A strong reason sentence is broad enough for a paragraph but narrow enough to stay focused.

STUDENT SUPPORT - Another Way to Show What You Know

Say the four layers in order to a partner. You still brainstorm, group, narrow, and keep three 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.

Grouping Ideas into Baskets

Group like reasons together, and combine or narrow ideas that repeat the same meaning.

MODEL - DECISIONS

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

Sample thesis (central idea): In both "A Lone Star Choice" and "Making It Happen," important decisions matter because they shape the future, require support, and lead to change.

THE BASKETS

Change and Future	decisions can change history; decisions affect the future; big choices can shape communities
Support and Success	support helps people succeed; support makes ideas possible; help from others can create progress
Conflict and Results	decisions can lead to conflict; conflict can lead to change
Combine or Narrow	ideas that repeat or are too broad, such as careful thinking matters

FINAL THREE REASONS FROM DIFFERENT BASKETS

decisions shape the future • support helps ideas become reality • conflict and choices lead to important results

WHY COMBINE OR NARROW?

Two reasons can be true and still repeat the same big idea. Combining duplicates and narrowing each group keeps your three reasons distinct so each body paragraph is different.

STUDENT SUPPORT - Another Way to Show What You Know

Read one reason and ask which basket it belongs in. If two reasons sound almost the same, combine them or keep the stronger one.

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

SUCCESS CRITERIA

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

INDEPENDENT PRODUCT

I will magnify a central idea: brainstorm many reasons, group like-minded reasons, combine duplicates, narrow each group, and keep the best three as reason sentences.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

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

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:
Magnifying my thinking 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.

A Lone Star Choice

Poem 5 — High Stamina • Poem • Part 1 of 2

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

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

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

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

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

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

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

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

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

A Lone Star Choice - Continued 2

Poem 5 — High Stamina • Poem • Part 2 of 2

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

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

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

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

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

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

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

A Lone Star Choice - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1845, a change was made,"	It fits because _____
R ■ Reactions	"And anger grew across the sea."	It fits because _____
A ▲ Actions	"Texas joined the U.S. — a choice that stayed."	It fits because _____
C ★ Character, Concept, Creature	"Now standing alone, unsure where to go."	It fits because _____
K ♦ Key Knowledge	"How choices reshape history."	It fits because _____
S ▼ Scenery / Setting	"Texas stood beneath wide skies,"	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 it supports.

Ready to Stretch? Take Your Thinking Further!

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

Making It Happen

Drama 6 — High Stamina • Drama • Part 1 of 5

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

Characters:

NARRATOR

AALIYAH – curious and always asking questions

MATEO – her friend

MRS. CHEN – teacher

MR. PATEL – business owner

Scene 1: Classroom

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

[Mrs. Chen turns from the board.]

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

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

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

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

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

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

MATEO: That must have made a big difference.

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

AALIYAH: Do people still help ideas today?

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

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

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

[The bell rings.]

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

Making It Happen - Continued 2

Drama 6 — High Stamina • Drama • Part 2 of 5

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

Scene 2: Walking Home

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

[They walk side by side with backpacks.]

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

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

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

AALIYAH: What did he do?

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

AALIYAH: That sounds like a lot of work.

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

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

MATEO: And sometimes help from other people.

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

MATEO: What happened after that?

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

MATEO: So people helped her business grow.

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

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

Scene 3: At a Store

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

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

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

Making It Happen - Continued 3

Drama 6 — High Stamina • Drama • Part 3 of 5

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

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

MATEO: So the bank helped you start it?

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

AALIYAH: Were you nervous?

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

MATEO: What happened after you got the loan?

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

AALIYAH: Did people come right away?

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

MATEO: So you had to be patient too.

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

AALIYAH: What was the hardest part?

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

MATEO: Did people help you along the way?

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

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

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

Scene 4: Community Fair

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

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

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

[They stop at a booth displaying homemade birdhouses.]

Making It Happen - Continued 4

Drama 6 — High Stamina • Drama • Part 4 of 5

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

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

AALIYAH: They're really nice.

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

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

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

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

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

AALIYAH: Support can come from lots of places.

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

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

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

Scene 5: A New Idea

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

AALIYAH: What if we started a small business?

MATEO: Really?

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

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

Making It Happen - Continued 5

Drama 6 — High Stamina • Drama • Part 5 of 5

AS YOU READ

Use the DOT HABIT to collect possible reasons. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to group together.

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

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

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

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

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

Scene 6: Back in Class

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

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

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

MATEO: And now, banks help people start businesses.

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

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

MATEO: And that success usually takes time.

MRS. CHEN: Excellent observations.

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

MATEO: And they need hard work and patience too.

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

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

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

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

Making It Happen - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.”	It fits because _____
R ■ Reactions	“Without that help, some important ideas might never have become real.”	It fits because _____
A ▲ Actions	“Banks help people turn ideas into businesses.”	It fits because _____
C ★ Character, Concept, Creature	“A long time ago, artists didn’t always have money to do their work.”	It fits because _____
K ♦ Key Knowledge	“People may have great ideas, but support helps those ideas become reality.”	It fits because _____
S ▼ Scenery / Setting	“It is the middle of the school day.”	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 it supports.

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, Decide, and Defend.

LISTEN, DECIDE, AND DEFEND

Hear Choice A and Choice B. Hold up A or B. Then finish: "I chose ____ because ____."
Use the words distinct, focused, repeated, broad, narrow, or support when they help.

THE THREE ROUNDS

Round	Choice A	Choice B
Round 1	decisions affect the future	Texas joined in 1845
Round 2	support helps ideas grow	support makes success possible
Round 3	keep three reasons from the same basket	choose reasons from three different baskets

My choice and reason for one round:

FRESH RECALL

Without notes, state the magnifying sequence: brainstorm, group, combine or narrow, keep the best three, write reason sentences.

STUDENT SUPPORT - Another Way to Show What You Know

If choosing is hard, say the sequence aloud with a partner first: brainstorm, group, narrow, keep three, write reason sentences.

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

Even when a prompt does not say why, it may still ask for reasons.

WHY PROMPTS

This module is all about Why prompts. A reason is the big idea. Evidence is the specific proof. Sample Why prompt: Explain the importance of decisions in both texts.

SAMPLE THESIS (CENTRAL IDEA)

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

SAMPLE BRAINSTORM

decisions can change the future • decisions can cause conflict • support helps ideas grow • support helps people get started • choices affect many people • change can lead to new opportunities • help from others can make success possible • conflict can push people to act

OUR CHANT

Hear ye, hear ye, reasons are near me. I gather them, group them, and make them clear, see!

STUDENT SUPPORT - Another Way to Show What You Know

Underline the central idea once and name one possible reason. Then explain why it is a big idea, not a single 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 2 - ATTEMPT

Magnify the Reasons - how to play.

THE GOAL

Take a Why prompt, brainstorm many reasons, group them into like-minded baskets, narrow each group, and keep three reasons from three different baskets.

HOW TO PLAY

1. Read the Why prompt and brainstorm as many reasons as possible.
2. Place like-minded reasons into colored baskets.
3. Narrow each basket to one strong idea.
4. Keep only three distinct groups; combine or drop the rest.
5. Turn the final three ideas into reason sentences for the three main body paragraphs.

THE PROMPT

Explain the importance of decisions in both texts.

