

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 2

*Extended Constructed Response - Informational
(TREE)*

TEACHER LESSON PLAN GUIDE

Grade 5 • Cluster 2

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Statement of Purpose

Cluster 2 teaches students to write an informative Extended Constructed Response (ECR) - a multi-paragraph, evidence-based answer to a prompt about a text. The picture is a growing tree: the roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reasons or ways, the evidence, and the explanation.

Across four modules students grow the whole tree, moving from understanding the structure of an ECR to writing a clear central idea, magnifying reasons and ways, and choosing the strongest evidence with CSI. Each week the writing stamina grows from Low to Very High.

Abstract

Module 1, Understanding the Structure of an ECR through the TREE Model and Prompt Analysis, introduces the ECR and its parts. Module 2, Writing Strong Thesis (Central Idea) Statements with the Three Required Parts, focuses on stating a central idea that answers the prompt.

Module 3, The Reason/Way Branch of the ECR Tree - Magnifying Reasons and Ways into Baskets, teaches students to organize their supporting points, and Module 4, The Evidence Branch - Choosing Evidence with CSI (Connect, Support, Infer), has students select the details that best prove the central idea. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

The TEKS below are taught and practiced across Cluster 2. The **exact, verbatim Student Expectation wording** for each — quoted from the Texas Essential Knowledge and Skills — appears on the **TEKS Correlations** page inside each module, along with where in the week it is taught.

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

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

M O D U L E

1

**Understanding the Structure
of an ECR through the TREE
Model and Prompt Analysis**

Week 1 • Low Stamina

Module 1: Understanding the Structure of an ECR through the TREE Model and Prompt Analysis

Week 1 - Low Stamina - Cluster 2 (ECR Informative)

Systems Shape People and Outcomes

Teacher Script

"Systems shape people and outcomes - and when writers can explain how a system works, they can explain why it matters."

Module Overarching Question

How does shaping a prompt help a writer understand the structure and direction of an informative ECR?

Module Writing Prompt - Sentence Statement

Explain why missions and presidios helped Spain maintain control in early Texas.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions.

Today We Will Look For

- how a prompt reveals the Noun of Importance (circle), the Verb of Importance (box), and the WHY or HOW clue word (triangle)
- how the ECR TREE grows from roots (passage and prompt) to trunk (thesis (central idea)) to branches (reason or way, evidence, and explanation)
- whether a prompt asks for a reason (WHY) or a process or way (HOW)
- how systems shape people and outcomes in both passages

Student reminder: Shape the prompt first, then grow your ECR TREE.

Why This Module Matters

This module opens Cluster 2. Students learn that an informative Extended Constructed Response (ECR) grows like a TREE, and that shaping the prompt first tells the writer what the response must explain. Using the two Cluster 2 passages, students learn to find the Noun of Importance, the Verb of Importance, and the WHY or HOW clue word before writing a single sentence.

Module Passage Set - Low Stamina

Required stamina level for Module 1: Low Stamina. The same two Grade 5 Cluster 2 passages increase in length, detail, evidence distance, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
Spanish Rule in Early Texas	Nonfiction	3	259
A Harvest to Remember	Nonfiction	4	261

Teacher Passage Use Note: Use the stamina versions printed in this module. The lesson's passage-dependent prompts, models, games, examples, intervention, enrichment, and answer guidance should be completed with these assigned versions.

Module Independent Product

Independently shape a sentence-statement prompt by marking the Noun of Importance, Verb of Importance, and WHY/HOW clue word, then name whether the prompt calls for a reason or a process/way and explain how the ECR TREE would grow from it.

Teacher Inspiration

Teacher Script

"You are not just teaching writing—you are growing thinkers who know how to plant ideas, support them, and make them flourish."

Module 1 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: shaping an informative ECR prompt - finding the Noun of Importance, the Verb of Importance, and the WHY or HOW clue word before writing.
- The catch phrase: Shape the prompt first, then grow your ECR TREE.
- The two reading passages: "Spanish Rule in Early Texas" (how Spanish missions and presidios helped Spain keep control of early Texas, and how this changed life for Native Americans) and "A Harvest to Remember" (how the Wampanoag people, including a man named Squanto, helped the Pilgrims learn to grow food and survive, leading to the 1621 harvest celebration).

One Question to Ask at Home



Teacher Script

"What is this prompt really asking you to explain - and is it a WHY or a HOW?"

One Way to Help

When your child reads a question, ask them to underline the most important noun, box the action verb, and decide whether the question asks WHY (a reason) or HOW (a way). That is exactly this week's work.

Family Letter

Dear Families,

This week your child is beginning Cluster 2 of our fifth-grade writing curriculum: the informative Extended Constructed Response, or ECR. Your child will learn that a strong ECR grows like a TREE - the roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reasons or ways, the evidence, and the explanation. Before writing, your child learns to shape the prompt by finding the most important noun, the action verb, and the clue word that signals WHY (a reason) or HOW (a way).

We are reading two nonfiction texts: "Spanish Rule in Early Texas," about how Spanish missions and presidios helped Spain keep control of the region, and "A Harvest to Remember," about how the Wampanoag people helped the Pilgrims learn to use the land and survive their first year. Your child will practice shaping prompts about these texts before writing.

Please try this at home: When your child reads a question, ask them to underline the most important noun, point out the action verb, and decide whether the question is asking WHY (a reason) or HOW (a way).

At home, invite your child to use the module prompt, "Explain why missions and presidios helped Spain maintain control in early Texas." Ask your child to circle "missions and presidios," box "helped maintain control," and point to "why." Then ask for a reason the response will need to explain. In the second passage, your child can name how Squanto taught the Pilgrims to grow crops, catch fish, and find food in the area. This short conversation helps your child see that a prompt and a passage work together before a writer begins.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija comienza el Grupo 2 de nuestro currículo de escritura de quinto grado: la Respuesta Construida Extensa (ECR) informativa. Su hijo o hija aprenderá que una ECR fuerte crece como un ÁRBOL: las raíces son el pasaje y la instrucción, el tronco es la tesis, y las ramas son las razones o maneras, la evidencia y la explicación. Antes de escribir, su hijo o hija aprende a analizar la instrucción buscando el sustantivo más importante, el verbo de acción y la palabra clave que indica POR QUÉ (una razón) o CÓMO (una manera).

Leemos dos textos de no ficción: "Spanish Rule in Early Texas," sobre cómo las misiones y los presidios españoles ayudaron a España a mantener el control de la región, y "A Harvest to Remember," sobre cómo el pueblo Wampanoag ayudó a los Peregrinos a usar la tierra y sobrevivir su primer año. Su hijo o hija practicará analizar instrucciones sobre estos textos antes de escribir.

Por favor, intente esto en casa: Cuando su hijo o hija lea una pregunta, pídale que subraye el sustantivo más importante, señale el verbo de acción y decida si la pregunta pide POR QUÉ (una razón) o CÓMO (una manera).

En casa, invite a su hijo o hija a usar la instrucción del módulo, "Explain why missions and presidios helped Spain maintain control in early Texas." Pídale que haga un círculo alrededor de "missions and presidios," un recuadro alrededor de "helped maintain control" y que señale "why." Después, pídale una razón que la respuesta tendrá que explicar. En el segundo pasaje, su hijo o hija puede decir cómo Squanto enseñó a los Pilgrims a cultivar, pescar y encontrar comida en el área. Esta conversación breve le ayuda a ver que la instrucción y el pasaje trabajan juntos antes de escribir.

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

Module 1 - Family Conversation Starters

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

- What is the difference between a WHY prompt and a HOW prompt?
- How does shaping a prompt first help a writer stay on track?
- In "Spanish Rule in Early Texas," why did Spain build missions and presidios?
- In "A Harvest to Remember," how did the Wampanoag people help the Pilgrims?

Simple Family Activities

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

Family Activity - Shape the Question

Choose any question from a book, a show, or the day. Take turns naming the most important noun, the action verb, and whether the question is a WHY or a HOW. Talk about what a good answer would need to include.

Family Activity - WHY and HOW

Start with a simple statement. Add a WHY using "because" and then a HOW using "by" or "through." Notice how each word changes what the sentence explains.

Module 1 - Lesson Overview and Standards

Lesson Overview

This module opens Cluster 2. Students learn that an informative Extended Constructed Response (ECR) grows like a TREE, and that shaping the prompt first tells the writer what the response must explain. Using the two Cluster 2 passages, students learn to find the Noun of Importance, the Verb of Importance, and the WHY or HOW clue word before writing a single sentence. Using "Spanish Rule in Early Texas" and "A Harvest to Remember," students work with the low-stamina passage versions to practice this module's ECR skill.

BIG Goal: Students will shape an informative ECR prompt and explain the ECR TREE structure, naming what the prompt requires before writing.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout - quoted from the Cluster 2 scope and sequence, not paraphrased or abbreviated. This module claims only the breakouts students directly demonstrate or intentionally practice.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice

Editing TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
TEKS 5.11(D)(xxix)	edit drafts using standard English conventions, including correct spelling of high-frequency words

Where the Standards Are Visible in This Module

- Students shape sentence-statement prompts by identifying the Noun of Importance, Verb of Importance, and WHY/HOW clue word before writing.
- Students explain ECR structure through the TREE model and connect a clear central idea to evidence and explanation.
- Students revise sample responses for clearer sentence structure and more precise academic word choice.
- Students record complete sentence statements and apply high-frequency spelling expectations in notebook practice.

Module 1 - TEKS and ELPS (Cluster 2 · from the Scope & Sequence)

These are the standards listed for this module in the Teach BIG Grade 5 Cluster 2 Scope and Sequence, written in full rather than listed only by code, and grouped by category.

TEKS - This Module (from the Cluster 2 Scope & Sequence)

- TEKS 5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
- TEKS 5.11(C)(i) revise drafts to improve sentence structure
- TEKS 5.11(C)(ii) revise drafts to improve word choice
- TEKS 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- TEKS 5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- TEKS 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft
- TEKS 5.11(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
- TEKS 5.11(D)(xxix) edit drafts using standard English conventions, including correct spelling of high-frequency words

ELPS - This Module (breakouts addressed)

- ELPS 1(E)(i) demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
- ELPS 2(B)(i) speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words
- ELPS 2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
- ELPS 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- ELPS 4(D)(ii) write content-area texts using a variety of sentence types
- ELPS 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose
- ELPS 4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

Language Domains

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

Domain	How this module builds it
Listening	In the auditory engagement, students hear prompt parts and classify each as the noun, verb, clue word, or answer type.
Speaking	Students speak in academic language when students defend a label by naming the exact word in the prompt.
Reading	Students read for evidence: students read both passages and mark details that could answer the sentence-statement prompt.
Writing	Students write when students shape prompts and write complete sentence statements.

Module 1 - Learning Destination

I Can Statements

- I can shape a prompt by marking the Noun of Importance, the Verb of Importance, and the WHY or HOW clue word.
- I can explain the ECR TREE model from roots to trunk to branches.
- I can decide whether a prompt asks for a reason (WHY) or a process or way (HOW).
- I can write a prompt as a complete sentence statement and check high-frequency spelling.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will shape the prompt before I write instead of guessing what to explain.
- I will use the TREE model to picture how my ECR will grow.
- I will connect the prompt to the systems described in both passages.

Success Criteria

- I can point to the noun, verb, and clue word in a prompt.
- I can name whether a prompt calls for a reason or a way.
- I can explain how the ECR TREE grows from the prompt and passage.

Evidence That Will Demonstrate Mastery

- The Listen and Label responses from the auditory engagement.
- The Spinner Game prompt-shaping cards recorded in the Interactive Notebook.
- The independent prompt-shaping practice.

Module 1 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the ECR TREE anchor chart and the Prompt Shaping visual. You may model shaping one prompt. You may not shape a student's prompt for them, choose their words, or name the answer type in their place. The student must still mark the noun, verb, and clue word and decide WHY or HOW.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify the noun, verb, and clue word in a prompt.	Supported. The teacher may reread the prompt.	The student marks each prompt part correctly.
Inferential	Decide whether the prompt calls for a reason (WHY) or a way (HOW).	Guided early, independent by Use Again.	The student names the answer type and explains why.
Evaluative	Explain how shaping the prompt directs the ECR TREE.	Independent by the game and the auditory task.	The student explains how the prompt shapes the response.

Misconceptions and Responsive Teaching

Likely Misconception	What You May Notice	Responsive Teacher Move
Treats the topic as the answer	The student tells what happened but does not explain why it matters.	Ask the student to name the NOI, VOI, and WHY/HOW clue word before returning to the TREE.
Lists proof without thinking	The student copies a detail but does not connect it to the prompt.	Prompt: 'What does this detail help you explain?' Then require an explanation branch.
Confuses a thesis (central idea) with a detail	The student names one fact instead of a central answer.	Contrast the trunk (one central answer) with a branch (reason, evidence, or explanation).

Module 1 - Levels of Thinking for Informative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a part to explaining how the parts of an ECR work together.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the ECR: the prompt, the thesis (central idea), a reason or way, a piece of evidence.
Level 2	Understand	Explain what a part does and how it connects to the prompt.
Level 3	Apply	Use the part correctly in the student's own writing.
Level 4	Analyze	Compare choices and decide which reason, way, or piece of evidence is strongest.
Level 5	Evaluate and Create	Judge whether the whole ECR is focused and coherent, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own ECR (Levels 3-5). Precise thinking, not length, is what raises the level.



Teacher Script

"A response is stronger when the student can explain how each part supports the central idea, not just that the part is present."

Module 1 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our ECR, our two passages, and our thinking - everyday words, academic writing words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
land	the ground and area where people live and work	The land in the passage was ____.
people	human beings in a group or community	The people in the passage ____.
help	to make something easier for someone	One group helped another by ____.
grow	to make plants or crops develop	The Pilgrims learned to grow ____.
food	what people and animals eat to live	They found food by ____.
protect	to keep safe from harm	The presidios protected ____.
control	to have power over something	Spain kept control by ____.
share	to give a part of something to others	The groups shared ____.
build	to make something by putting parts together	They built ____.
change	to become different	Spanish rule changed ____.