Suggested baskets: Yellow = Change and Future; Blue = Support and Success; Green = Conflict and Results.

GET READY

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 card number on the sorting mat instead of cutting. You still brainstorm, group, narrow, and keep three 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.

Magnify the Reasons - Sorting Baskets - Set A (Decisions)

Prompt: Explain the importance of decisions in both texts.

CHANGE AND FUTURE

Cards I placed here:

My keeper:

SUPPORT AND SUCCESS

Cards I placed here:

My keeper:

CONFLICT AND RESULTS

Cards I placed here:

My keeper:

COMBINE OR NARROW

Cards that repeat or are too broad:

Magnify the Reasons - Sorting Baskets - Set B (Support)

Prompt: Explain the significance of support in both texts.

GROWTH AND PROGRESS

Cards I placed here:

My keeper:

SUCCESS AND POSSIBILITY

Cards I placed here:

My keeper:

PROBLEM SOLVING AND CHANGE

Cards I placed here:

My keeper:

COMBINE OR NARROW

Cards that repeat or are too broad:

✂ CUT PAGE - Magnify the Reasons Cards - Set A 1

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

REASON CARD 1
“decisions can change history”
Which basket? Group me.

REASON CARD 2
“decisions affect the future”
Which basket? Group me.

REASON CARD 3
“big choices can shape communities”
Which basket? Group me.

REASON CARD 4
“decisions can create lasting results”
Which basket? Group me.

REASON CARD 5
“support helps people succeed”
Which basket? Group me.

REASON CARD 6
“support makes ideas possible”
Which basket? Group me.

Card Backs - Magnify the Reasons Cards - Set A 1

Check the basket only after your group commits.

Change and Future
MAGNIFY THE REASONS · Set A ·
Card 2

Change and Future
MAGNIFY THE REASONS · Set A ·
Card 1

Change and Future
MAGNIFY THE REASONS · Set A ·
Card 4

Change and Future
MAGNIFY THE REASONS · Set A ·
Card 3

Support and Success
MAGNIFY THE REASONS · Set A ·
Card 6

Support and Success
MAGNIFY THE REASONS · Set A ·
Card 5

✂ CUT PAGE - Magnify the Reasons Cards - Set A 2

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

REASON CARD 7

“help from others can create progress”

Which basket? Group me.

REASON CARD 8

“support turns plans into action”

Which basket? Group me.

REASON CARD 9

“decisions can lead to conflict”

Which basket? Group me.

REASON CARD 10

“conflict can lead to change”

Which basket? Group me.

REASON CARD 11

“important choices affect more than one person”

Which basket? Group me.

REASON CARD 12

“careful thinking matters”

Which basket? Group me.

Card Backs - Magnify the Reasons Cards - Set A 2

Check the basket only after your group commits.

Support and Success
MAGNIFY THE REASONS · Set A ·
Card 8

Support and Success
MAGNIFY THE REASONS · Set A ·
Card 7

Conflict and Results
MAGNIFY THE REASONS · Set A ·
Card 10

Conflict and Results
MAGNIFY THE REASONS · Set A ·
Card 9

Combine or Narrow
MAGNIFY THE REASONS · Set A ·
Card 12

Combine or Narrow
MAGNIFY THE REASONS · Set A ·
Card 11

✂ CUT PAGE - Magnify the Reasons Cards - Set B 1

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

REASON CARD 1

“support helps people make progress”

Which basket? Group me.

REASON CARD 2

“support helps ideas grow”

Which basket? Group me.

REASON CARD 3

“support helps people get started”

Which basket? Group me.

REASON CARD 4

“support makes success more possible”

Which basket? Group me.

REASON CARD 5

“support helps important goals become possible”

Which basket? Group me.

Card Backs - Magnify the Reasons Cards - Set B 1

Check the basket only after your group commits.

Growth and Progress
MAGNIFY THE REASONS · Set B ·
Card 2

Growth and Progress
MAGNIFY THE REASONS · Set B ·
Card 1

Success and Possibility
MAGNIFY THE REASONS · Set B ·
Card 4

Growth and Progress
MAGNIFY THE REASONS · Set B ·
Card 3

Success and Possibility
MAGNIFY THE REASONS · Set B ·
Card 5

CUT PAGE - Magnify the Reasons Cards - Set B 2

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

REASON CARD 6

“support gives people confidence”

Which basket? Group me.

REASON CARD 7

“support helps solve problems”

Which basket? Group me.

REASON CARD 8

**“support helps important changes
happen”**

Which basket? Group me.

REASON CARD 9

“support can affect the future”

Which basket? Group me.

Card Backs - Magnify the Reasons Cards - Set B 2

Check the basket only after your group commits.

Problem Solving and Change
MAGNIFY THE REASONS · Set B ·
Card 7

Success and Possibility
MAGNIFY THE REASONS · Set B ·
Card 6

Problem Solving and Change
MAGNIFY THE REASONS · Set B ·
Card 9

Problem Solving and Change
MAGNIFY THE REASONS · Set B ·
Card 8

Magnify the Reasons - My Recording Sheet

Record your baskets, your keepers, and your three final reason sentences.

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

MY THREE FINAL REASON SENTENCES

1.

2.

3.

STUDENT SUPPORT - Another Way to Show What You Know

Say each keeper aloud before recording. Make sure your three 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

Explain the Magnifying Process - do not merely label it.

TALK IT THROUGH

Why is it helpful to brainstorm many reasons before choosing?

What makes two reasons like-minded?

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

What is the difference between a reason and evidence?

CONNECT TO THE ESSENTIAL QUESTION

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: Brainstorming helps because _____. Grouping helps because _____. Three distinct reasons 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 Support Prompt

Brainstorm, group, narrow, and keep three - on your own.

INDEPENDENT PROMPT

Explain the significance of support in both texts.

MY MAGNIFYING PLAN

Brainstorm at least eight possible reasons:

My group names:

My best three reasons from different groups:

STUDENT SUPPORT - Another Way to Show What You Know

Reread the poem and drama to gather ideas. You decide which group each reason belongs in and which three to keep.

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 - Three Reason Sentences

Turn your best three reasons into complete reason sentences.

SUCCESS CHECK

☐ Each names a big reason, not a detail ☐ Three distinct reasons ☐ Each could hold a full paragraph

SUCCESS CHECK

☐ Each names a big reason, not a detail ☐ Three distinct reasons ☐ Each could hold a full paragraph

REASON SENTENCE STARTERS

One reason support is significant in both texts is that ____.

Another reason support is significant in both texts is that ____.

A third reason support is significant in both texts is that ____.

REASON SENTENCE STARTERS

One reason support is significant in both texts is that ____.

Another reason support is significant in both texts is that ____.

A third reason support is significant in both texts is that ____.

REASON SENTENCE STARTERS

One reason support is significant in both texts is that ____.

Another reason support is significant in both texts is that ____.

A third reason support is significant in both texts is that ____.

REASON SENTENCE STARTERS

One reason support is significant in both texts is that ____.

Another reason support is significant in both texts is that ____.

A third reason support is significant in both texts is that ____.

[illegible]

Module 3 Conventions Sweep - Add, Delete, Combine, and Prepositions

Revise for coherence, then edit prepositions and check spelling.

ADD, DELETE, COMBINE

Look at one reason basket. ADD one relevant idea if the group is thin. DELETE one weak or off-topic idea. COMBINE two reasons that repeat the same meaning.