Tier 2 Vocabulary - Academic Writing Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
structure	the way parts are organized to work together	I can use the word structure to ____.
thesis (central idea)	the central answer that states the writer's thinking	I can use the word thesis (central idea) to ____.
evidence	specific proof from a passage	I can use the word evidence to ____.
explanation	the writer's thinking about what evidence means	I can use the word explanation to ____.
system	connected parts that work together	I can use the word system to ____.
analyze	to examine parts closely to understand how they work	I can use the word analyze to ____.
mission	a Spanish settlement led by missionaries	I can use the word mission to ____.
presidio	a Spanish fort built to protect missions and settlements	I can use the word presidio to ____.
cooperation	people working together toward a shared goal	I can use the word cooperation to ____.
settlement	a place where people establish a community	I can use the word settlement to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
missions	MISH-uhnz	Spanish settlements led by missionaries	The missions were built to ____.
presidios	pri-SEE-dee-ohz	forts built by Spanish soldiers	The presidios protected ____.
missionaries	MISH-uh-ner-eez	Spanish priests who led the missions	The missionaries taught ____.
Catholicism	kuh-THOL-uh-siz-uhm	the Catholic religion the Spanish spread	Catholicism became part of ____.
empire	EM-pyre	a large area of land ruled by one country	Spain wanted to expand its empire by ____.
Wampanoag	wam-puh-NOH-ag	the Native American tribe that helped the Pilgrims	The Wampanoag people ____.
Squanto	SKWAHN-toh	the man who taught the Pilgrims to grow food	Squanto showed the Pilgrims how to ____.
Pilgrims	PIL-gruhmz	English settlers who came to Plymouth	The Pilgrims struggled because ____.
Plymouth	PLIM-uhth	the place where the Pilgrims settled	In Plymouth, the Pilgrims ____.
harvest	HAHR-vist	the crops gathered at the end of a growing season	The harvest showed that ____.



Teacher Resource

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

Module 1 - Background Knowledge and Teacher Context

This module uses two Cluster 2 nonfiction passages that both show a system at work. In "Spanish Rule in Early Texas," students can explain a system of control: Spain used missions to spread the Catholic religion and Spanish customs, and presidios to protect the missions and settlements, so that Spain could maintain control of the region - though this also caused Native Americans to lose land and freedom. In "A Harvest to Remember," students can explain a system of survival and cooperation: the Wampanoag people, including Squanto, taught the Pilgrims how to grow corn, catch fish, and use the land, which helped the Pilgrims survive and prepare for a productive harvest. The concept thread across both passages is that systems shape people and outcomes.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 2 modules; each grows in length, detail, evidence distance, and conceptual demand from module to module. In Module 1 (Low Stamina), students focus on ECR structure and prompt shaping (WHY/HOW). Point students back to the low-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 1 - Materials and Teacher Preparation

This module focuses on ECR structure and prompt shaping (WHY/HOW). Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Student-Facing Content
Chart 1	ECR TREE Model: Roots = Passage and Prompt; Trunk = Thesis (Central Idea); Branches = Reason/Way, Evidence, and Explanation.
Chart 2	Prompt Shaping Visual: Circle = Noun of Importance (NOI); Box = Verb of Importance (VOI); Triangle = Clue Words (why/how).
Chart 3	Concept Anchor: "Systems shape people and outcomes."

Materials

Material	Use
Printed copies of both Cluster 2 passages (Passage 3 and Passage 4)	Prepare for the module lesson and student practice.
Highlighters in three colors	Prepare for the module lesson and student practice.
Pre-cut TREE cards (thesis (central idea), evidence, explanation)	Prepare for the module lesson and student practice.
BOOM BOOM GRAB tree cards	Prepare for the module lesson and student practice.
Interactive notebooks	Prepare for the module lesson and student practice.
Glue and scissors	Prepare for the module lesson and student practice.
Spinner labeled WHY / HOW	Prepare for the module lesson and student practice.
Optional game board	Prepare for the module lesson and student practice.
Student-selected "Pencil Guy" markers	Prepare for the module lesson and student practice.
Teacher-made slides for virtual learners	Prepare for the module lesson and student practice.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Notebook supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides.
Spinner	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 1 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as missions, presidios, missionaries, Wampanoag, and harvest without interrupting the first read for lengthy definitions.

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

Module 1 - The ECR TREE Model: How an Informative ECR Grows

Teacher Script

"An informative Extended Constructed Response grows like a TREE. Strong writers know every part of the tree before they write, and they shape the prompt first so the tree grows in the right direction."

The ECR TREE

Part of the TREE	What It Is
Roots	The passage and the prompt - where the whole response is grounded.
Trunk	The thesis (central idea) - the central answer that states the writer's thinking.
Branches	The reason or way, the evidence, and the explanation that support the thesis (central idea).

Shaping the Prompt

Before writing, shape the sentence-statement prompt:

- Circle the Noun of Importance (NOI) - the most important noun.
- Box the Verb of Importance (VOI) - the key action.
- Triangle the clue word - WHY or HOW.
- Name the answer type: WHY = a reason; HOW = a process or way.

This Module's Focus

This module focuses on the ROOTS and the whole shape of the TREE. Before writing, shape the prompt: circle the Noun of Importance, box the Verb of Importance, and triangle the WHY or HOW clue word. WHY calls for a reason; HOW calls for a process or way.

Systems Shape People and Outcomes

In "Spanish Rule in Early Texas," a system of control (missions and presidios) shaped the region. In "A Harvest to Remember," a system of cooperation (Wampanoag knowledge and teamwork) shaped survival. Strong informative writing explains how a system works and why it matters.

Teacher Script

"Shape the prompt first. Then grow your TREE from the roots up, one branch at a time."

Module 1 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the ECR, they read "Spanish Rule in Early Texas" and "A Harvest to Remember" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

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

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

How to Use TRACKS

Teacher Script

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

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 3 — Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[3] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[4] The presidios had to stand their ground when protecting nearby settlements.

[5] Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[6] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

Student Annotation Guide — Spanish Rule in Early Texas

T — Time

Before 1600

R — Reactions

others resisted and tried to keep their traditions; Native Americans lost land and freedom

A — Actions

they built missions and presidios across the region; convert Native Americans to Catholicism; Soldiers guarded the area and helped keep control of the land

C — Character/Concept/Creature

Spanish leaders; missionaries; the missions were on a mission

K — Key Knowledge

expected to follow Spanish customs and rules; Spain was able to maintain control of Texas

S — Scenery/Setting

the missions and nearby settlements

TRACKS EVIDENCE HIGHLIGHTING — Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[3] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

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[6] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

PASSAGE 4 — A Harvest to Remember

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter.

[2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. With this help, the Pilgrims were able to grow enough food for a productive harvest.

[3] After gathering their crops, the Pilgrims decided to celebrate. They invited members of the Wampanoag tribe to join them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work.

[4] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize-ing.

[5] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks.

Student Annotation Guide — A Harvest to Remember

T — Time

In 1621

R — Reactions

the Pilgrims were able to grow enough food for a productive harvest; give thanks for the harvest

A — Actions

taught the Pilgrims how to grow crops like corn, catch fish, and find food; the Pilgrims decided to celebrate

C — Character/Concept/Creature

Pilgrims; Native Americans from the Wampanoag tribe; Squanto

K — Key Knowledge

some became sick during the long winter; many hands make light work

S — Scenery/Setting

in Plymouth; The foods at the celebration

TRACKS EVIDENCE HIGHLIGHTING — A Harvest to Remember

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter.

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[5] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks.

Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
ELPS 1(E)(i)	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

Day 1 Purpose

Students gather the parts of the ECR TREE through a fast review game, then reveal that shaping the prompt first tells the writer what an informative ECR must explain.

Reading Purpose

Read for systems, actions, results, and evidence. Mark one detail from each passage that could help answer the module writing prompt. Be ready to explain why the detail matters - not just where you found it.

G - Gather: ECR TREE Quick Sort



Teacher Script

"Writers, gather your attention. Listen for the exact part of the ECR work we will practice together."

★ Daily Deck Slide (M1-04 - ECR TREE Quick Sort)

Write on the board: Roots = Passage + Prompt | Trunk = Thesis (Central Idea) | Branches = Reason/Way + Evidence + Explanation.
Teacher reads one example from the passages. Students point to roots, trunk, or branches before answering, warming up the parts of the ECR TREE before the review game.

G - Gather: BOOM BOOM GRAB (Review Game)

🔊 Teacher Script

"Today we are growing something powerful - our writing! But first, let's wake up our brains with a fast game!" Teacher script: "Each pair will have three cards: THESIS (Central Idea), EVIDENCE, and EXPLANATION. I will read a sentence. You must grab the correct tree FIRST!"

Example Sentences (from the passages):

- "Spanish leaders wanted to expand their empire." -> THESIS (Central Idea)
- "missionaries helped transfer Spanish customs and skills such as farming, cooking, and building." -> EVIDENCE
- Explanation: Presidios protected nearby settlements, helping Spain maintain control of the land.

Directions: Students play in pairs. First correct grab earns a point. An optional third student is the scorekeeper.

Virtual Adaptation: Students hold up fingers - 1 = Thesis (Central Idea), 2 = Evidence, 3 = Explanation.

R - Reveal: Prompt Shaping and the ECR TREE

🔊 Teacher Script

"Watch carefully as I reveal the habit. Notice the words and evidence that make the thinking accurate."

★ Daily Deck Slide (M1-06 - Prompt Shaping Visual)

Write on the board: Circle the Noun of Importance (NOI). Box the Verb of Importance (VOI). Triangle the clue word WHY or HOW. Then name the answer type: WHY = reason; HOW = process/way.

 Teacher Script

"The prompt tells me what my ECR must explain before I write a single sentence. Watch me shape one."

 Daily Deck Slide (M1-06 - Prompt Shaping Visual) (cont.)

Model the Shape - Sentence statement: Explain why missions and presidios helped Spain maintain control in early Texas.

- NOI: missions and presidios
- VOI: helped maintain control
- Clue: why
- Answer type: reason

Auditory Engagement (Notebook Fill-In)

Teacher script: "Students, open your interactive notebooks. As I speak, you will listen for key words and write them in the blanks."

Teacher script: "An ECR is like growing a TREE. The ROOTS are the PASSAGE and the PROMPT. The TRUNK is the THESIS (Central Idea). The BRANCHES are the REASON, EVIDENCE, and EXPLANATION. There are only TWO types of ECR prompts: WHY and HOW. We must always SHAPE the prompt before we write."

Student Notebook Fill-In Page:

- An ECR is like growing a _____.
- The _____ are the _____ and the _____.
- The _____ is the _____.
- The _____ are the _____, _____, and _____.
- There are only TWO types of prompts: _____ and _____.

Prompt Shaping Practice (Whole Brain Teaching) **Teacher Script**

"When you hear the NOUN OF IMPORTANCE - make a circle with your arms. When you hear the VERB OF IMPORTANCE - make a box with your hands. When you hear CLUE WORDS - make a triangle with your hands."

Practice Prompts (from the passages):

- "Explain HOW missions and presidios helped Spain control Texas."
- "Explain WHY cooperation helped the Pilgrims survive."

Day 1 Closing

 Teacher Script

"You learned the parts of the ECR TREE and how to shape a prompt. Tomorrow we will play a game that makes shaping prompts automatic."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 2(B)(i)	speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

Day 2 Purpose

Students attempt prompt shaping through the WHY or HOW Prompt Match spinner game: spin, draw a task card, mark the NOI, VOI, and clue word, and name whether the prompt calls for a reason or a process/way.

★ Daily Deck Slide (M1-08 - Spinner Game Directions)

Write on the board: 1. Spin WHY or HOW. 2. Draw a task card. 3. Read the statement aloud. 4. Mark NOI, VOI, and clue word. 5. Name Reason or Process/Way. 6. Record the result.

Game: WHY or HOW? Prompt Match Game

🔊 Teacher Script

"You will spin the spinner labeled WHY or HOW, draw a task card, and decide whether the prompt is asking for a REASON or a PROCESS/WAY."

Students must: read the prompt aloud; identify the NOI (Noun of Importance); identify the VOI (Verb of Importance); identify the clue word; decide whether the statement requires WHY = Reason or HOW = Process/Way; and record the answer on the Prompt Shaping Page.

 Teacher Script

"Remember to revisit these notebook pages and games during free time to keep strengthening your ECR habits."

**Task Card 1**

Prompt: Explain HOW missions and presidios helped Spain control Texas. Answer Key: NOI: missions and presidios | VOI: helped control | Clue Word: HOW | Answer Type: Process/Way

**Task Card 2**

Prompt: Explain WHY cooperation helped the Pilgrims survive. Answer Key: NOI: cooperation | VOI: helped survive | Clue Word: WHY | Answer Type: Reason

**Task Card 3**

Prompt: Explain HOW Native Americans helped the Pilgrims. Answer Key: NOI: Native Americans | VOI: helped | Clue Word: HOW | Answer Type: Process/Way

**Task Card 4**

Prompt: Explain WHY Spanish rule caused conflict. Answer Key: NOI: Spanish rule | VOI: caused | Clue Word: WHY | Answer Type: Reason

**Task Card 5**

Prompt: Explain HOW presidios protected settlements. Answer Key: NOI: presidios | VOI: protected | Clue Word: HOW | Answer Type: Process/Way

**Task Card 6**

Prompt: Explain WHY Native Americans resisted missions. Answer Key: NOI: Native Americans | VOI: resisted | Clue Word: WHY | Answer Type: Reason



Task Card 7

Prompt: Explain HOW Squanto helped the Pilgrims survive. Answer Key: NOI: Squanto | VOI: helped survive | Clue Word: HOW | Answer Type: Process/Way

**Task Card 8**

Prompt: Explain WHY the Pilgrims celebrated the harvest. Answer Key: NOI: Pilgrims | VOI: celebrated | Clue Word: WHY | Answer Type: Reason

**Task Card 9**

Prompt: Explain HOW missions changed daily life in Texas. Answer Key: NOI: missions | VOI: changed | Clue Word: HOW | Answer Type: Process/Way

**Task Card 10**

Prompt: Explain WHY Native Americans helped the Pilgrims. Answer Key: NOI: Native Americans | VOI: helped | Clue Word: WHY | Answer Type: Reason

**Notebook Connection**** Teacher Script**

"On your Prompt Shaping Page, record each task card with five fields: Prompt, NOI, VOI, Clue Word, and Reason or Process/Way."

Day 2 Closing** Teacher Script**

"Record your best cards. Remember: shape the prompt first, and your writing grows in the right direction."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

Day 3 Purpose

Students discuss why shaping the prompt keeps an ECR growing in the right direction, then independently shape a new prompt.

D - Discuss the Direction

Teacher Script

"Turn and talk - why is shaping the prompt important?"

Possible Student Responses:

- "It helps us know what to write."
- "It tells us if it's why or how."

Teacher Script

"Exactly. If we don't shape the prompt, our writing grows in the wrong direction."

Questions:

- "What happens if we skip the explanation?"
- "How do systems connect to our answers?"

 Teacher Script

"Connect to the Overarching Question: How does shaping a prompt help a writer understand the structure and direction of an informative ECR?"

U - Use It Again: Independent Prompt Shaping **Teacher Script**

"Now use the habit independently. Check your work against the success criteria before you finish."

★ Daily Deck Slide (M1-12 - Independent Prompt Shaping)

Write on the board: Sentence statement - Explain HOW Native Americans helped the Pilgrims survive. Circle NOI. Box VOI. Triangle HOW. Then write Process/Way, and check high-frequency spelling.

Interactive Notebook Activity - Prompt: "Explain HOW Native Americans helped the Pilgrims survive." Students must circle the NOI, box the VOI, and triangle the clue word.

Answer Key:

- NOI -> Native Americans
- VOI -> helped survive
- Clue -> HOW
- Answer Type -> Process/Way

Day 3 Closing **Teacher Script**

"You shaped a prompt on your own. Leave space in your notebook so you can shape more prompts as we grow our ECR TREE."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 2(B)(i)	speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

Day 4 Purpose

Students recognize their prompt-shaping growth, then set a precise next goal.

A - Award Your Growth

Teacher Script

"Give yourself credit for shaping prompts and learning the ECR TREE today." Award Options:"

- Draw your TREE and add three leaves for: I shaped the prompt; I identified WHY/HOW; I understand the TREE model.
- OR create a "Growing Writer Badge."

★ Daily Deck Slide (M1-14 - Award Your Growth)

Write on the board: Add one leaf to your ECR Tree for each success - I shaped the prompt. I identified WHY/HOW. I can explain the TREE structure.

T - Target Your Next Move

Teacher Script

"Choose one precise next step. A clear target helps writers grow stronger with practice."

Student Reflection Strip:

- One thing I understand: _____
- One question I still have: _____

Curiosity Questions:

- Why do systems sometimes cause conflict?
- How could systems be different today?

★ **Daily Deck Slide (M1-15 - Target Your Next Move)**

Write on the board: Complete - The prompt-shaping step I want to make automatic is _____. One clue I will look for first next time is _____.

Day 4 Closing

Complete the sentence: "My next goal in shaping prompts is to _____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 5.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

Day 5 Purpose

Students teach a partner the ECR TREE model and the prompt-shaping steps, then answer the module overarching question.

E - Turn and Teach

Teacher Script

"Explain the TREE model to your partner using your notebook." Students must include: Roots (passage and prompt), Trunk (thesis (central idea)), and Branches (reason/way, evidence, explanation), and demonstrate the prompt-shaping steps: NOI, VOI, clue word. Partner checks: roots, trunk, branches, NOI, VOI, clue word."

Module Overarching Question - Answer

How does shaping a prompt help a writer understand the structure and direction of an informative ECR?

Shaping a prompt reveals the Noun of Importance, Verb of Importance, and WHY/HOW clue word. Those parts tell the writer what the response must explain, whether the response needs reasons or ways, and how the ECR TREE should grow from roots to thesis (central idea) to supporting branches.

ECR Chant (Army Style)

Read the chant; students repeat each line.

 Teacher Script

*“Read with prosody, leave some tracks!
Shape the prompt and answer back!
Write the thesis (central idea), then convince -
Show them proof called evidence!
Bring together - signals find,
From the text and from my mind!
Relate it to all who read -
Let my writing meet a need!”*

Teacher Closing Encouragement **Teacher Script**

“I am so proud of how your thinking is growing. Today you didn't just learn writing - you learned how to build ideas with purpose. Every time you shape a prompt, you are taking control of your thinking. Keep growing your TREE - because your ideas matter.”

Module 1 - Auditory Engagement (Active Participation)

Approach: Listen and Label.

Purpose: Students listen to prompt parts and classify each part instead of copying an entire teacher explanation.

Listening Target: Listen for whether each phrase is the NOI, VOI, clue word, or answer type.



Teacher Script

"Read each item once with pencils down. Students show N, V, C, or A on a response card, then defend one label to a partner."

Round	Item	Label
1	"missions and presidios"	NOI
1	"helped Spain maintain control"	VOI
1	"why"	clue word
1	"reason"	answer type
2	"Wampanoag knowledge"	NOI
2	"helped the Pilgrims adapt"	VOI
2	"how"	clue word
2	"process/way"	answer type

Fresh Recall: Students cover their notes and orally name the four things they must locate when shaping a prompt.

Module 1 - Low, Medium, and High Exemplars

Task: Shape the sentence-statement prompt "Explain why missions and presidios helped Spain maintain control in early Texas," then explain how the ECR TREE will grow from it.

Low Exemplar

- Student Work: NOI: Spain. Clue word: none marked. Answer type: not named.
- What Is Working: The student attempted to mark a noun.
- Teacher Notes: The student marked the wrong noun and skipped the verb, clue word, and answer type.
- What Needs Improvement: Mark "missions and presidios" as the NOI, "helped maintain control" as the VOI, and "why" as the clue word, then name the answer type as a reason.

Medium Exemplar

- Student Work: NOI: missions and presidios. VOI: helped maintain control. Clue word: why. Answer type: not named.
- What Is Working: The student marked the noun, verb, and clue word correctly.
- Teacher Notes: The student stopped before naming the answer type and did not connect the prompt to the TREE.
- What Needs Improvement: Name the answer type as a reason (WHY = reason) and explain that the thesis (central idea) and branches will grow from this prompt.

High Exemplar

- Student Work: NOI: missions and presidios. VOI: helped maintain control. Clue word: why. Answer type: reason. The student adds: "Because the clue word is WHY, my ECR needs reasons. The roots are this prompt and the passage, the trunk will be my thesis (central idea) about how missions and presidios kept control, and the branches will be my reasons, evidence, and explanation."
- What Is Working: Every prompt part is marked correctly, the answer type is named, and the student explains how the shaped prompt directs the whole ECR TREE.
- Teacher Notes: This response is complete and accurate, and it is ready to become a thesis (central idea) in Module 2.

Module 1 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can shape a prompt and explain how the ECR TREE grows from it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.11(B)(i) organize with purposeful structure; 5.12(B)(ii) genre characteristics
Task	Students play the WHY or HOW Prompt Match game and complete the independent prompt-shaping task, marking the NOI, VOI, and clue word and naming the answer type.
Expected Response	Students mark each prompt part correctly, name whether the prompt calls for a reason or a way, and explain how the shaped prompt directs the ECR TREE.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each part and explain their reasoning.

Formative Assessment

The Day 3 independent practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Prompt Parts	Must mark the NOI, VOI, and clue word.
Answer Type	Must name WHY = reason or HOW = process/way.
Structure	Must write the prompt as a complete sentence statement.
Connection	Must explain how the shaped prompt directs the ECR TREE.

Answer Key - Sample

Weak: Spain had missions. Shaped: NOI missions and presidios | VOI helped maintain control | Clue why | Answer type reason.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Listen and Label: Students show N, V, C, or A and defend one label by naming the exact word.
- Visual/Physical - Attempt: WHY or HOW Prompt Match: Students hold up fingers - 1 = WHY/Reason, 2 = HOW/Process/Way - as they read each card.
- Written - Discuss/Use: Independent Prompt Shaping: Students mark the NOI, VOI, and clue word on a new prompt and name the answer type.

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers or A/B check or a written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 1

Concept Sorting Cards: System, Action, Result

For students who need extra help seeing how ideas connect, slow the thinking down and make it visible with a sort.



Teacher Script

"Let's slow down and see how ideas connect step by step. We will sort each idea into System, Action, or Result."

Students sort cards into three groups:

- System
- Action
- Result

Examples:

- Missions -> System
- Teach farming and building -> Action
- Spanish control -> Result

Teacher Support: Ask "What job is this idea doing?" for each card. Point out that a system (missions, presidios) takes actions (teaching, guarding) that lead to results (control, conflict).

Goal: Students see that a prompt about a system asks them to explain the actions and results that system produced.

Module 1 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to shape a prompt.	Students mark the NOI, VOI, and clue word.	Students mark the wrong noun or skip the clue word.	Model shaping one prompt slowly and name each part.
Ask for the answer type.	Students name WHY = reason or HOW = way.	Students name the wrong type.	Point to the clue word and ask, "Reason or way?"
Ask how the prompt shapes the TREE.	Students connect the prompt to the thesis (central idea) and branches.	Students see the prompt as separate from the response.	Show that the roots (prompt and passage) grow the whole tree.

Student Support Quick Reference

If a student...	Support to Provide
Cannot mark prompt parts	Use the Prompt Shaping visual and mark one part at a time.
Confuses WHY and HOW	Point to the clue word and use the reason/way anchor.
Sees the prompt as separate	Use the ECR TREE chart to show roots growing the tree.
Masters quickly	Route to the Module 1 enrichment (systems help and harm).

Enrichment - Module 1

Systems Help and Harm

Students who master prompt shaping push their thinking by explaining how a system can produce both benefits and challenges.

★ Daily Deck Slide (M1-18 - Enrichment Challenge)

Write on the board: Sentence statement - Explain why systems can both help and harm people. Use both passages. Include two pieces of evidence. Explain one benefit and one challenge.

Higher-Level Task - Prompt: "Explain WHY systems can both help and harm people."

Students must:

- Use BOTH passages ("Spanish Rule in Early Texas" and "A Harvest to Remember").
- Provide two pieces of evidence.
- Explain one way a system helped people and one way it harmed or challenged people.

Extension: Students create one original task card for the class using a detail from one of the Cluster 2 passages.

Module 1 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Explain why missions and presidios helped Spain maintain control in early Texas.
- Explain how missions changed daily life for Native Americans in early Texas.
- Explain why cooperation with the Wampanoag helped the Pilgrims survive.
- Explain how Squanto helped the Pilgrims prepare for a productive harvest.
- Explain why Spanish rule caused conflict in early Texas.

Writing Prompt

Choose one prompt from the bank. This week you learned to shape a prompt and plan how the ECR TREE would grow from it. Use the lesson tools to build one stronger part of an informative ECR.

Planning Support

1. Shape the prompt: mark the NOI, VOI, and clue word, and name the answer type.
2. Name the roots (passage and prompt) and the trunk (a thesis (central idea) idea) you would grow.
3. List the branches (reason or way, evidence, explanation) you would add.

Drafting Space

Success Criteria

- My work follows this module's ECR skill accurately.
- My ideas come from the two Cluster 2 passages.
- My writing is clear, complete, and organized.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice so the thinking is precise. Match a complex sentence to a WHY relationship and a preposition to a HOW relationship.

Edit

Run the Conventions Sweep: complete simple sentence with subject-verb agreement, correct spelling of high-frequency words, and proper nouns (Spain, Texas, Wampanoag, Squanto, Plymouth) capitalized.

Pause Points

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

|| Pause Point - Name the Prompt Part

Stop and think: What is the NOI, VOI, and clue word in this prompt?

|| Pause Point - Reason or Way

Stop and think: Is this a WHY prompt (a reason) or a HOW prompt (a process or way)?

|| Pause Point - Grow the TREE

Stop and think: How would the thesis (central idea) and branches grow from this prompt?

|| Pause Point - Connect to Setting

Stop and think: How does the system in the passage shape the outcome?

Module 1 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

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

I Can...	Not yet	Getting set	I can do it
Mark the NOI, VOI, and clue word in a prompt.			
Name whether a prompt asks for a reason or a way.			
Explain the ECR TREE from roots to branches.			
Write a prompt as a complete sentence statement.			

One thing I am proud of:

One thing I want to get better at:

Module 1 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How does shaping a prompt help a writer understand the structure and direction of an informative ECR? Now we can answer it: Shaping a prompt reveals the Noun of Importance, Verb of Importance, and WHY/HOW clue word. Those parts tell the writer what the response must explain, whether the response needs reasons or ways, and how the ECR TREE should grow from roots to thesis (central idea) to supporting branches."

Module Overarching Question - Answered

How does shaping a prompt help a writer understand the structure and direction of an informative ECR? Shaping a prompt reveals the Noun of Importance, Verb of Importance, and WHY/HOW clue word. Those parts tell the writer what the response must explain, whether the response needs reasons or ways, and how the ECR TREE should grow from roots to thesis (central idea) to supporting branches.

Teacher Reflection - Module 1

Which students can complete this module's ECR skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready for Module 2, building a strong thesis (central idea) with the Noun of Importance, the Verb of Importance, and an original answer?

Teacher Notes

Module 1 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 1 fully online without losing rigor or participation. For BOOM BOOM GRAB, students hold up fingers - 1 = Thesis (Central Idea), 2 = Evidence, 3 = Explanation. Display the Prompt Shaping visual on a slide and have students annotate the NOI, VOI, and clue word or type them in the chat. For the WHY or HOW Prompt Match game, place the task cards on slides and use a digital spinner; students type NOI, VOI, clue word, and WHY or HOW in the chat, or hold up one finger for WHY/Reason and two for HOW/Process/Way. For the independent prompt-shaping task, students annotate a shared slide or hold their notebook up to the camera. For Explain to Others, use breakout rooms so each student teaches the ECR TREE aloud.

M O D U L E

2

**Writing Strong Thesis (Central
Idea) Statements with the
Three Required Parts**

Week 2 • Medium Stamina

Module 2: Writing Strong Thesis (Central Idea) Statements with the Three Required Parts

Week 2 - Medium Stamina - Cluster 2 (ECR Informative)

Systems Shape People and Outcomes

Teacher Script

"Systems shape people and outcomes - and when writers can explain how a system works, they can explain why it matters."