Idea I added:

Idea I deleted:

Two ideas I combined:

PREPOSITION CHECK

Revise one final reason sentence to include an accurate preposition or prepositional phrase, then check grade-appropriate spelling.

- Combining example: "Support helps ideas grow" + "Support makes success possible" become "Support helps ideas grow into successful outcomes."
- Prepositional-phrase example: "In both texts, support helps people move forward."

MY EDITED REASON SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to the preposition or prepositional phrase 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 magnified thinking in your own work.

CIRCLE YOUR STRONGEST REASON SENTENCE

Circle the strongest of your three reason sentences.

This reason shines because it is distinct, focused, and can be supported with

GIVE YOURSELF A TITLE

- ☐ Careful Grouper ☐ Clear Reason Writer
☐ Magnifying Master ☐ Thoughtful Narrower

MY AWARD

One idea I magnified well today was

This reason will make a strong body paragraph because

STUDENT SUPPORT - Another Way to Show What You Know

Choose one reason and point to proof before writing. Rehearse: I award this reason 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 magnifying HABIT you will practice.

CHOOSE ONE TARGET

- ☐ Brainstorm more ☐ Group by meaning
☐ Combine duplicates ☐ Avoid evidence-as-reason
☐ Make each final reason different enough for its own paragraph

CURIOSITY QUESTIONS

- Could the same prompt lead to different but still strong sets of reasons?
- What happens if a writer chooses reasons that are too similar?
- How do strong reasons make evidence easier to choose later?

BUILD A PRECISE TARGET

Next time I want to improve _____ 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.

TURN AND TEACH

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

MY TEACHING CARD

In Layer 1, we:

In Layer 2, we:

In Layer 3, we:

One group I made was:

The final three become reason sentences because:

TEACH-BACK CHECKLIST

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

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

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 state the magnifying sequence.

My number today: _____

VISUAL - GROUP AND SHOW

Place a reason card in a basket and name why it belongs there.

My card and basket:

WRITTEN - TWO FROM TWO

Write two reasons from two different baskets.

1.

--

2.

--

EXIT TICKET

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

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say your sequence 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

Circle your strongest reason sentence. Write what you are proud of and explain why it is distinct, focused, and ready for evidence.

TARGET

Choose one: brainstorm more, group by meaning, combine duplicates, remove off-topic ideas, avoid evidence-as-reason, make each final reason different, or ask a new question this lesson made you curious about.

EXPLAIN

Teach the Magnifying Process: explain Layers 1, 2, and 3, how you chose the final three reasons, and how they became reason sentences.

I Can...	Not Yet	With Support	Independently
Brainstorm many reasons before choosing	☐	☐	☐
Group like-minded reasons by meaning	☐	☐	☐
Combine duplicates and remove weak ideas	☐	☐	☐
Keep three distinct, paragraph-sized reasons	☐	☐	☐
Write three complete reason sentences	☐	☐	☐

Day 5 - Writing Opportunity

Magnify a New Why Prompt: brainstorm, group, narrow, and keep three reasons.

THE PROMPT

Explain the importance of decisions in both texts.

THE STEPS

1. Brainstorm at least eight possible reasons.
2. Place like-minded reasons into groups.
3. Add one relevant idea if a group is thin.
4. Delete one weak or off-topic idea.
5. Combine two reasons that repeat the same meaning.
6. Narrow each group to one strong idea.
7. Keep only the best three ideas.
8. Turn the three ideas into complete reason sentences.
9. Revise one final sentence to include an accurate preposition or prepositional phrase.
10. Check grade-appropriate spelling rules.

FINAL QUALITY QUESTION

Could each of these become its own paragraph? Use ideas and evidence only from "A Lone Star Choice" and "Making It Happen."

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud, then reread the poem and drama before you begin brainstorming.

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, group and narrow, then keep three before you draft.

1. BRAINSTORM - List at least eight reasons that connect to the prompt

2. GROUP + NARROW - Name your groups; keep one strong idea from each

3. KEEP THREE - Choose three distinct reasons from different groups

STUDENT SUPPORT - Another Way to Show What You Know

Use the Magnifying Process page and both selections. You choose the groups 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 connected to the central idea and distinct from the others.

REASON CHECK

After each reason sentence, ask: Is it a big reason (not a detail), and is it different from the others?

[illegible]

Magnify Draft - Page 2

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

THREE DISTINCT REASONS CHECK

Three reason sentences • each a big idea • each broad enough for a paragraph but narrow enough to stay focused

[illegible]

Revise, Edit, and Share

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

REVISE

Read your groups aloud.

ADD one idea that makes a group clearer:

DELETE one weak or off-topic idea:

COMBINE two reasons that repeat:

EDIT - Conventions Sweep

☐ Preposition or prepositional phrase ☐ Grade-appropriate spelling

My edited reason sentence:

SHARE

My partner heard magnified thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your central idea and your three final reasons to a partner. The feedback must name a specific reason or group.

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 keep three distinct reasons?

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 three reasons. Defend why each one is distinct enough for its own paragraph.

PROOF OF TRANSFER

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

READY TO STRETCH? - Competing Sets of Reasons

A strong prompt can lead to more than one strong set of reasons.

DIRECTIONS

Use the prompt: Explain the importance of decisions in both texts. Create one set of three reasons focused mostly on the poem, a second set focused mostly on the drama, and a final mixed set that works best for both texts together. Then write a short reflection explaining which set is strongest and why.

MY POEM-FOCUSED SET

1.

2.

3.

MY DRAMA-FOCUSED SET

1.

2.

3.

READY TO STRETCH? - Competing Sets Continued

Build the mixed set, then defend the strongest choice.

MY MIXED SET (BEST FOR BOTH TEXTS)

1.

2.

3.

JUSTIFY

Which set gives the best balance across both texts, and which would lead to the strongest evidence?

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

Magnifying keeps writers from settling for the first idea. They brainstorm widely, group like-minded ideas, combine duplicates, remove weak or off-topic ideas, and select three distinct reasons. Each reason can then become a focused body paragraph with different evidence.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

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

My Answer

I brainstorm widely, group like-minded ideas, combine duplicates, remove weak or off-topic ideas, and select three distinct reasons. Then each reason can become a focused body paragraph with different evidence.

STUDENT SUPPORT - Another Way to Show What You Know

Start by sorting: My three strongest reasons are ___, ___, and ___, and each one will be its own paragraph.

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 3



M O D U L E



Matching Reasons, Evidence, and Explanation

Building the Full Response Together



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 proves the reason. Explanation explores the evidence.

WHY THIS MODULE MATTERS

You already have three reason sentences from Module 3. Now you grow the next parts of the TREES response: the Evidence and the Explanation. Evidence is the quotation that proves a reason - not just any interesting line. Explanation tells what that quotation means and why it matters. When you match all three, your body paragraph sounds like a true author of your own thinking.

Essential Question

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen 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)(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.

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 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(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.

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.

The Standards I Am Learning - Part 3

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

TEKS 11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can check that my simple sentences are complete and that 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.

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.

The Standards I Am Learning - Part 4

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

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.

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.

The Standards I Am Learning - Part 5

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

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.

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 you can say the same standard.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can use evidence and fitting content 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(E)(ii) - Official Standard

write content-area-specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use the grammar structures this content area needs.

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 4 Learning Launchpad

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

I CAN

- match reasons to quoted evidence and explain what the evidence proves using CSI.
- use a signal marker to introduce an accurate quotation.
- explain what quoted evidence means and why it matters.
- compare possible quotations and choose the proof that most directly supports a reason.

I WILL

- read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- test each quotation by asking whether it connects, supports, and allows an inference.
- write an explanation that adds meaning instead of retelling the quotation.
- revise a Reason + Evidence + Explanation set for coherence and conventions.

LEARNING DESTINATION

I will build a Reason + Evidence + Explanation set for a body paragraph: choose a reason, match quoted evidence with a signal marker, test it with CSI, and write an explanation that explores the proof.

MY LAUNCHPAD PROMISE

The CSI 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
Match a reason to direct quoted evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Introduce evidence with a signal marker	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use CSI to Connect, Support, and Infer	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain what the evidence proves and why it matters	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise a set for coherence and 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 complete frame.

choose

Say it: CHOOZ

What it means: to select from possible options

Try the frame: I choose this line because ____.

help

Say it: HELP

What it means: to make something possible or easier

Try the frame: The evidence helps the reader ____.

idea

Say it: eye-DEE-uh

What it means: a thought a writer develops

Try the frame: The idea becomes clearer when ____.

match

Say it: MACH

What it means: to put things together because they fit

Try the frame: I match ____ with ____.

mean

Say it: MEEN

What it means: to communicate an idea

Try the frame: This line means ____.

Tier 1 Vocabulary

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

proof

Say it: PROOF

What it means: information that shows an idea is true

Try the frame: My proof shows ____.

quote

Say it: KWOHT

What it means: exact words copied from a text

Try the frame: The quote says ____.

reason

Say it: REE-zun

What it means: a statement that tells why an idea is true or important

Try the frame: My reason is ____.

strong

Say it: STRAWNG

What it means: able to do its job well

Try the frame: This is strong proof because ____.

tell

Say it: TELL

What it means: to communicate information

Try the frame: My explanation tells ____.

Tier 2 Vocabulary

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

anecdote

Say it: AN-ik-doh

What it means: a brief story used to explain an idea

Try the frame: The anecdote explains ____.

connect

Say it: kuh-NEKT

What it means: to show how ideas fit together

Try the frame: The quote connects because ____.

evidence

Say it: EV-ih-dens

What it means: information from a text that proves an idea

Try the frame: The evidence proves ____.

explanation

Say it: eks-pluh-NAY-shun

What it means: thinking that tells what evidence means and why it matters

Try the frame: My explanation adds ____.

infer

Say it: in-FUR

What it means: to reach a meaning from evidence and thinking

Try the frame: I infer ____.

Tier 2 Vocabulary

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

prove

Say it: PROOV

What it means: to show that an idea is true

Try the frame: This proves ____.

quotation

Say it: kwoh-TAY-shun

What it means: exact words repeated from a text

Try the frame: The quotation “____” proves ____.

signal marker

Say it: SIG-nul MAR-ker

What it means: words that introduce quoted evidence

Try the frame: My signal marker is ____.

support

Say it: suh-PORT

What it means: to strengthen an idea with proof

Try the frame: The detail supports ____.

testimony

Say it: TES-tuh-moh-nee

What it means: a statement from someone with knowledge or experience

Try the frame: The testimony supports ____.

Tier 3 Vocabulary

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

coherence

Say it: koh-HEER-uhns

What it means: the clear fit and flow among ideas

Try the frame: I improve coherence by ____.

CSI

Say it: see-ess-EYE

What it means: Connect, Support, Infer: a HABIT for testing evidence

Try the frame: CSI shows this quotation ____.

definition explanation

Say it: def-uh-NISH-uhn eks-pluh-NAY-shuhn

What it means: explanation that clarifies what an idea means

Try the frame: My definition explanation shows ____.

expert testimony

Say it: EK-spurt TES-tuh-moh-nee

What it means: explanation using knowledgeable guidance

Try the frame: Expert testimony adds ____.

quoted evidence

Say it: KWOH-tid EV-uh-duhns

What it means: exact text proof placed in quotation marks

Try the frame: My quoted evidence directly proves ____.

Tier 3 Vocabulary

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

reason sentence

Say it: REE-zuhn SEN-tuhns

What it means: a body-paragraph statement that supports the thesis (central idea)

Try the frame: My reason sentence states ____.

signal marker

Say it: SIG-nuhl MAR-ker

What it means: a phrase that tells readers a quotation is coming

Try the frame: The signal marker introduces ____.

Significant Inferencing

Say it: sig-NIF-uh-kuhnt IN-fer-uhn-sing

What it means: deeper thinking about what evidence means and why it matters

Try the frame: Significant Inferencing deepens ____.

story/anecdote

Say it: STOR-ee AN-ik-doht

What it means: a brief experience that helps explain evidence

Try the frame: My anecdote connects by ____.

text analysis

Say it: tekst uh-NAL-uh-sis

What it means: thinking that explores how evidence proves an idea

Try the frame: My analysis explains ____.

The DOT Reading Habit

Details. Organization. Thinking.

Step	What It Means
D - Details	Mark exact lines that can directly prove a reason.
O - Organization	Place each quotation beside the reason it supports.
T - Thinking	Use CSI to infer what the evidence means and why it matters.

WORDS TO REMEMBER

As you read, mark quotations that directly prove a reason and give you something meaningful to explain.

AS YOU READ

☐ Mark lines that prove a reason ☐ TAP the TRACKS ☐ Ask what the quotation proves

STUDENT SUPPORT - Another Way to Show What You Know

Read a line aloud and ask a partner, “Could this line prove one of my reasons?”

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

The Reason + Evidence + Explanation Branch

TREES grows from a thesis to proof to deeper meaning.

TREES Part	What It Is
T - Thesis	Thesis (Central Idea)
R - Reasons	Reasons or Ways
E - Evidence	Quoted proof from the text
E - Explanation	Thinking that explores the evidence
S - Significant Inferencing	Deeper meaning: why the evidence matters

Strong Evidence IS...	Strong Evidence is NOT...
directly quoted from the text	just any interesting line
a match for the reason	off topic
introduced with a signal marker	dropped in without a lead-in

WHAT EVIDENCE AND EXPLANATION DO

Evidence proves the reason. Explanation explores the evidence - it tells what the quotation means and why it matters. It does not repeat the quotation.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

CSI for Evidence

Connect it. Support it. Infer it.

Letter	What Writers Do
C - Connect	Connect the evidence to the reason.
S - Support	Support the reason with strong proof.
I - Infer	Infer what the evidence means and why it matters.

SIGNAL MARKERS FOR EVIDENCE

The poet said... The poem stated... The playwright said... The drama stated... The text stated...

ORAL REHEARSAL - CSI FRAME

My reason is about _____. The poet said, “_____.” This proves _____ and matters because _____.

STUDENT SUPPORT - Another Way to Show What You Know

Physically point to the quotation before you say what it proves.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Explanation: Three Types We Already Know

Explanation often begins with the word this.

Explanation Type	What It Does
Definition	Explains what an idea means.
Expert Testimony	Uses knowledgeable guidance to explain.
Story / Anecdote	Uses a brief experience to explain.

EXPLANATION SIGNAL MARKERS

This shows... This means... This proves... This reminds me of... This is like when...
This helps the reader understand...