Module Overarching Question

How can a writer turn the important words in a prompt into a clear and complete thesis (central idea)?

Module Writing Prompt - Sentence Statement

Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions.

Today We Will Look For

- the three required parts of a thesis (central idea): the Noun of Importance, the Verb of Importance, and your own original answer
- how a WHY thesis (central idea) uses a complex sentence with a subordinator such as because or since
- how a HOW thesis (central idea) uses a simple sentence with a preposition such as by or through
- how the noun and verb come from the prompt while the answer comes from your thinking

Student reminder: Shape the prompt first, then grow your ECR TREE.

Why This Module Matters

This module teaches students that a strong thesis (central idea) has three required parts: the Noun of Importance and the Verb of Importance carried from the prompt, plus the student's own original answer. Students learn that WHY prompts use a complex sentence with a subordinator, while HOW prompts use a simple sentence with a preposition.

Module Passage Set - Medium Stamina

Required stamina level for Module 2: Medium Stamina. The same two Grade 5 Cluster 2 passages increase in length, detail, evidence distance, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
Spanish Rule in Early Texas	Nonfiction	3	500
A Harvest to Remember	Nonfiction	4	480

Teacher Passage Use Note: Use the stamina versions printed in this module. The lesson's passage-dependent prompts, models, games, examples, intervention, enrichment, and answer guidance should be completed with these assigned versions.

Module Independent Product

Independently build one complete thesis (central idea) for a sentence-statement prompt using all three required parts - the Noun of Importance, the Verb of Importance, and an original answer - and match the sentence structure to a WHY or a HOW relationship.

Teacher Inspiration

Teacher Script

"Clarity creates confidence. When students can clearly state their thinking, they begin to believe in their own voice."

Module 2 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: building a strong thesis (central idea) with three required parts: the important noun and verb from the prompt, plus the writer's own answer.
- The catch phrase: A strong thesis (central idea) has a noun, a verb, and your own answer.
- The two reading passages: "Spanish Rule in Early Texas" (how Spanish missions and presidios helped Spain keep control of early Texas, and how this changed life for Native Americans) and "A Harvest to Remember" (how the Wampanoag people, including a man named Squanto, helped the Pilgrims learn to grow food and survive, leading to the 1621 harvest celebration).

One Question to Ask at Home



Teacher Script

"What is your own answer to the prompt, in one clear sentence?"

One Way to Help

When your child answers a question, ask them to say it back as one complete sentence that includes the topic, the action, and their own answer - not just a copy of the question.

Family Letter

Dear Families,

This week your child is learning to write a strong thesis (central idea) for an informative ECR. A thesis (central idea) is the one sentence that states the writer's answer, and a strong thesis (central idea) has three required parts: the important noun and the action verb carried from the prompt, plus the student's own original answer. Your child also learns that a WHY thesis (central idea) uses a complex sentence with a word such as because, while a HOW thesis (central idea) uses a simple sentence with a preposition such as by or through.

We are reading two nonfiction texts: "Spanish Rule in Early Texas," about how missions and presidios helped Spain control the region, and "A Harvest to Remember," about how cooperation with the Wampanoag people helped the Pilgrims survive and prepare for a productive harvest. Your child will build clear thesis (central idea) statements about these texts.

Please try this at home: When your child answers a question, ask them to say the answer as one complete sentence that names the topic, the action, and their own idea - not just a repeat of the question.

Try a one-minute thesis (central idea) rehearsal at home. Read the module statement, "Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest." Have your child say a complete answer that carries the topic and action from the statement, then adds an original answer after because. For example, ask which teachings from Squanto—growing crops, catching fish, finding food, or using the land—belong in the child's own answer. Praise a complete thought, not simply a longer sentence.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a escribir una tesis fuerte para una ECR informativa. La tesis es la oración que expresa la respuesta del escritor, y una tesis fuerte tiene tres partes obligatorias: el sustantivo importante y el verbo de acción tomados de la instrucción, más la respuesta original del estudiante. Su hijo o hija también aprende que una tesis de POR QUÉ usa una oración compleja con una palabra como porque, mientras que una tesis de CÓMO usa una oración simple con una preposición como por medio de o a través de.

Leemos dos textos de no ficción: "Spanish Rule in Early Texas," sobre cómo las misiones y los presidios ayudaron a España a controlar la región, y "A Harvest to Remember," sobre cómo la cooperación con el pueblo Wampanoag ayudó a los Peregrinos a sobrevivir y prepararse para una buena cosecha. Su hijo o hija construirá tesis claras sobre estos textos.

Por favor, intente esto en casa: Cuando su hijo o hija responda una pregunta, pídale que diga la respuesta como una oración completa que nombre el tema, la acción y su propia idea, y no solo que repita la pregunta.

Prueben un ensayo de tesis de un minuto en casa. Lean la instrucción del módulo, "Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest." Pídale a su hijo o hija que diga una respuesta completa que conserve el tema y la acción de la instrucción, y luego añada una respuesta original después de because. Por ejemplo, pregunte cuáles enseñanzas de Squanto—cultivar, pescar, encontrar comida o usar la tierra—deben aparecer en su propia respuesta. Elogie una idea completa, no solamente una oración más larga.

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

Module 2 - Family Conversation Starters

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

- What are the three parts that make a thesis (central idea) strong?
- Why does the answer part of a thesis (central idea) have to come from your own thinking?
- In "A Harvest to Remember," how did cooperation help the Pilgrims survive?
- In "Spanish Rule in Early Texas," what did missions and presidios help Spain do?

Simple Family Activities

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

Family Activity - Build a Thesis (Central Idea)

Teacher Script

"a simple topic, such as "pets" or "recess." Take turns turning a plain question about it into one complete sentence that names the topic, the action, and your own answer. Notice how each thesis (central idea) includes all three parts."

Family Activity - Because and By

Take one topic and build two thesis (central idea) sentences about it: a WHY sentence using "because" and a HOW sentence using "by" or "through." Compare how the two sentences sound different.

Module 2 - Lesson Overview and Standards

Lesson Overview

This module teaches students that a strong thesis (central idea) has three required parts: the Noun of Importance and the Verb of Importance carried from the prompt, plus the student's own original answer. Students learn that WHY prompts use a complex sentence with a subordinator, while HOW prompts use a simple sentence with a preposition. Using "Spanish Rule in Early Texas" and "A Harvest to Remember," students work with the medium-stamina passage versions to practice this module's ECR skill.

BIG Goal: Students will build a clear, complete thesis (central idea) with the Noun of Importance, the Verb of Importance, and an original answer, matched to a WHY or HOW relationship.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout - quoted from the Cluster 2 scope and sequence, not paraphrased or abbreviated. This module claims only the breakouts students directly demonstrate or intentionally practice.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(C)(ii)	revise drafts to improve word choice

Editing TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(D)(xi)	edit drafts using standard English conventions, including prepositions
TEKS 5.11(D)(xii)	edit drafts using standard English conventions, including prepositional phrases
TEKS 5.11(D)(xiii)	edit drafts using standard English conventions, including [the] influence [of prepositional phrases] on subject-verb agreement

Where the Standards Are Visible in This Module

- Students build theses with a Noun of Importance, Verb of Importance, and original answer.
- Students revise weak thesis (central idea) statements for sentence structure, word choice, and clarity.
- Students use subordinators for WHY relationships and prepositions or prepositional phrases for HOW relationships.
- Students explain and defend thesis (central idea) choices orally before recording a written response.

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

These are the standards listed for this module in the Teach BIG Grade 5 Cluster 2 Scope and Sequence, written in full rather than listed only by code, and grouped by category.

TEKS - This Module (from the Cluster 2 Scope & Sequence)

- TEKS 5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
- TEKS 5.11(C)(i) revise drafts to improve sentence structure
- TEKS 5.11(C)(ii) revise drafts to improve word choice
- TEKS 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- TEKS 5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- TEKS 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft
- TEKS 5.11(D)(xi) edit drafts using standard English conventions, including prepositions
- TEKS 5.11(D)(xii) edit drafts using standard English conventions, including prepositional phrases
- TEKS 5.11(D)(xiii) edit drafts using standard English conventions, including [the] influence [of prepositional phrases] on subject-verb agreement

ELPS - This Module (breakouts addressed)

- ELPS 1(E)(i) demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
- ELPS 2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
- ELPS 2(F)(i) restate, ask questions about, or respond to information during formal classroom interactions
- ELPS 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- ELPS 4(D)(ii) write content-area texts using a variety of sentence types
- ELPS 4(E)(ii) write content-area specific text using grammatical structures
- ELPS 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose
- ELPS 4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

Language Domains

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

Domain	How this module builds it
Listening	In the auditory engagement, students hear two thesis (central idea) possibilities and decide which one is strong.
Speaking	Students speak in academic language when students defend a thesis (central idea) choice using the three-part thesis (central idea) criteria.
Reading	Students read for evidence: students read both passages and mark details that support a possible thesis (central idea).
Writing	Students write when students build complete thesis (central idea) statements matched to WHY or HOW.

Module 2 - Learning Destination

I Can Statements

- I can build a thesis (central idea) with the Noun of Importance, the Verb of Importance, and my own original answer.
- I can write a WHY thesis (central idea) as a complex sentence with a subordinator such as because.
- I can write a HOW thesis (central idea) as a simple sentence with a preposition such as by or through.
- I can tell the difference between a strong thesis (central idea) and a weak one.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will include all three thesis (central idea) parts every time I write a thesis (central idea).
- I will match my sentence structure to a WHY or a HOW relationship.
- I will rehearse my thesis (central idea) aloud before I write it.

Success Criteria

- I can name the three required parts of a thesis (central idea).
- I can build a complete thesis (central idea) for a WHY or a HOW prompt.
- I can repair a weak thesis (central idea) by adding the missing part.

Evidence That Will Demonstrate Mastery

- The Listen, Decide, and Defend responses from the auditory engagement.
- The Thesis (Central Idea) Spinner Build theses recorded in the Interactive Notebook.
- The independent thesis (central idea)-writing practice.

Module 2 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the Thesis (Central Idea) Structure chart and the WHY/HOW thesis (central idea) chart. You may model one thesis (central idea). You may not write a student's thesis (central idea) for them or supply their original answer. The student must still carry the noun and verb from the prompt and add their own answer.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the three required parts of a thesis (central idea).	Supported. The teacher may reread the chart.	The student lists noun, verb, and answer.
Inferential	Build a complete thesis (central idea) for a WHY or HOW prompt.	Guided early, independent by Use Again.	The student writes a thesis (central idea) with all three parts and the correct structure.
Evaluative	Judge whether a thesis (central idea) is strong or weak and repair it.	Independent by the game and the auditory task.	The student names the missing part and fixes it.

Misconceptions and Responsive Teaching

Likely Misconception	What You May Notice	Responsive Teacher Move
Copies the prompt	The response repeats the topic and action but adds no original answer.	Ask: 'Where is your own thinking?' Then rehearse a because clause aloud.
Leaves out a thesis (central idea) part	The sentence is missing the noun, verb, or original answer.	Use the three-part check: noun, verb, answer; repair only the missing part.
Uses the wrong sentence relationship	A WHY response lacks a subordinator or a HOW response lacks a preposition.	Return to the WHY/HOW chart and have the student say the relationship before writing.

Module 2 - Levels of Thinking for Informative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a part to explaining how the parts of an ECR work together.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the ECR: the prompt, the thesis (central idea), a reason or way, a piece of evidence.
Level 2	Understand	Explain what a part does and how it connects to the prompt.
Level 3	Apply	Use the part correctly in the student's own writing.
Level 4	Analyze	Compare choices and decide which reason, way, or piece of evidence is strongest.
Level 5	Evaluate and Create	Judge whether the whole ECR is focused and coherent, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own ECR (Levels 3-5). Precise thinking, not length, is what raises the level.



Teacher Script

"A response is stronger when the student can explain how each part supports the central idea, not just that the part is present."

Module 2 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our ECR, our two passages, and our thinking - everyday words, academic writing words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
land	the ground and area where people live and work	The land in the passage was ____.
people	human beings in a group or community	The people in the passage ____.
help	to make something easier for someone	One group helped another by ____.
grow	to make plants or crops develop	The Pilgrims learned to grow ____.
food	what people and animals eat to live	They found food by ____.
protect	to keep safe from harm	The presidios protected ____.
control	to have power over something	Spain kept control by ____.
share	to give a part of something to others	The groups shared ____.
build	to make something by putting parts together	They built ____.
change	to become different	Spanish rule changed ____.

Tier 2 Vocabulary - Academic Writing Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the central answer that states the writer's thinking	I can use the word thesis (central idea) to ____.
prompt	the sentence statement that tells the writer what to explain	I can use the word prompt to ____.
structure	the way the parts of a sentence or response are organized	I can use the word structure to ____.
noun	a word that names a person, place, thing, or idea	I can use the word noun to ____.
verb	a word that shows action or a state of being	I can use the word verb to ____.
response	the writing created to address a prompt	I can use the word response to ____.
subordinator	a word such as because or since that connects a dependent idea to a complete idea	I can use the word subordinator to ____.
preposition	a word such as by or through that shows a relationship	I can use the word preposition to ____.
analyze	to study parts closely in order to understand them	I can use the word analyze to ____.
clarity	the quality of being easy to understand	I can use the word clarity to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
missions	MISH-uhnz	Spanish settlements led by missionaries	The missions were built to ____.
presidios	pri-SEE-dee-ohz	forts built by Spanish soldiers	The presidios protected ____.
missionaries	MISH-uh-ner-eez	Spanish priests who led the missions	The missionaries taught ____.
Catholicism	kuh-THOL-uh-siz-uhm	the Catholic religion the Spanish spread	Catholicism became part of ____.
empire	EM-pyre	a large area of land ruled by one country	Spain wanted to expand its empire by ____.
Wampanoag	wam-puh-NOH-ag	the Native American tribe that helped the Pilgrims	The Wampanoag people ____.
Squanto	SKWAHN-toh	the man who taught the Pilgrims to grow food	Squanto showed the Pilgrims how to ____.
Pilgrims	PIL-gruhmz	English settlers who came to Plymouth	The Pilgrims struggled because ____.
Plymouth	PLIM-uhth	the place where the Pilgrims settled	In Plymouth, the Pilgrims ____.
harvest	HAHR-vist	the crops gathered at the end of a growing season	The harvest showed that ____.