REMEMBER

Explanation explores the evidence that had the job of proving the reason. It adds meaning; it does not simply repeat the quotation.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one explanation type. Say your explanation aloud starting with the word this.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Study a Complete Reason + Evidence + Explanation Set

See how CSI turns a quotation into proof.

REASON

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

EVIDENCE (with signal marker)

The poet said, “Texas joined the U.S. —a choice that stayed.”

CSI CHECK

Connect: this reason is about decisions shaping the future. Support: the quotation gives text proof. Infer: the decision had lasting results.

EXPLANATION (Definition)

This shows that a decision is a choice that leads to change. Texas’s choice shaped its future by changing its place in history.

CHECK THE CONNECTION

What does the quotation prove?

What does the explanation add that the quotation alone does not?

STUDENT SUPPORT - Another Way to Show What You Know

Read one part at a time. You still explain how the explanation connects to the reason.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen 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 match my reason to proof by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

A Lone Star Choice

Poem 5 — Very High Stamina • Poem • Part 1 of 3

AS YOU READ

This is a poem. Notice how the lines and layout are part of the meaning. Number the stanzas so you can return to exact evidence, mark lines that could prove a reason, and TAP the TRACKS.

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

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

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

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

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

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

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

A Lone Star Choice - Continued 2

Poem 5 — Very High Stamina • Poem • Part 2 of 3

AS YOU CONTINUE READING

Keep marking lines that could prove a reason and TAP the TRACKS. Mark one line that could become quoted evidence.

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

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

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

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

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

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

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

A Lone Star Choice - Continued 3

Poem 5 — Very High Stamina • Poem • Part 3 of 3

AS YOU CONTINUE READING

Keep marking lines that could prove a reason and TAP the TRACKS. Mark one line that could become quoted evidence.

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

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

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

[15] Many families watched and waited,
As the question was debated.
They listened closely to each side,
Trying to choose with care and pride.

[16] The decision would affect the land,
Its government and future plans.
People knew the choice they made
Could influence generations one day.

[17] Across the republic, interest grew,
As citizens searched for what was true.
The discussions showed democracy,
With people sharing thoughts freely.

A Lone Star Choice - 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 1845, a change was made"	It could prove _____
R ■ Reactions	"the choice had shaped its way"	It could prove _____
A ▲ Actions	"Texas joined the U.S."	It could prove _____
C ★ Character, Concept, Creature	"A young republic"	It could prove _____
K ♦ Key Knowledge	"The U.S. gained land"	It could prove _____
S ▼ Scenery / Setting	"beneath wide skies"	It could prove _____

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 your quotation and explain what it proves.

Making It Happen - Characters

Meet the speakers before you read the drama.

CHARACTERS

- NARRATOR
- AALIYAH – curious and always asking questions
- MATEO – her friend
- MRS. CHEN – teacher
- MR. PATEL – business owner
- STUDENT 1
- STUDENT 2
- MAYA – classmate

AS YOU READ

This is a drama. Follow each speaker. Mark quotations that directly prove a reason and give you something meaningful to explain.

Making It Happen

Drama 6 — Very High Stamina • Drama • Part 1 of 14

AS YOU READ

Follow each speaker. Number the lines so you can return to exact evidence, and TAP the TRACKS.

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

Scene 1: Classroom

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

[2] [Mrs. Chen turns from the board.]

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

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

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

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

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

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

[9] MATEO: That must have made a big difference.

Making It Happen - Continued 2

Drama 6 — Very High Stamina • Drama • Part 2 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

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

[11] AALIYAH: Do people still help ideas today?

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

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

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

[15] MAYA: What if someone doesn't get help right away?

[16] MRS. CHEN: Then they may have to work longer to reach their goals. Sometimes people save money. Sometimes they ask for loans. Sometimes family members help.

[17] AALIYAH: It sounds like there are many ways to get started.

[18] MRS. CHEN: There are. The important thing is that people have opportunities to try their ideas.

[19] MATEO: That makes sense.

[20] [The bell rings.]

Making It Happen - Continued 3

Drama 6 — Very High Stamina • Drama • Part 3 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

[21] NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas. She looks around the classroom and notices pencils, notebooks, desks, and computers. Someone had to imagine each of those things before they became real.

Scene 2: Walking Home

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

[23] [They walk side by side with backpacks.]

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

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

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

[27] AALIYAH: What did he do?

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

[29] AALIYAH: That sounds like a lot of work.

Making It Happen - Continued 4

Drama 6 — Very High Stamina • Drama • Part 4 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

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

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

[32] MATEO: And sometimes help from other people.

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

[34] MATEO: What happened after that?

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

[36] MATEO: So people helped her business grow.

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

[38] MATEO: I guess businesses need customers to survive.

[39] AALIYAH: They do. Without customers, it would be hard for a business to stay open.

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

[41] AALIYAH: Look at that bakery.

Making It Happen - Continued 5

Drama 6 — Very High Stamina • Drama • Part 5 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

[42] MATEO: Someone probably dreamed of opening that place.

[43] AALIYAH: And the bike shop.

[44] MATEO: And the restaurant across the street.

[45] AALIYAH: It's kind of amazing when you think about it.

[46] MATEO: Yeah. Every business started with one person saying, "I think this could work."

Scene 3: At a Store

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

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

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

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

[51] MATEO: So the bank helped you start it?

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

[53] AALIYAH: Were you nervous?

Making It Happen - Continued 6

Drama 6 — Very High Stamina • Drama • Part 6 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

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

[55] MATEO: What happened after you got the loan?

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

[57] AALIYAH: Did people come right away?

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

[59] MATEO: So you had to be patient too.

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

[61] AALIYAH: What was the hardest part?

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

[63] MATEO: Did people help you along the way?

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

Making It Happen - Continued 7

Drama 6 — Very High Stamina • Drama • Part 7 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

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

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

[67] MATEO: What made you choose this kind of business?

[68] MR. PATEL: I noticed that people in our neighborhood wanted a convenient place to shop. I thought I could provide that service.

[69] AALIYAH: So you saw a need and came up with a solution.

[70] MR. PATEL: Exactly. Many businesses begin that way.

[71] MATEO: That's pretty cool.

Scene 4: Research Project

[72] NARRATOR: The next day, Mrs. Chen gives the class a project.

[73] [Students sit quietly while Mrs. Chen speaks.]

[74] MRS. CHEN: I would like each of you to research a business, invention, or artwork and learn how it got started.

[75] MAYA: Can we work with a partner?

[76] MRS. CHEN: Yes. You may choose one partner.

Making It Happen - Continued 8

Drama 6 — Very High Stamina • Drama • Part 8 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

[77] AALIYAH: Mateo, want to work together?

[78] MATEO: Sure.

[79] NARRATOR: During library time, the two friends begin researching.

[80] [Aaliyah flips through a book while Mateo uses a computer.]

[81] MATEO: Listen to this. This inventor failed several times before finally succeeding.

[82] AALIYAH: Really?

[83] MATEO: Yep. It says he kept trying even when things didn't work the first time.

[84] AALIYAH: That takes determination.

[85] MATEO: Here's another one. This artist received support from people who believed in her work.

[86] AALIYAH: Just like the patrons Mrs. Chen talked about.

[87] MATEO: Exactly.