Teacher Resource

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

Module 2 - Background Knowledge and Teacher Context

This module uses two Cluster 2 nonfiction passages that both show a system at work. In "Spanish Rule in Early Texas," students can explain a system of control: Spain used missions to spread the Catholic religion and Spanish customs, and presidios to protect the missions and settlements, so that Spain could maintain control of the region - though this also caused Native Americans to lose land and freedom. In "A Harvest to Remember," students can explain a system of survival and cooperation: the Wampanoag people, including Squanto, taught the Pilgrims how to grow corn, catch fish, and use the land, which helped the Pilgrims survive and prepare for a productive harvest. The concept thread across both passages is that systems shape people and outcomes.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 2 modules; each grows in length, detail, evidence distance, and conceptual demand from module to module. In Module 2 (Medium Stamina), students focus on Thesis (Central Idea) construction (Noun + Verb + Answer; WHY complex / HOW simple). Point students back to the medium-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 2 - Materials and Teacher Preparation

This module focuses on Thesis (Central Idea) construction (Noun + Verb + Answer; WHY complex / HOW simple). Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Student-Facing Content
Chart 1	Thesis (Central Idea) Structure Chart: Noun of Importance (from prompt) + Verb of Importance (from prompt) + Student Answer (original thinking).
Chart 2	WHY vs HOW Thesis (Central Idea) Chart: WHY = complex sentence with a subordinator (because, since, although); HOW = simple sentence with a preposition (by, through, with).
Chart 3	Concept Anchor: "Systems shape people and outcomes."

Materials

Material	Use
Printed copies of both Cluster 2 passages (Passage 3 and Passage 4)	Prepare for the module lesson and student practice.
Interactive notebooks	Prepare for the module lesson and student practice.
Highlighters	Prepare for the module lesson and student practice.
Pre-made thesis (central idea) strips (cut apart)	Prepare for the module lesson and student practice.
Spinner labeled WHY / HOW	Prepare for the module lesson and student practice.
Game cards (correct vs incorrect thesis (central idea))	Prepare for the module lesson and student practice.
Glue and scissors	Prepare for the module lesson and student practice.
Optional gameboard and "Pencil Guy" markers	Prepare for the module lesson and student practice.
Teacher-made slides for virtual learners	Prepare for the module lesson and student practice.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Notebook supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides.
Spinner	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 2 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as missions, presidios, missionaries, Wampanoag, and harvest without interrupting the first read for lengthy definitions.

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

Module 2 - The ECR TREE Model: How an Informative ECR Grows

Teacher Script

"An informative Extended Constructed Response grows like a TREE. Strong writers know every part of the tree before they write, and they shape the prompt first so the tree grows in the right direction."

The ECR TREE

Part of the TREE	What It Is
Roots	The passage and the prompt - where the whole response is grounded.
Trunk	The thesis (central idea) - the central answer that states the writer's thinking.
Branches	The reason or way, the evidence, and the explanation that support the thesis (central idea).

Shaping the Prompt

Before writing, shape the sentence-statement prompt:

- Circle the Noun of Importance (NOI) - the most important noun.
- Box the Verb of Importance (VOI) - the key action.
- Triangle the clue word - WHY or HOW.
- Name the answer type: WHY = a reason; HOW = a process or way.

This Module's Focus

This module focuses on the TRUNK - the thesis (central idea). A strong thesis (central idea) carries the Noun of Importance and the Verb of Importance from the prompt and adds the writer's own answer. A WHY thesis (central idea) uses a complex sentence with a subordinator such as because; a HOW thesis (central idea) uses a simple sentence with a preposition such as by or through.

Systems Shape People and Outcomes

In "Spanish Rule in Early Texas," a system of control (missions and presidios) shaped the region. In "A Harvest to Remember," a system of cooperation (Wampanoag knowledge and teamwork) shaped survival. Strong informative writing explains how a system works and why it matters.

Teacher Script

"Shape the prompt first. Then grow your TREE from the roots up, one branch at a time."

Module 2 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the ECR, they read "Spanish Rule in Early Texas" and "A Harvest to Remember" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

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

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

How to Use TRACKS

Teacher Script

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

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 3 — Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Spain wanted Texas for more than one reason. The land helped create a border between Spanish claims and other countries that wanted power in North America. Spanish leaders worried that France or other groups might move into the area first. By sending people to Texas, Spain could show that the land belonged to them. Exploration also helped Spain learn more about the rivers, plains, animals, and people already living there.

[3] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[4] Life at a mission was often difficult. People had daily jobs and routines. Some worked in fields, while others helped care for animals or build structures. Missionaries taught religion and expected Native Americans to attend church services. Spanish leaders believed missions would help change Native American communities. Native Americans, however, did not all respond in the same way. Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life.

[5] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[6] The presidios had to stand their ground when protecting nearby settlements. Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[7] These changes did not happen all at once. Over time, Spanish settlement affected how people lived, worked, worshiped, and traded. New roads connected missions, presidios, and towns. Cattle ranching became more common in some areas. The mix of Spanish, Native American, and later Mexican influences helped shape the culture of Texas.

[8] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission. Understanding these settlements helps explain why Spanish influence is still visible today. The missions and presidios were not just buildings. They were part of a larger plan to claim land, spread ideas, and create communities that would connect Texas to Spain for many years afterward.

Student Annotation Guide — Spanish Rule in Early Texas

T — Time

Before 1600

R — Reactions

others resisted and tried to keep their traditions; Native Americans lost land and freedom

A — Actions

they built missions and presidios across the region; convert Native Americans to Catholicism; Soldiers guarded the area and helped keep control of the land

C — Character/Concept/Creature

Spanish leaders; missionaries; the missions were on a mission

K — Key Knowledge

expected to follow Spanish customs and rules; Spain was able to maintain control of Texas

S — Scenery/Setting

the missions and nearby settlements

TRACKS EVIDENCE HIGHLIGHTING — Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

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PASSAGE 4 — A Harvest to Remember

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. Their homes were simple, and they did not have many supplies. Each day brought new challenges. The settlers had to learn how to survive in a place that was very different from the land they had known before.

[2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. This knowledge was important because the Pilgrims did not yet understand the soil, rivers, forests, or seasons of their new home. Squanto showed them that learning from others could make a hard situation easier. With this help, the Pilgrims were able to grow enough food for a productive harvest.

[3] After gathering their crops, the Pilgrims decided to celebrate. They invited members of the Wampanoag tribe to join them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work. They had not reached this moment alone. The support of the Wampanoag people helped them survive and prepare for the future. The celebration showed how cooperation can help people overcome difficult times.

[4] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. There may have also been berries, beans, squash, or other foods that grew in the area. The people used what the land provided. They did not have ovens for pies or many of the foods now served at Thanksgiving tables. It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize-ing.

[5] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks. Some people think about the Pilgrims and the Wampanoag people when they learn about the holiday. Others focus on being thankful for the people and blessings in their own lives. Thanksgiving can remind people that food, family, friendship, and help from others are important. It can also remind us that history includes many different groups of people. By learning about the past, students can better understand why this early harvest celebration is still remembered today.

Student Annotation Guide — A Harvest to Remember

T — Time

In 1621

R — Reactions

the Pilgrims were able to grow enough food for a productive harvest; give thanks for the harvest

A — Actions

taught the Pilgrims how to grow crops like corn, catch fish, and find food; the Pilgrims decided to celebrate

C — Character/Concept/Creature

Pilgrims; Native Americans from the Wampanoag tribe; Squanto

K — Key Knowledge

some became sick during the long winter; many hands make light work

S — Scenery/Setting

in Plymouth; The foods at the celebration

TRACKS EVIDENCE HIGHLIGHTING — A Harvest to Remember

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. Their homes were simple, and they did not have many supplies. Each day brought new challenges. The settlers had to learn how to survive in a place that was very different from the land they had known before.

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Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS 1(E)(i)	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
ELPS 2(F)(i)	restate, ask questions about, or respond to information during formal classroom interactions

Day 1 Purpose

Students gather the idea that a thesis (central idea) can be strong or weak, then reveal the three required parts of a strong thesis (central idea).

Reading Purpose

Read for systems, actions, results, and evidence. Mark one detail from each passage that could help answer the module writing prompt. Be ready to explain why the detail matters - not just where you found it.

G - Gather: Thesis (Central Idea) Build Breakdown

Teacher Script

"I am going to read a sentence. Your job is to decide - is this a STRONG thesis (central idea) or a WEAK thesis (central idea)? If it is STRONG, stand up. If it is WEAK, stay seated."

Sentences (from the passages), with Answer Key:

- "Missions and presidios helped Spain control Texas." -> Strong
- "Spain had missions." -> Weak
- "Native Americans helped the Pilgrims because they taught them how to survive." -> Strong
- "Pilgrims had help." -> Weak

Teacher Script

"A strong thesis (central idea) includes the noun, the verb, and an original answer. Be ready to name the missing part in a weak thesis (central idea)."

Virtual Adaptation: Students type STRONG or WEAK in the chat or use thumbs up/down.

R - Reveal: The Three Parts of a Thesis (Central Idea)

Teacher Script

"Watch carefully as I reveal the habit. Notice the words and evidence that make the thinking accurate."

Daily Deck Slide (M2-06 - Three Parts of a Thesis (Central Idea))

Write on the board: NOUN OF IMPORTANCE + VERB OF IMPORTANCE + STUDENT ANSWER. The noun and verb come from the prompt. The answer comes from your thinking.

Teacher Script

"A thesis (central idea) has THREE parts: the NOUN, the VERB, and the ANSWER. The NOUN and VERB come from the PROMPT. The ANSWER comes from your THINKING. For a WHY prompt, we write a COMPLEX SENTENCE using a SUBORDINATOR. For a HOW prompt, we write a SIMPLE SENTENCE using a PREPOSITION. A strong thesis (central idea) answers the prompt clearly and completely."

Auditory Engagement (Notebook Fill-In)

Student Notebook Fill-In:

- A thesis (central idea) has THREE parts: the _____, the _____, and the _____.
- The _____ and _____ come from the _____.
- The _____ comes from your _____.
- For a WHY prompt, we write a _____ using a _____.
- For a HOW prompt, we write a _____ using a _____.

Teacher Modeling (Whiteboard)

Teacher Script

"Let's build one together." Prompt: "Explain HOW missions and presidios helped Spain control Texas."

- Noun: missions and presidios
- Verb: helped control

Teacher Script

"Now I add my thinking using a preposition." Thesis (Central Idea): "Missions and presidios helped Spain control Texas by protecting settlements and teaching new ways of life."

Day 1 Closing

Teacher Script

"You learned the three parts of a thesis (central idea). Tomorrow you will build your own with a game."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 4(E)(ii)	write content-area specific text using grammatical structures
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

Day 2 Purpose

Students attempt thesis (central idea) building through the Thesis (Central Idea) Spinner Build: spin WHY or HOW, draw a prompt card, and build a thesis (central idea) with all three parts.

★ Daily Deck Slide (M2-08 - Thesis (Central Idea) Spinner Build)

Write on the board: Spin WHY or HOW. Draw a sentence-statement prompt. Build a thesis (central idea) with all three parts. Read it aloud before recording it.

Game: Thesis (Central Idea) Spinner Build

Teacher Script

"You and your partner will spin WHY or HOW, draw a prompt card, and build a thesis (central idea) using the sentence frame cards. Place your thesis (central idea) in your notebook after."

Prompts:

- Explain WHY cooperation helped the Pilgrims survive.
- Explain HOW Native Americans helped the Pilgrims.
- Explain WHY Spanish rule caused conflict.

Sentence Frames:

- WHY: _____ because _____
- HOW: _____ by _____

Answer Key Examples:

- WHY: "Cooperation helped the Pilgrims survive because Native Americans taught them how to grow food."
- HOW: "Native Americans helped the Pilgrims by teaching them how to grow crops and find food."

Model Theses

- WHY model: Cooperation helped the Pilgrims survive because Wampanoag knowledge taught them how to grow food and use the land.
- HOW model: Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.



Teacher Script

"Use your interactive notebook to save your best theses. Return to these game cards during free time to keep strengthening your ECR habits."

Virtual Adaptation: Students type the thesis (central idea) in the chat or say it aloud.

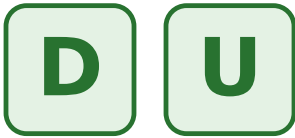
Day 2 Closing



Teacher Script

"Record two strong theses. Remember: noun, verb, and your own answer."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(i)	revise drafts to improve sentence structure
TEKS 5.11(D)(xi)	edit drafts using standard English conventions, including prepositions
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

Day 3 Purpose

Students discuss what makes a thesis (central idea) strong, then independently build a thesis (central idea) of their own.

D - Discuss Thesis (Central Idea) Strength



Teacher Script

"Turn and talk - what makes a thesis (central idea) strong?"

Possible Student Responses:

- "It answers the prompt."
- "It has all three parts."
- "It uses because or by."



Teacher Script

"Yes. A strong thesis (central idea) is clear, complete, and shows your thinking."

Questions:

- "What happens if we forget the answer part?"
- "Why do we need a subordinator in a WHY thesis (central idea)?"

Possible Student Question: "Can I use because every time?" Teacher Response: "Yes, but as you grow, we will add more subordinators like since and although."

 Teacher Script

"Connect to the Overarching Question: How can a writer turn the important words in a prompt into a clear and complete thesis (central idea)?"

U - Use It Again: Independent Thesis (Central Idea) **Teacher Script**

"Now use the habit independently. Check your work against the success criteria before you finish."

★ Daily Deck Slide (M2-12 - Independent Thesis (Central Idea))

Write on the board: Sentence statement - Explain why Spanish rule led to conflict. Identify the noun and verb, then write one complete thesis (central idea) with your own answer. Underline the subordinator.

Interactive Notebook Activity - Prompt: "Explain WHY Spanish rule led to conflict."

Student Task: identify the noun and verb, then write a full thesis (central idea).

Answer Key: "Spanish rule led to conflict because Native Americans lost land and freedom."