[88] NARRATOR: The more they learn, the more they notice a pattern. Many successful people had three things in common: a good idea, hard work, and support from others.

Making It Happen - Continued 9

Drama 6 — Very High Stamina • Drama • Part 9 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

Scene 5: Community Fair

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

[90] [Students walk around looking at different booths.]

[91] AALIYAH: Look at all these people sharing ideas!

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

[93] [They stop at a booth displaying homemade birdhouses.]

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

[95] AALIYAH: They're really nice.

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

[97] MATEO: There's another example of support.

[98] NARRATOR: The friends continue exploring the fair.

[99] [They stop at another booth.]

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

[101] AALIYAH: It seems like everyone got help from someone.

Making It Happen - Continued 10

Drama 6 — Very High Stamina • Drama • Part 10 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

[102] MATEO: Maybe nobody succeeds completely alone.

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

[104] AALIYAH: Support can come from lots of places.

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

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

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

[108] AALIYAH: I think I understand it better now.

[109] MR. PATEL: That's great. Remember, every business starts somewhere.

Scene 6: A New Idea

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

[111] AALIYAH: What if we started a small business?

Making It Happen - Continued 11

Drama 6 — Very High Stamina • Drama • Part 11 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

[112] MATEO: Really?

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

[114] MATEO: We would need supplies.

[115] AALIYAH: And a plan.

[116] MATEO: And permission from our parents.

[117] [They laugh.]

[118] AALIYAH: We could make a list of everything we need.

[119] MATEO: And figure out how much it would cost.

[120] AALIYAH: We would also need people to buy our products.

[121] MATEO: Maybe we could sell them at the next school event.

[122] AALIYAH: That's a good idea.

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

[124] AALIYAH: Then comes planning.

[125] MATEO: Then comes hard work.

[126] AALIYAH: And support from people who believe in you.

Making It Happen - Continued 12

Drama 6 — Very High Stamina • Drama • Part 12 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

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

Scene 7: Back in Class

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

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

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

[131] MATEO: And now, banks help people start businesses.

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

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

[134] MATEO: And that success usually takes time.

[135] MAYA: We found examples of inventors who kept trying even when they failed.

Making It Happen - Continued 13

Drama 6 — Very High Stamina • Drama • Part 13 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

[136] MRS. CHEN: That's another important lesson. Persistence matters.

[137] AALIYAH: We noticed that many successful people faced challenges.

[138] MATEO: But they didn't quit.

[139] MRS. CHEN: Excellent observations.

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

[141] MATEO: And they need hard work and patience too.

[142] MAYA: And determination.

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

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

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

Making It Happen - Continued 14

Drama 6 — Very High Stamina • Drama • Part 14 of 14

AS YOU CONTINUE READING

Keep following the speakers and marking quotations that could prove a reason.

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

[146] NARRATOR: Some students dream of becoming artists. Others want to invent new technology, open businesses, or solve problems in their communities. Although their goals are different, they all share one thing in common: they have ideas.

[147] NARRATOR: Those ideas may take years to develop. They may require learning new skills, asking for help, and working through challenges. But every accomplishment begins somewhere.

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

Making It Happen - 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	“A long time ago”	It could prove _____
R ■ Reactions	“they helped make it happen”	It could prove _____
A ▲ Actions	“I got a loan from a bank”	It could prove _____
C ★ Character, Concept, Creature	“called patrons”	It could prove _____
K ♦ Key Knowledge	“support helps those ideas become reality”	It could prove _____
S ▼ Scenery / Setting	“a small shop”	It could prove _____

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 your quotation and explain what it proves.

Day 1 - GATHER: Finish the Thought in Your Own Words

Say the idea in your own words, then write the shortest accurate version.

FINISH THE THOUGHT

Give your answer to a partner first. Then write a shorter version.

1. “Strong evidence is...”
2. “A signal marker helps because...”
3. “The word *this* connects...”
4. “Explanation is different from evidence because...”

POSSIBLE ANSWERS

Strong evidence directly proves the reason. A signal marker tells the reader that text proof is coming. The word *this* points back to the evidence. Explanation explores what the evidence means instead of repeating it.

FRESH RECALL - MATCHMAKERS

Reason, evidence, and explanation have to match. They fit together like a team. Say the chants: **Hey, hey, hey, evidence is on the way!** and **Wow, wow, wow, I’m explaining now!**

STUDENT SUPPORT - Another Way to Show What You Know

Say your meaning first, then write the shortest accurate version you can.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Day 1 - REVEAL: One Reason + Quoted Evidence + Explanation

Evidence must be directly quoted. Use the CSI HABIT.

THE FOUNDATION

One reason + quoted evidence + explanation = a strong body-paragraph foundation. Our evidence must be directly quoted from the poem or the drama. We do not grab just any quote - we use CSI: Connect, Support, Infer.

MODEL - THE POEM

Reason: decisions shape the future. Signal marker + evidence: The poet said, “Texas joined the U.S.—a choice that stayed.” Explanation: This shows a decision is a choice that leads to change.

MODEL - THE DRAMA

Reason: support helps ideas become reality. Signal marker + evidence: The playwright said, “Banks help people turn ideas into businesses.” Explanation: This means support is help that allows an idea to move forward.

CHECK

What does each quotation prove, and what does each explanation add?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

CSI Triple Match

Read. Match. Test with CSI. Defend the set.

HOW TO PLAY

1. Pick up a Reason card.
2. Find the Evidence card with a signal marker that matches it.
3. Test the quote with CSI: Connect, Support, Infer.
4. Find the Inference card whose teacher-source explanation clearly explores the evidence.
5. Highlight the signal marker and circle the word *this* in the inference.
6. Defend the three-way match.

MODEL THE MATCH

Reason (R1) → Evidence (E1: “Texas joined the U.S.—a choice that stayed.”) → Inference (D1, Definition). Connect? Yes. Support? Yes. Infer lasting results? Yes. Strong set!

NO-CUT PATHWAY

You do not have to cut. Use the card codes (R1, E1, D1...) and record your matches on the recording page. Complete the same CSI test and explanation.

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason first, then compare two evidence cards before choosing. You still defend the match.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

CUT PAGE - CSI Reason Cards 1

Cut only on the dashed lines.

R1 — REASON CARD

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

R2 — REASON CARD

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

R3 — REASON CARD

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

R4 — REASON CARD

One reason support is significant in both texts is that it helps people move forward.

Card Backs - CSI Reason Cards 1

Each back identifies a Reason card.

R2

REASON CARD BACK

CSI Triple Match

R1

REASON CARD BACK

CSI Triple Match

R4

REASON CARD BACK

CSI Triple Match

R3

REASON CARD BACK

CSI Triple Match

CUT PAGE - CSI Reason Cards 2

Cut only on the dashed lines.

R5 — REASON CARD

Another reason support is significant in both texts is that it makes success more possible.

R6 — REASON CARD

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

Card Backs - CSI Reason Cards 2

Each back identifies a Reason card.

R6

REASON CARD BACK

CSI Triple Match

R5

REASON CARD BACK

CSI Triple Match

CUT PAGE - CSI Evidence Cards 1

Cut only on the dashed lines.

E1 — EVIDENCE CARD

The poet said, “Texas joined the U.S.—a choice that stayed.”

E2 — EVIDENCE CARD

The poem stated, “For Texas, the choice had shaped its way,”

E3 — EVIDENCE CARD

The playwright said, “Banks help people turn ideas into businesses.”