Day 3 Closing **Teacher Script**

"You built a thesis (central idea) on your own. Check that it has all three parts every time."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(ii)	revise drafts to improve word choice
TEKS 5.11(D)(xii)	edit drafts using standard English conventions, including prepositional phrases
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

Day 4 Purpose

Students recognize their strongest thesis (central idea), then set a precise next goal.

A - Award Your Strongest Thesis (Central Idea)

Teacher Script

"Highlight the noun, verb, and answer in your strongest thesis (central idea)." Award Options:"

- Draw a small tree and label: Roots = prompt; Trunk = thesis (central idea).
- OR write: "I built a strong thesis (central idea) because I used all 3 parts."
- Complete: "My thesis (central idea) is strong because ____."

★ Daily Deck Slide (M2-14 - Award Your Strongest Thesis (Central Idea))

Write on the board: Highlight the noun, verb, and answer in your strongest thesis (central idea). Complete - My thesis (central idea) is strong because ____.

T - Target the Next Thesis (Central Idea)

Teacher Script

"Choose one precise next step. A clear target helps writers grow stronger with practice."

Reflection:

- I am confident in _____.
- I still need help with _____.

Curiosity Questions:

- Why do some systems cause both help and harm?
- How could a thesis (central idea) change based on perspective?

★ **Daily Deck Slide (M2-15 - Target the Next Thesis (Central Idea))**

Write on the board: Choose one target - stronger vocabulary, correct WHY/HOW structure, all three parts, or a clearer original answer.

Day 4 Closing

Complete the sentence: "My next goal for my thesis (central idea) is to _____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 5.11(D)(xiii)	edit drafts using standard English conventions, including [the] influence [of prepositional phrases] on subject-verb agreement
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

Day 5 Purpose

Students teach a partner the three-part thesis (central idea) formula and the WHY/HOW difference, then answer the module overarching question.

E - Teach the Thesis (Central Idea) Formula

Teacher Script

"Turn and teach your partner how to build a thesis (central idea) using your notebook." Students must explain: the three parts (noun, verb, answer) and the WHY versus HOW difference. Then give one example that was not used by the teacher."

Module Overarching Question - Answer

How can a writer turn the important words in a prompt into a clear and complete thesis (central idea)?

A writer builds a clear thesis (central idea) by carrying the Noun of Importance and Verb of Importance from the prompt into the sentence and adding an original answer. The writer then matches the sentence structure to the prompt: WHY uses a reason relationship, while HOW uses a process or way relationship.

Teacher Closing Encouragement

Teacher Script

"You are learning to take your thoughts and shape them into something powerful. Every strong thesis (central idea) you write is proof that your thinking is growing stronger. Keep building, keep thinking, and keep believing in your voice."

Module 2 - Auditory Engagement (Active Participation)

Approach: Listen, Decide, and Defend.

Purpose: Students hear two thesis (central idea) possibilities, choose the stronger one, and defend the choice with the three-part thesis (central idea) criteria.

Listening Target: Listen for the thesis (central idea) that contains the noun, verb, and an original answer that actually addresses the prompt.

Round	Response A	Response B	Answer
1	"The Wampanoag helped the Pilgrims."	"Cooperation with the Wampanoag helped the Pilgrims survive because Squanto taught them how to grow food and use the land."	B
2	"Missions were in Texas."	"Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life."	B

Student response: Mark A or B, then say, "I chose ____ because the thesis (central idea) includes ____."

Fresh Recall: Students close their notes and name the three required thesis (central idea) parts from memory.

Module 2 - Low, Medium, and High Exemplars

Task: Build a thesis (central idea) for the sentence-statement prompt "Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest."

Low Exemplar

- Student Response: The Pilgrims had help. (Weak thesis (central idea))
- What Is Working: The response names the Pilgrims.
- Teacher Notes: The thesis (central idea) is missing the important verb and an original answer, and it does not use a WHY structure.
- What Needs Improvement: Carry the noun (cooperation with the Wampanoag) and the verb (helped survive) from the prompt, and add an answer using because.

Medium Exemplar

- Student Response: Cooperation with the Wampanoag helped the Pilgrims survive. (Has the noun and verb, but no answer)
- What Is Working: The thesis (central idea) carries the Noun of Importance and the Verb of Importance from the prompt.
- Teacher Notes: The thesis (central idea) stops before adding the writer's own answer, so it repeats the prompt instead of explaining it.
- What Needs Improvement: Add an original answer with a subordinator, such as "because Squanto taught them how to grow food and use the land."

High Exemplar

- Student Response: Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because Squanto taught them how to grow corn, catch fish, and use the land wisely. (Complete WHY thesis (central idea))
- What Is Working: The thesis (central idea) includes all three parts - the Noun of Importance, the Verb of Importance, and an original answer - and uses a complex sentence with the subordinator "because" to match the WHY prompt.
- Teacher Notes: The thesis (central idea) is clear, complete, and original, and it is ready to grow reason and evidence branches in the next modules.

Module 2 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can build a complete, correctly structured thesis (central idea).
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.12(B)(i) clear central idea; 5.11(C)(i) improve sentence structure
Task	Students play Thesis (Central Idea) Spinner Build and complete the independent thesis (central idea) task, building a thesis (central idea) with all three parts.
Expected Response	Students carry the noun and verb from the prompt, add an original answer, and match the sentence structure to WHY or HOW.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each part and explain their reasoning.

Formative Assessment

The Day 3 independent practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Three Parts	Must include the noun, verb, and an original answer.
Structure	Must use a complex sentence for WHY or a simple sentence with a preposition for HOW.
Originality	The answer must come from the student, not the prompt.
Clarity	The thesis (central idea) must be a complete, clear sentence.

Answer Key - Sample

Weak: Spanish rule caused conflict. Strong: Spanish rule led to conflict because Native Americans lost land and freedom.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Listen, Decide, and Defend: Students choose A or B and defend the stronger thesis (central idea) by naming the missing or included part.
- Visual/Physical - Attempt: Thesis (Central Idea) Build Breakdown: Students stand for a strong thesis (central idea) and stay seated for a weak one, then name the missing part.
- Written - Discuss/Use: Independent Thesis (Central Idea): Students write one complete thesis (central idea) with all three parts and underline the subordinator.

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers or A/B check or a written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 2

Thesis (Central Idea) Sort and Fix

For students who need extra help building a complete thesis (central idea), repair weak thesis (central idea) statements one piece at a time.



Teacher Script

"We are going to fix these together step by step. First we find the missing part, then we add it."

Students receive mixed correct and incorrect thesis (central idea) statements. They must identify the missing part and fix it. Provide a word bank: because | since | by | through.

Example:

- Weak: "Spanish rule caused conflict."
- Fix: "Spanish rule caused conflict because Native Americans lost land and freedom."

Additional Supports:

- Give students one thesis (central idea) at a time.
- Let students point to the Thesis (Central Idea) Structure chart while speaking.
- Have students say the repaired thesis (central idea) aloud before writing it.

Goal: Students learn that a weak thesis (central idea) becomes strong by adding the missing noun, verb, or original answer.

Module 2 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask for the three parts of a thesis (central idea).	Students name noun, verb, and answer.	Students forget the answer part.	Ask, "Where is your own thinking in this thesis (central idea)?"
Ask students to match structure.	Students use because for WHY and by/through for HOW.	Students use the wrong structure.	Point to the WHY/HOW chart and rehearse aloud.
Ask students to fix a weak thesis (central idea).	Students add the missing part.	Students rewrite without finding the missing part.	Ask, "Which part is missing - noun, verb, or answer?"

Student Support Quick Reference

If a student...	Support to Provide
Copies the prompt	Ask for the student's own answer using because.
Writes a fragment	Use the Thesis (Central Idea) Structure chart and check for a complete sentence.
Uses the wrong structure	Use the WHY/HOW chart and rehearse aloud.
Masters quickly	Route to the Module 2 enrichment (advanced thesis (central idea) challenge).

Enrichment - Module 2

Advanced Thesis (Central Idea) Challenge

Students who master the three-part thesis (central idea) write a WHY thesis (central idea) and a HOW thesis (central idea) about the systems in both passages.

★ Daily Deck Slide (M2-18 - Advanced Thesis (Central Idea) Challenge)

Write on the board: Write one WHY thesis (central idea) and one HOW thesis (central idea) about systems in the two passages. Upgrade the second version with more precise academic vocabulary without changing accuracy.

Challenge - Prompt: "Explain WHY and HOW systems shaped people in both passages." Students must:

- Write TWO thesis (central idea) statements - one WHY and one HOW.
- Use both passages.
- Keep all three thesis (central idea) parts in each statement.

Extension: Students trade theses with a partner and check that each includes the noun, verb, and original answer.

Module 2 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.
- Explain how missions and presidios helped Spain control Texas.
- Explain why Spanish rule led to conflict.
- Explain how Native Americans helped the Pilgrims.
- Explain why the Pilgrims were thankful for the harvest.

Writing Prompt

Choose one prompt from the bank. This week you learned to build a strong, complete thesis (central idea) for a prompt. Use the lesson tools to build one stronger part of an informative ECR.

Planning Support

1. Identify the Noun of Importance and the Verb of Importance in the prompt.
2. Add your own original answer using a subordinator (WHY) or a preposition (HOW).
3. Check that your thesis (central idea) has all three parts and a complete sentence structure.

Drafting Space

Success Criteria

- My work follows this module's ECR skill accurately.
- My ideas come from the two Cluster 2 passages.
- My writing is clear, complete, and organized.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice so the thinking is precise. Match a complex sentence to a WHY relationship and a preposition to a HOW relationship.

Edit

Run the Conventions Sweep: complete simple sentence with subject-verb agreement, correct spelling of high-frequency words, and proper nouns (Spain, Texas, Wampanoag, Squanto, Plymouth) capitalized.

Pause Points

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

|| Pause Point - Find the Three Parts

Stop and think: Does this thesis (central idea) have a noun, a verb, and an original answer?

|| Pause Point - Match the Structure

Stop and think: Is this a WHY thesis (central idea) (because) or a HOW thesis (central idea) (by or through)?

|| Pause Point - Check the Answer

Stop and think: Does the answer come from my own thinking, not the prompt?

|| Pause Point - Read It Aloud

Stop and think: Is my thesis (central idea) a complete, clear sentence?

Module 2 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

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

I Can...	Not yet	Getting set	I can do it
Name the three required parts of a thesis (central idea).			
Build a complete thesis (central idea) for a WHY or HOW prompt.			
Use a subordinator for WHY and a preposition for HOW.			
Repair a weak thesis (central idea) by adding the missing part.			

One thing I am proud of:

One thing I want to get better at:

Module 2 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How can a writer turn the important words in a prompt into a clear and complete thesis (central idea)? Now we can answer it: A writer builds a clear thesis (central idea) by carrying the Noun of Importance and Verb of Importance from the prompt into the sentence and adding an original answer. The writer then matches the sentence structure to the prompt: WHY uses a reason relationship, while HOW uses a process or way relationship."

Module Overarching Question - Answered

How can a writer turn the important words in a prompt into a clear and complete thesis (central idea)? A writer builds a clear thesis (central idea) by carrying the Noun of Importance and Verb of Importance from the prompt into the sentence and adding an original answer. The writer then matches the sentence structure to the prompt: WHY uses a reason relationship, while HOW uses a process or way relationship.

Teacher Reflection - Module 2

Which students can complete this module's ECR skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready for Module 3, magnifying reasons or ways into two or three focused baskets?

Teacher Notes

Module 2 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 2 fully online without losing rigor or participation. For Thesis (Central Idea) Build Breakdown, students type STRONG or WEAK in the chat or use thumbs up and thumbs down. Display the Thesis (Central Idea) Structure chart and the WHY/HOW chart on slides throughout the lesson. For Thesis (Central Idea) Spinner Build, use a digital spinner; students type their thesis (central idea) in the chat or say it aloud, then place it in a shared document. For the independent thesis (central idea) task, students type the thesis (central idea) and underline the subordinator. For Explain to Others, use breakout rooms so each student teaches the three-part thesis (central idea) formula.

M O D U L E

3

**The Reason/Way Branch of
the ECR Tree - Magnifying
Reasons and Ways into
Baskets**

Week 3 • High Stamina

Module 3: The Reason/Way Branch of the ECR Tree - Magnifying Reasons and Ways into Baskets

Week 3 - High Stamina - Cluster 2 (ECR Informative)

Systems Shape People and Outcomes

Teacher Script

"Systems shape people and outcomes - and when writers can explain how a system works, they can explain why it matters."

Module Overarching Question

How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR?

Module Writing Prompt - Sentence Statement

Explain how missions and presidios shaped daily life and Spanish control in early Texas.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions.

Today We Will Look For

- how to brainstorm many ideas connected to a thesis (central idea)
- how to group similar ideas into baskets and keep one strong idea from each
- how to narrow your thinking to two or three different, focused baskets
- how organized reasons or ways prepare you to find stronger evidence later

Student reminder: Shape the prompt first, then grow your ECR TREE.

Why This Module Matters

This module teaches students that the first major branch of the ECR TREE is the Reason/Way branch. After writing a thesis (central idea), students brainstorm many connected ideas, sort them into baskets, keep one strong idea from each basket, and narrow to two or three focused groups. Those groups become the topic-sentence directions for the body paragraphs. Students are not writing the body paragraphs yet - they are learning the habit of organizing reasons or ways before drafting.

Module Passage Set - High Stamina

Required stamina level for Module 3: High Stamina. The same two Grade 5 Cluster 2 passages increase in length, detail, evidence distance, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
Spanish Rule in Early Texas	Nonfiction	3	1059
A Harvest to Remember	Nonfiction	4	1379

Teacher Passage Use Note: Use the stamina versions printed in this module. The lesson's passage-dependent prompts, models, games, examples, intervention, enrichment, and answer guidance should be completed with these assigned versions.

Module Independent Product

Independently magnify a thesis (central idea) by brainstorming connected ideas, grouping them into baskets, deleting off-topic ideas, and narrowing to two or three distinct, relevant baskets that could become body-paragraph directions.

Teacher Inspiration

Teacher Script

“Great writing grows when students are taught to gather their thoughts, sort them with purpose, and choose ideas that truly matter.”

Module 3 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: organizing ideas - brainstorming reasons or ways, grouping them, and narrowing to two or three focused directions.
- The catch phrase: Brainstorm big, then narrow to your strongest, most different ideas.
- The two reading passages: "Spanish Rule in Early Texas" (how Spanish missions and presidios helped Spain keep control of early Texas, and how this changed life for Native Americans) and "A Harvest to Remember" (how the Wampanoag people, including a man named Squanto, helped the Pilgrims learn to grow food and survive, leading to the 1621 harvest celebration).

One Question to Ask at Home



Teacher Script

"Which of your ideas are truly different from each other, and which ones repeat?"

One Way to Help

When your child has a big idea, ask them to list several reasons or ways, then group the similar ones and pick the strongest, most different two or three. Sorting ideas is this week's skill.

Family Letter

Dear Families,

This week your child is learning to organize the first big branch of the informative ECR: the reasons or ways that support a thesis (central idea). Your child learns to brainstorm many ideas, group similar ideas into "baskets," keep one strong idea from each basket, and narrow to two or three different, focused directions. This habit keeps writing organized and prevents repeated ideas.

We are reading two nonfiction texts: "Spanish Rule in Early Texas," about how missions and presidios shaped daily life and Spanish control, and "A Harvest to Remember," about how cooperation with the Wampanoag people helped the Pilgrims survive. Your child will practice sorting and narrowing ideas from these texts.

Please try this at home: When your child has a big idea, ask them to name several reasons or ways, then group the ones that are alike and choose the strongest two or three that are truly different from one another.

For a concrete at-home sort, write three ideas from "Spanish Rule in Early Texas" on small pieces of paper: presidios protected nearby settlements, missionaries taught farming and building, and Native Americans lost land and freedom. Ask your child which ideas could become different baskets for the module's thesis (central idea) and which idea does not match that exact direction. The goal is to practice the HABIT of keeping different, relevant directions—not to collect every fact from the passage.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a organizar la primera rama grande de la ECR informativa: las razones o maneras que apoyan una tesis. Su hijo o hija aprende a generar muchas ideas, a agruparlas en "cestas," a conservar una idea fuerte de cada cesta y a reducirlas a dos o tres direcciones diferentes y enfocadas. Este hábito mantiene la escritura organizada y evita las ideas repetidas.

Leemos dos textos de no ficción: "Spanish Rule in Early Texas," sobre cómo las misiones y los presidios moldearon la vida diaria y el control español, y "A Harvest to Remember," sobre cómo la cooperación con el pueblo Wampanoag ayudó a los Peregrinos a sobrevivir. Su hijo o hija practicará clasificar y reducir ideas de estos textos.

Por favor, intente esto en casa: Cuando su hijo o hija tenga una idea grande, pídale que nombre varias razones o maneras, luego agrupe las que se parecen y elija las dos o tres más fuertes que sean verdaderamente diferentes entre sí.

Para una clasificación concreta en casa, escriba tres ideas de "Spanish Rule in Early Texas" en papelitos: los presidios protegían los asentamientos cercanos, los misioneros enseñaban agricultura y construcción, y los Native Americans perdieron tierra y libertad. Pregúntele a su hijo o hija cuáles ideas podrían convertirse en cestas diferentes para la tesis del módulo y cuál no corresponde a esa dirección exacta. La meta es practicar el HÁBITO de conservar direcciones diferentes y relevantes, no de reunir todos los datos del pasaje.

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

Module 3 - Family Conversation Starters

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

- Why do writers brainstorm many ideas before they choose their best ones?
- How can grouping ideas into baskets make writing more organized?
- In "Spanish Rule in Early Texas," what are some different ways missions shaped daily life?
- In "A Harvest to Remember," what are some ways cooperation helped the Pilgrims?

Simple Family Activities

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

Family Activity - Sort the Ideas

Pick a big idea, such as "ways to help at home." List as many ideas as you can, then group the ones that are alike and choose the two or three strongest that are truly different. Talk about which ideas you set aside and why.

Family Activity - Same or Different?

Teacher Script

"two ideas out loud. Decide together whether they belong in the same basket because they are alike, or in different baskets because they are truly different angles."

Module 3 - Lesson Overview and Standards

Lesson Overview

This module teaches students that the first major branch of the ECR TREE is the Reason/Way branch. After writing a thesis (central idea), students brainstorm many connected ideas, sort them into baskets, keep one strong idea from each basket, and narrow to two or three focused groups. Those groups become the topic-sentence directions for the body paragraphs. Students are not writing the body paragraphs yet - they are learning the habit of organizing reasons or ways before drafting. Using "Spanish Rule in Early Texas" and "A Harvest to Remember," students work with the high-stamina passage versions to practice this module's ECR skill.

BIG Goal: Students will magnify a thesis (central idea) into two or three focused, distinct baskets of reasons or ways that could become body-paragraph directions.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout - quoted from the Cluster 2 scope and sequence, not paraphrased or abbreviated. This module claims only the breakouts students directly demonstrate or intentionally practice.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
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Where the Standards Are Visible in This Module

- Students develop depth of thought by brainstorming specific facts and grouping them into distinct reasons or ways.
- Students add relevant ideas and delete off-topic or repetitive ideas to improve coherence.
- Students narrow brainstormed ideas into two or three focused baskets that can become body-paragraph directions.
- Students orally explain why a final basket is relevant to the thesis (central idea) and how it differs from the other baskets.

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

These are the standards listed for this module in the Teach BIG Grade 5 Cluster 2 Scope and Sequence, written in full rather than listed only by code, and grouped by category.

TEKS - This Module (from the Cluster 2 Scope & Sequence)

- TEKS 5.11(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts
- TEKS 5.11(C)(iii) revise drafts by adding ideas for coherence
- TEKS 5.11(C)(iv) revise drafts by deleting ideas for coherence
- TEKS 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- TEKS 5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- TEKS 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

ELPS - This Module (breakouts addressed)

- ELPS 1(E)(i) demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
- ELPS 2(B)(i) speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words
- ELPS 2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
- ELPS 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- ELPS 4(D)(iii) write content-area texts using a variety of transition words
- ELPS 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose
- ELPS 4(F)(v) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific audience
- ELPS 4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose
- ELPS 4(F)(xiii) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific audience

Language Domains

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

Domain	How this module builds it
Listening	In the auditory engagement, students hear the four magnifying steps and turn them into a quick sketch.
Speaking	Students speak in academic language when students explain why a final basket is relevant and different from the others.
Reading	Students read for evidence: students read both passages and brainstorm connected ideas to sort.
Writing	Students write when students record grouped and narrowed baskets of reasons or ways.

Module 3 - Learning Destination

I Can Statements

- I can brainstorm many ideas connected to a thesis (central idea).
- I can group similar ideas into baskets and keep one strong idea from each.
- I can narrow my thinking to two or three different, focused baskets.
- I can delete off-topic ideas that do not prove the thesis (central idea).

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will brainstorm before I choose my strongest ideas.
- I will check that my final baskets are truly different from one another.
- I will organize my reasons or ways before I draft.

Success Criteria

- I can brainstorm and group ideas connected to a thesis (central idea).
- I can keep one strong idea from each basket.
- I can narrow to two or three distinct, relevant baskets.

Evidence That Will Demonstrate Mastery

- The Listen and Sketch magnifying diagram from the auditory engagement.
- The Spin, Sort, and Build the Baskets work recorded in the Interactive Notebook.
- The independent magnifying practice.

Module 3 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the ECR TREE chart and the four-step magnifying chart. You may model one brainstorm and sort. You may not brainstorm, group, or narrow a student's ideas for them. The student must still generate ideas, sort them, and choose the final baskets.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	List brainstormed ideas connected to a thesis (central idea).	Supported. The teacher may reread the thesis (central idea).	The student generates several connected ideas.
Inferential	Group ideas into baskets and keep one strong idea from each.	Guided early, independent by Use Again.	The student sorts ideas into distinct baskets.
Evaluative	Narrow to two or three baskets and justify why each is different.	Independent by the game and the auditory task.	The student explains why the final baskets are distinct and relevant.

Misconceptions and Responsive Teaching

Likely Misconception	What You May Notice	Responsive Teacher Move
Keeps every brainstormed idea	Off-topic or repeated ideas remain in the final plan.	Ask which idea most directly proves the thesis (central idea) and move the others aside.
Builds repeating baskets	Two or three baskets describe the same angle.	Ask: 'How is this basket different?' Keep one strong idea from each distinct group.
Calls evidence a reason	A passage detail is used as the body-paragraph direction.	Name the basket first, then locate evidence that would prove that basket.

Module 3 - Levels of Thinking for Informative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a part to explaining how the parts of an ECR work together.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the ECR: the prompt, the thesis (central idea), a reason or way, a piece of evidence.
Level 2	Understand	Explain what a part does and how it connects to the prompt.
Level 3	Apply	Use the part correctly in the student's own writing.
Level 4	Analyze	Compare choices and decide which reason, way, or piece of evidence is strongest.
Level 5	Evaluate and Create	Judge whether the whole ECR is focused and coherent, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own ECR (Levels 3-5). Precise thinking, not length, is what raises the level.



Teacher Script

"A response is stronger when the student can explain how each part supports the central idea, not just that the part is present."

Module 3 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our ECR, our two passages, and our thinking - everyday words, academic writing words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
land	the ground and area where people live and work	The land in the passage was ____.
people	human beings in a group or community	The people in the passage ____.
help	to make something easier for someone	One group helped another by ____.
grow	to make plants or crops develop	The Pilgrims learned to grow ____.
food	what people and animals eat to live	They found food by ____.
protect	to keep safe from harm	The presidios protected ____.
control	to have power over something	Spain kept control by ____.
share	to give a part of something to others	The groups shared ____.
build	to make something by putting parts together	They built ____.
change	to become different	Spanish rule changed ____.

Tier 2 Vocabulary - Academic Writing Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the central answer that guides the response	I can use the word thesis (central idea) to ____.
reason	an idea that explains why something happened or matters	I can use the word reason to ____.
way	an idea that explains how something happens or works	I can use the word way to ____.
organize	to arrange ideas so they are easy to follow	I can use the word organize to ____.
categorize	to sort ideas into groups based on shared features	I can use the word categorize to ____.
brainstorm	to generate many possible ideas before choosing	I can use the word brainstorm to ____.
narrow	to reduce many choices to the strongest few	I can use the word narrow to ____.
focus	the specific direction of a paragraph or idea	I can use the word focus to ____.
relevant	directly connected to the thesis (central idea) or prompt	I can use the word relevant to ____.
coherence	the clear connection and logical flow among ideas	I can use the word coherence to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
missions	MISH-uhnz	Spanish settlements led by missionaries	The missions were built to ____.
presidios	pri-SEE-dee-ohz	forts built by Spanish soldiers	The presidios protected ____.
missionaries	MISH-uh-ner-eez	Spanish priests who led the missions	The missionaries taught ____.
Catholicism	kuh-THOL-uh-siz-uhm	the Catholic religion the Spanish spread	Catholicism became part of ____.
empire	EM-pyre	a large area of land ruled by one country	Spain wanted to expand its empire by ____.
Wampanoag	wam-puh-NOH-ag	the Native American tribe that helped the Pilgrims	The Wampanoag people ____.
Squanto	SKWAHN-toh	the man who taught the Pilgrims to grow food	Squanto showed the Pilgrims how to ____.
Pilgrims	PIL-gruhmz	English settlers who came to Plymouth	The Pilgrims struggled because ____.
Plymouth	PLIM-uhth	the place where the Pilgrims settled	In Plymouth, the Pilgrims ____.
harvest	HAHR-vist	the crops gathered at the end of a growing season	The harvest showed that ____.



Teacher Resource

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

Module 3 - Background Knowledge and Teacher Context

This module uses two Cluster 2 nonfiction passages that both show a system at work. In "Spanish Rule in Early Texas," students can explain a system of control: Spain used missions to spread the Catholic religion and Spanish customs, and presidios to protect the missions and settlements, so that Spain could maintain control of the region - though this also caused Native Americans to lose land and freedom. In "A Harvest to Remember," students can explain a system of survival and cooperation: the Wampanoag people, including Squanto, taught the Pilgrims how to grow corn, catch fish, and use the land, which helped the Pilgrims survive and prepare for a productive harvest. The concept thread across both passages is that systems shape people and outcomes.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 2 modules; each grows in length, detail, evidence distance, and conceptual demand from module to module. In Module 3 (High Stamina), students focus on Organizing and narrowing the Reason/Way branch. Point students back to the high-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 3 - Materials and Teacher Preparation

This module focuses on Organizing and narrowing the Reason/Way branch. Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Student-Facing Content
Chart 1	ECR Tree Anchor Chart: Roots = Passage and Prompt; Trunk = Thesis (Central Idea); First Major Branch = Reason/Way; Other Branches Coming Later = Evidence and Explanation.
Chart 2	Magnifying Reasons/Ways into Baskets: Step 1 Brainstorm; Step 2 Group; Step 3 Keep One from Each Group; Step 4 Narrow to 2 or 3 Groups.
Chart 3	Why vs. How Prompt Reminder: Why = reasons; How = ways.
Chart 4	Concept Anchor: "Strong writers organize their thinking before they write."

Materials

Material	Use
Printed copies of both Cluster 2 passages (Passage 3 and Passage 4)	Prepare for the module lesson and student practice.
Interactive notebooks	Prepare for the module lesson and student practice.
Scissors and glue	Prepare for the module lesson and student practice.
Highlighters or colored pencils	Prepare for the module lesson and student practice.
Prepared game cards (thesis (central idea) cards and idea cards)	Prepare for the module lesson and student practice.
Spinner labeled WHY / HOW	Prepare for the module lesson and student practice.
Gameboard and "Pencil Guy" markers	Prepare for the module lesson and student practice.
Sorting cards and basket or bucket cutouts	Prepare for the module lesson and student practice.
Notebook Connection fill-in page	Prepare for the module lesson and student practice.
Whiteboard and markers	Prepare for the module lesson and student practice.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Notebook supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides.
Spinner	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 3 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as missions, presidios, missionaries, Wampanoag, and harvest without interrupting the first read for lengthy definitions.