E4 — EVIDENCE CARD

The drama stated, “So no matter what, people still need support to get started.”

Card Backs - CSI Evidence Cards 1

Each back identifies an Evidence card.

E2

EVIDENCE CARD BACK

CSI Triple Match

E1

EVIDENCE CARD BACK

CSI Triple Match

E4

EVIDENCE CARD BACK

CSI Triple Match

E3

EVIDENCE CARD BACK

CSI Triple Match

CUT PAGE - CSI Evidence Cards 2

Cut only on the dashed lines.

E5 — EVIDENCE CARD

The poem stated, “Some were hopeful, some had doubt,”

E6 — EVIDENCE CARD

The drama stated, “It’s all part of a free enterprise system. People can come up with ideas and try to make them work.”

E7 — EVIDENCE CARD

The poet said, “But Mexico did not agree,”

E8 — EVIDENCE CARD

The poem stated, “Soon a war began to rise,”

Card Backs - CSI Evidence Cards 2

Each back identifies an Evidence card.

E6

EVIDENCE CARD BACK

CSI Triple Match

E5

EVIDENCE CARD BACK

CSI Triple Match

E8

EVIDENCE CARD BACK

CSI Triple Match

E7

EVIDENCE CARD BACK

CSI Triple Match

CUT PAGE - CSI Evidence Cards 3

Cut only on the dashed lines.

E9 — EVIDENCE CARD

The playwright said, “They believed in the artist or the idea, so they helped make it happen.”

E10 — EVIDENCE CARD

The drama stated, “I had an idea, but I didn’t have all the money I needed. So I got a loan from a bank.”

Card Backs - CSI Evidence Cards 3

Each back identifies an Evidence card.

E10

EVIDENCE CARD BACK

CSI Triple Match

E9

EVIDENCE CARD BACK

CSI Triple Match

✂ CUT PAGE - CSI Inference Cards 1

Cut only on the dashed lines.

D1 — INFERENCE (Definition)

This shows that a decision is a choice that leads to change. Texas's choice shaped its future by changing its place in history.

D2 — INFERENCE (Definition)

This means support is help that allows an idea to move forward. The quote proves that banks and patrons help people begin important work.

D3 — INFERENCE (Definition)

This shows that conflict is a problem that creates action or results. The disagreement in the poem led to war and change.

X1 — INFERENCE (Expert Testimony)

This proves that support matters because, as teachers often say, great ideas usually need help to grow. The quote shows that success becomes more possible when someone gives support.

Card Backs - CSI Inference Cards 1

Each back identifies an Inference card.

D2

INFERENCE CARD BACK

CSI Triple Match

D1

INFERENCE CARD BACK

CSI Triple Match

X1

INFERENCE CARD BACK

CSI Triple Match

D3

INFERENCE CARD BACK

CSI Triple Match

CUT PAGE - CSI Inference Cards 2

Cut only on the dashed lines.

X2 — INFERENCE (Expert Testimony)

This shows that decisions matter because many historians explain that one important choice can affect people for a long time. The quote proves Texas's decision had lasting results.

X3 — INFERENCE (Expert Testimony)

This means conflict can lead to big outcomes because experts often remind us that disagreements can change history. The quote shows that the conflict led to serious results.

S1 — INFERENCE (Story / Anecdote)

This reminds me of a time when someone had a good idea but needed help to get started. The quote shows that support can turn a plan into something real.

S2 — INFERENCE (Story / Anecdote)

This is like when one choice changes the direction of everything that comes next. The quote shows that Texas's decision affected its future in a lasting way.

Card Backs - CSI Inference Cards 2

Each back identifies an Inference card.

X3

INFERENCE CARD BACK

CSI Triple Match

X2

INFERENCE CARD BACK

CSI Triple Match

S2

INFERENCE CARD BACK

CSI Triple Match

S1

INFERENCE CARD BACK

CSI Triple Match

CUT PAGE - CSI Inference Cards 3

Cut only on the dashed lines.

S3 — INFERENCE (Story / Anecdote)

This reminds me of times when one problem led to a much bigger change. The quote shows that conflict and disagreement created important results.

Card Backs - CSI Inference Cards 3

Each back identifies an Inference card.

S3

INFERENCE CARD BACK

CSI Triple Match

CSI Triple Match - Recording

Record three strong sets. Highlight the signal marker; circle the word this.

SET 1

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

My CSI defense (Connect / Support / Infer):

SET 2

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

My CSI defense (Connect / Support / Infer):

SET 3

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

My CSI defense (Connect / Support / Infer):

CSI Triple Match - Suggested Strong Matches

Check after you have committed to your own three sets.

SUGGESTED STRONG MATCHES

These are not the only acceptable matches, but they are strong models.

Set 1: R1 + E1 + D1

Set 2: R2 + E3 + D2

Set 3: R3 + E8 + D3

Set 4: R4 + E4 + S1

Set 5: R5 + E10 + X1

Set 6: R6 + E9 + D2

STUDENT SUPPORT - Another Way to Show What You Know

Say: This quotation connects ____, supports ____, and lets me infer _____. You still point to the exact words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Reason + Evidence + Explanation Notebook

Make three columns and record three strong matches.

Reason	Evidence (signal marker + quote)	Explanation (begins with this)

REMEMBER

Highlight the signal marker in the evidence. Circle the word *this* in the explanation. Use this page anytime to keep reviewing your ECR HABITS.

Day 3 - DISCUSS the Match

Talk about what you noticed while matching.

What made one quotation stronger than another?

How did the CSI HABIT help you test the evidence?

Why do we use signal markers before quoted evidence?

What job did the explanation do after the quotation? Why begin it with *this*?

THINK ABOUT IT

Can more than one quotation fit a reason? Can more than one explanation work? What if a quote is interesting but does not prove the reason?

STUDENT SUPPORT - Another Way to Show What You Know

Use: This quotation matches _____. It is strong because _____. My explanation adds _____.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Build My Paragraph Parts - Decisions

Shape the Future

Match a reason to a quotation and explain what it proves.

REASON SENTENCE

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

EVIDENCE (with signal marker)

The poet said, “Texas joined the U.S. —a choice that stayed.”

MY CSI + EXPLANATION

Connect: this reason is about _____. Support: the quotation gives proof. Infer: this shows _____ and matters because _____. Choose Definition, Expert Testimony, or Story/Anecdote.

NAME THE EXPLANATION TYPE

Definition, Expert Testimony, or Story/Anecdote?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this quotation prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Build My Paragraph Parts - Support Helps Ideas Become Reality

Match a reason to a quotation and explain what it proves.

REASON SENTENCE

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

EVIDENCE (with signal marker)

The playwright said, “Banks help people turn ideas into businesses.”

MY CSI + EXPLANATION

Connect: this reason is about _____. Support: the quotation gives proof. Infer: this shows _____ and matters because _____. Choose Definition, Expert Testimony, or Story/Anecdote.

NAME THE EXPLANATION TYPE

Definition, Expert Testimony, or Story/Anecdote?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this quotation prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Build My Paragraph Parts - Conflict and Choices Lead to Results

Match a reason to a quotation and explain what it proves.

REASON SENTENCE

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

EVIDENCE (with signal marker)

The poem stated, "Soon a war began to rise,"

MY CSI + EXPLANATION

Connect: this reason is about _____. Support: the quotation gives proof. Infer: this shows _____ and matters because _____. Choose Definition, Expert Testimony, or Story/Anecdote.

NAME THE EXPLANATION TYPE

Definition, Expert Testimony, or Story/Anecdote?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this quotation prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Build My Paragraph Parts - Support Makes Success More Possible

Match a reason to a quotation and explain what it proves.

REASON SENTENCE

Another reason support is significant in both texts is that it makes success more possible.

EVIDENCE (with signal marker)

The drama stated, “I had an idea, but I didn’t have all the money I needed. So I got a loan from a bank.”

MY CSI + EXPLANATION

Connect: this reason is about _____. Support: the quotation gives proof. Infer: this shows _____ and matters because _____. Choose Definition, Expert Testimony, or Story/Anecdote.

NAME THE EXPLANATION TYPE

Definition, Expert Testimony, or Story/Anecdote?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this quotation prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Module 4 Cumulative Standards Application Check

Check one Reason + Evidence + Explanation set you built.

COPY MY THESIS → REASON → EVIDENCE → EXPLANATION

BODY-PARAGRAPH FOUNDATION CHECK

- ☐ the quote directly supports the reason ☐ the signal marker is clear
- ☐ the explanation begins from the evidence and adds meaning ☐ CSI is complete
- ☐ revised for sentence structure and word choice ☐ added, deleted, or combined ideas for coherence
- ☐ prepositions and prepositional phrases ☐ spelling rules and previously practiced conventions
- ☐ any combined sentence stays complete and coherent

MY REVISED SET

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 your quotation and explain what it proves.

Day 4 - AWARD Your Evidence + Explanation

An award counts when you point to your own work.

CHOOSE A TITLE

- Evidence Expert - my quotation directly proves the reason.
- CSI Matcher - I connected, supported, and inferred.
- Explanation Builder - my explanation adds meaning, not retelling.
- Quote Connector - my signal marker leads clearly into the quotation.

CLASS CHEER

Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!

MY AWARD

Star your strongest explanation. Complete: "This match is strong because the quote proves ____ and my explanation adds ____."

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest explanation and highlight the signal marker before writing.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 4 - TARGET Your CSI Habit

Choose one CSI target from this module.

- ☐ tighter evidence match
- ☐ stronger signal marker
- ☐ explanation that goes beyond retelling
- ☐ clearer inference
- ☐ more precise quotation

MY TARGET

My next CSI goal is

I chose it because

I will know I improved when

CURIOSITY QUESTIONS

Can one quote prove more than one reason? Which type of explanation sounds strongest in informative writing? How does choosing stronger evidence make explanation easier? What happens if the evidence and explanation do not really match?

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 your quotation and explain what it proves.

Day 5 - EXPLAIN or Educate Others

Turn and teach the reason-evidence-explanation set.

TEACH-BACK FRAME

To choose evidence, I use CSI: Connect, Support, Infer. Signal markers matter because _____. Definition explains meaning, expert testimony uses knowledge, and story/anecdote connects to an experience. One example from a passage is _____. This evidence proves _____.

Partner A teaches: how to choose evidence using CSI, and why signal markers matter.

Partner B teaches: what explanation does, and how definition, expert testimony, and story/anecdote differ.

Then switch and share one example from today's lesson.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording. Use the frame, but teach in your own words.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

MY THINKING NOW

Answer the module question again.

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen 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

Star your strongest explanation. Write which match you are most proud of and complete: "This match is strong because the quote proves ____ and my explanation adds ____."

TARGET

Choose one: tighter evidence match, stronger signal marker, explanation beyond retelling, clearer inference, more precise quotation, or a new question this lesson made you curious about.

EXPLAIN

Teach how to choose evidence with CSI, why signal markers matter, and how definition, expert testimony, and story/anecdote explanations differ.

I Can...	Not Yet	With Support	Independently
Match a reason to direct quoted evidence	☐	☐	☐
Introduce evidence with a signal marker	☐	☐	☐
Use CSI to Connect, Support, and Infer	☐	☐	☐
Explain what the evidence proves and why it matters	☐	☐	☐
Revise a set for coherence and conventions	☐	☐	☐

Day 5 - Writing Opportunity - Build a Body-Paragraph Foundation

Choose one reason and prove it with quoted evidence and explanation.

CHOICE 1

Reason: decisions shape the future.

Suggested evidence: The poet said, “Texas joined the U.S.—a choice that stayed.”

CHOICE 2

Reason: support helps people move forward.

Suggested evidence: The drama stated, “So no matter what, people still need support to get started.”

MY CHOICE

Choice: ____ What the quotation 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 your quotation and explain what it proves.

Plan My Reason + Evidence + Explanation Set

Find two quotations, test with CSI, choose the stronger, then explain.

1. FIND - two quotations from “A Lone Star Choice” or “Making It Happen” that connect to your reason

2. TEST WITH CSI - Connect, Support, Infer - and choose the stronger quotation

3. SIGNAL MARKER + QUOTED EVIDENCE

4. EXPLANATION - Definition, Expert Testimony, or Story/Anecdote (begin with this)

STUDENT SUPPORT - Another Way to Show What You Know

Use the signal markers. You still decide which quotation is strongest.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

Revise, Edit, and Share

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

REVISE

- ☐ explanation says what the evidence proves and why it matters ☐ evidence matches the reason ☐ signal marker is clear

EDIT

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

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason, evidence, and explanation aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

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 which explanation type - definition, expert testimony, or story/anecdote - made your thinking sound strongest.

READY TO STRETCH? - Triple Match Plus

Prove one reason with two different quotations and two explanation types.

REASON

Choose one reason, then find two different quotations that could support it.

QUOTATION 1 + EXPLANATION

Write a signal marker, the quotation, and an explanation using one type.

QUOTATION 2 + EXPLANATION

Write a signal marker, the quotation, and an explanation using a different type.

DEFEND

Which quotation gave you more to explain? Which explanation type made your thinking sound strongest? Which quotation matched your reason most directly?

Study Three ECR Exemplars

Notice how a match moves from a bare quote to strong proof and explanation.

REASON

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

LOW

The poet said, “Texas joined the U.S.—a choice that stayed.”

Why does this need a signal-marker connection to the reason and an explanation of what it proves?

MEDIUM

The poet said, “Texas joined the U.S.—a choice that stayed.” This shows the choice changed Texas.

Why can the explanation infer more precisely how the decision shaped the future?

HIGH

The poet said, “Texas joined the U.S.—a choice that stayed.” This shows that a decision is a choice that leads to change. Texas’s choice shaped its future by changing its place in history.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the signal marker, the evidence, and the explanation in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

Complete the thinking without the support, then point to your quotation and explain what it proves.

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

CSI checks that a quotation connects to the reason, supports it with specific proof, and allows the writer to infer meaning. A signal marker introduces the quotation, and the explanation tells what that evidence proves, so the paragraph moves from an idea to proof to deeper understanding.

Essential Question - Answered

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

OUR ESSENTIAL QUESTION

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

My Answer

I use CSI to check that a quotation connects to my reason, supports it with specific proof, and lets me infer meaning. I introduce the quotation with a signal marker and explain what it proves, so my paragraph moves from an idea to proof to deeper understanding.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the reason: My reason is ____, my proof is '____,' and 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.