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

Module 3 - The ECR TREE Model: How an Informative ECR Grows

Teacher Script

"An informative Extended Constructed Response grows like a TREE. Strong writers know every part of the tree before they write, and they shape the prompt first so the tree grows in the right direction."

The ECR TREE

Part of the TREE	What It Is
Roots	The passage and the prompt - where the whole response is grounded.
Trunk	The thesis (central idea) - the central answer that states the writer's thinking.
Branches	The reason or way, the evidence, and the explanation that support the thesis (central idea).

Shaping the Prompt

Before writing, shape the sentence-statement prompt:

- Circle the Noun of Importance (NOI) - the most important noun.
- Box the Verb of Importance (VOI) - the key action.
- Triangle the clue word - WHY or HOW.
- Name the answer type: WHY = a reason; HOW = a process or way.

This Module's Focus

This module focuses on the FIRST MAJOR BRANCH - the reason or way. After writing a thesis (central idea), magnify your thinking: brainstorm many ideas, group them into baskets, keep one strong idea from each basket, and narrow to two or three different, focused baskets.

Systems Shape People and Outcomes

In "Spanish Rule in Early Texas," a system of control (missions and presidios) shaped the region. In "A Harvest to Remember," a system of cooperation (Wampanoag knowledge and teamwork) shaped survival. Strong informative writing explains how a system works and why it matters.

Teacher Script

"Shape the prompt first. Then grow your TREE from the roots up, one branch at a time."

Module 3 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the ECR, they read "Spanish Rule in Early Texas" and "A Harvest to Remember" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

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

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

How to Use TRACKS

Teacher Script

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

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 3 — Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Spain was one of the most powerful countries in the world during this time. Spanish explorers had already traveled to many parts of the Americas. They were looking for land, resources, and new places to control. When Spain claimed land, leaders wanted other countries to know that the area belonged to them. Texas was important because it was near other lands that European countries also wanted. Spanish leaders worried that if they did not settle Texas, another country might move in and take control.

[3] Exploration helped Spain learn more about the land. Explorers saw rivers, forests, plains, and dry areas. They also met different Native American groups who had already lived in the region for many years. These groups had their own languages, homes, beliefs, and ways of finding food. Some hunted animals, some gathered plants, and some farmed. Texas was not empty land waiting to be claimed. It was already home to many Native American communities.

[4] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[5] Life at a mission followed a daily routine. People were expected to work, worship, and learn Spanish ways of living. Missionaries taught Native Americans about the Catholic religion. They also taught them how to grow crops, care for animals, make tools, and build stronger structures. Some missions had fields, workshops, kitchens, churches, and living spaces. These places were meant to become communities where Spanish culture and religion could spread.

[6] However, mission life was not easy for many Native Americans. Moving into a mission often meant giving up parts of their traditional way of life. They might have to leave their homes, stop following certain customs, or obey rules made by Spanish leaders. Some Native Americans learned new skills and used them to survive. Others felt that mission life took away their freedom. This caused tension between Native Americans and Spanish settlers.

[7] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[8] Presidios were important because missions could be attacked or threatened. Soldiers at the presidios protected missionaries, settlers, and supplies. They also watched for people from other countries who might try to enter Spanish land. A presidio usually had walls, weapons, and living areas for soldiers. The soldiers had difficult jobs. They had to

travel long distances, patrol the land, and respond when danger appeared.

[9] The presidios had to stand their ground when protecting nearby settlements. Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[10] The effects of Spanish rule can still be seen in Texas today. Many cities, rivers, and landmarks have Spanish names. Words such as San Antonio, El Paso, and Rio Grande show the influence of the Spanish language. Catholic churches and traditions also became part of the region's culture. Over time, Spanish customs mixed with Native American and later Mexican traditions. This helped shape the unique culture of Texas.

[11] Spanish settlement also affected the economy of Texas. Missions and presidios needed food, animals, tools, and workers. Farming and ranching became more common in some areas. Cattle, horses, and sheep were raised near missions and settlements. These animals later became important to the Texas economy. Ranching, especially, became a major part of Texas history.

[12] The Spanish also created roads and trails to connect settlements. These routes helped people move between missions, presidios, and towns. Soldiers, priests, traders, and settlers used the roads to carry messages and supplies. One important route became known as El Camino Real, which means "the Royal Road." Roads like this made it easier for Spain to maintain control over faraway places.

[13] Even though Spain wanted control, Texas was difficult to settle. The land was large, and settlements were often far apart. Some areas had harsh weather, limited water, or poor soil for farming. Disease also spread in some missions, which hurt Native American communities. Supplies from other Spanish settlements did not always arrive on time. This made life hard for both Spanish settlers and Native Americans.

[14] Native Americans responded to Spanish settlement in different ways. Some groups traded with the Spanish. Some lived near missions for protection, food, or new tools. Others fought against Spanish control because they wanted to protect their land and freedom. Resistance showed that Native American groups were not powerless. They made choices based on what they believed would help their people survive.

[15] Spain's plan in Texas was based on control, religion, and protection. Missions helped spread Catholic beliefs and Spanish customs. Presidios helped protect the missions and settlements. Together, they helped Spain show ownership of Texas. Without these settlements, Spain may have had a harder time keeping other countries away from the region.

[16] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

[17] Understanding missions and presidios helps explain why Spanish rule mattered in Texas history. These settlements changed the lives of many people. They brought new languages, religions, jobs, animals, and traditions to the region. They also caused conflict and loss for Native American groups. The story of Spanish Texas is not simple. It includes

exploration, settlement, cooperation, resistance, and change. By learning about missions and presidios, students can better understand how early choices shaped the Texas we know today.

Student Annotation Guide — Spanish Rule in Early Texas

T — Time

Before 1600

R — Reactions

others resisted and tried to keep their traditions; Native Americans lost land and freedom

A — Actions

they built missions and presidios across the region; convert Native Americans to Catholicism; Soldiers guarded the area and helped keep control of the land

C — Character/Concept/Creature

Spanish leaders; missionaries; the missions were on a mission

K — Key Knowledge

expected to follow Spanish customs and rules; Spain was able to maintain control of Texas

S — Scenery/Setting

the missions and nearby settlements

TRACKS EVIDENCE HIGHLIGHTING — Spanish Rule in Early Texas

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exploration, settlement, cooperation, resistance, and change. By learning about missions and presidios, students can better understand how early choices shaped the Texas we know today.

PASSAGE 4 — A Harvest to Remember

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. The winter was colder and harsher than what many of them expected. They had crossed the ocean hoping to build a new life, but life in Plymouth was not easy. They had to build shelters, find food, and learn how to live in a place they did not fully understand.

[2] The Pilgrims arrived with hopes for a better future, but hope alone was not enough. They needed food, warmth, and knowledge of the land. The soil, weather, plants, and animals were unfamiliar to them. Some of the crops they knew how to grow in England did not grow the same way in this new place. The forests were thick, the winters were long, and the land felt unknown. Many Pilgrims struggled because they did not have the skills needed to survive in this environment. During that first winter, sickness and hunger made life very hard. Families worried about whether they would have enough food to last until spring.

[3] Things began to improve when Native Americans from the Wampanoag tribe helped them. The Wampanoag people had lived in the region for a long time. They understood the land, the seasons, and the resources nearby. Their knowledge helped the Pilgrims learn how to survive in Plymouth. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. This was important because geography affects how people live. The location of rivers, forests, fields, and coastlines can help people decide where to build homes, plant crops, and gather food.

[4] Squanto showed the Pilgrims how to plant corn in a way that helped the crop grow better. Corn was an important food because it could be stored and used in different ways. He also taught them how to catch fish from nearby waters. Fish could be eaten fresh or used to help the soil. These lessons gave the Pilgrims a better chance of surviving. They learned that the land could provide what they needed if they understood how to use it. Squanto's help made a major difference. Instead of trying to survive by guessing, the Pilgrims began learning from someone who knew the area well.

[5] The Pilgrims also learned that working together could help them solve problems. One person alone could not easily build homes, grow crops, gather food, and protect the settlement. However, when people shared knowledge and helped one another, the work became easier. With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant they had gathered enough crops to feel more prepared for the future. After the hardships of the first year, this harvest gave them a reason to feel thankful. It showed that their hard work and the help they received had made a difference.

[6] After gathering their crops, the Pilgrims decided to celebrate. They invited members of the Wampanoag tribe to join them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work.

This saying means that difficult tasks become easier when people work together. The harvest celebration was connected to that idea. The Pilgrims had survived a hard year, but they had not done it alone. The Wampanoag people had helped them understand the land and use its resources.

[7] The celebration was not exactly like Thanksgiving celebrations today. There were no long grocery lists, crowded stores, or tables covered with the same foods many families eat now. The people at the 1621 gathering used what they had. The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. They may have eaten foods from the land and water around Plymouth. These foods were important because they showed how people depended on their environment. The land and nearby waters provided the resources needed for survival.

[8] There may have been wild birds, beans, squash, berries, or nuts. The exact meal is not fully known, but historians believe it was very different from the modern Thanksgiving meal. They probably did not eat pumpkin pie, mashed potatoes, or cranberry sauce in the way many people do today. The Pilgrims did not have all the tools, ingredients, or ovens that people use now. Their meal was simpler, but it still mattered. It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize-ing.

[9] The celebration also helped people pause and recognize what had changed. The year before had been filled with fear, hunger, sickness, and uncertainty. Now they had crops, food, and stronger knowledge of the land. They had learned that survival often depends on more than courage. It also depends on learning, cooperation, and respect for the people who understand a place. The Pilgrims were still facing challenges, but the harvest gave them hope. It showed them that they could make progress in their new home.

[10] The Wampanoag people played an important role in this story. Without their knowledge and help, the Pilgrims would have had a much harder time. The Wampanoag understood how to live with the land because it had been their home for generations. Their ways of farming, fishing, hunting, and gathering were based on experience. When Squanto shared this knowledge, he helped the Pilgrims adapt. To adapt means to change in order to fit a new situation. The Pilgrims had to adapt to the climate, land, and resources of Plymouth.

[11] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks. Families may cook special foods, visit relatives, watch parades, or talk about what they are thankful for. Some people travel long distances to be with loved ones. Others celebrate quietly at home. Even though traditions may look different from one family to another, the idea of thankfulness is still important.

[12] Thanksgiving can also be a time to think about history. The story of the 1621 harvest celebration includes both the Pilgrims and the Wampanoag people. It reminds students that history is made up of many groups, choices, and experiences. It also shows that people can learn from one another. The Pilgrims needed help understanding the land, and the Wampanoag people had knowledge that helped them survive. This part of history helps explain why cooperation, respect, and gratitude are important ideas.

[13] Learning about this early gathering can help students understand that Thanksgiving was not always the holiday people know today. Over time, traditions changed. Meals became larger, families created their own customs, and the holiday became connected with giving thanks. Still, the early celebration in Plymouth is remembered because it came after a difficult time. It was connected to survival, harvest, and help from others.

[14] The story also teaches that geography matters. The Pilgrims had to learn how the land, water, weather, and natural resources affected daily life. They had to understand where food could grow, where fish could be found, and how seasons changed what people could do. Squanto's knowledge of geography helped the Pilgrims use the land more wisely. This shows that understanding a place can help people make better choices.

[15] In the end, the 1621 celebration was more than a meal. It was a moment of thanks after a season of hard work and struggle. It showed the importance of help, learning, and cooperation. The Pilgrims had faced a difficult year, but with support from the Wampanoag people, they were able to gather a productive harvest. Today, when people celebrate Thanksgiving, they may remember this early gathering and the lesson that gratitude grows when people work together.

Student Annotation Guide — A Harvest to Remember

T — Time

In 1621

R — Reactions

the Pilgrims were able to grow enough food for a productive harvest; give thanks for the harvest

A — Actions

taught the Pilgrims how to grow crops like corn, catch fish, and find food; the Pilgrims decided to celebrate

C — Character/Concept/Creature

Pilgrims; Native Americans from the Wampanoag tribe; Squanto

K — Key Knowledge

some became sick during the long winter; many hands make light work

S — Scenery/Setting

in Plymouth; The foods at the celebration

TRACKS EVIDENCE HIGHLIGHTING — A Harvest to Remember

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. The winter was colder and harsher than what many of them expected. They had crossed the ocean hoping to build a new life, but life in Plymouth was not easy. They had to build shelters, find food, and learn how to live in a place they did not fully understand.

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Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS 1(E)(i)	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

Day 1 Purpose

Students gather ideas and sort them by whether they fit a thesis (central idea), then reveal the four steps of magnifying reasons or ways into baskets.

Reading Purpose

Read for systems, actions, results, and evidence. Mark one detail from each passage that could help answer the module writing prompt. Be ready to explain why the detail matters - not just where you found it.

G - Gather: Basket Toss Thought Match

Teacher Script

"Today we are going to become idea organizers. Writers gather ideas, sort ideas, and choose the strongest ones. When I read an idea card, show thumbs up if it fits the thesis (central idea), thumbs down if it does not, and then we will toss the card into the correct basket."

Baskets: Fits the Thesis (Central Idea) | Could Fit Later | Off Topic

Sample Thesis (Central Idea): "Cooperation helped the Pilgrims survive because Native

Americans taught them helpful skills."

Sample Idea Cards: Squanto taught the Pilgrims how to grow corn; The gathering lasted several days; Native Americans helped the Pilgrims find food; Spanish soldiers guarded the area; The Pilgrims celebrated after the harvest.

Suggested Placement Key:

- Fits the Thesis (Central Idea): Squanto taught the Pilgrims how to grow corn; Native Americans helped the Pilgrims find food.
- Could Fit Later: The Pilgrims celebrated after the harvest.
- Off Topic: Spanish soldiers guarded the area.

Teacher Script

"You just did what strong writers do. You decided which ideas belong, which might belong later, and which need to move out. That is the beginning of magnifying."

R - Reveal: Magnify in Four Steps

Teacher Script

"Watch carefully as I reveal the habit. Notice the words and evidence that make the thinking accurate."

Daily Deck Slide (M3-07 - Magnify in Four Steps)

Write on the board: 1. Brainstorm many ideas. 2. Group like ideas. 3. Keep one strong idea from each group. 4. Narrow to two or three baskets. Goal: different angles, not repeated versions of the same idea.

Teacher Script

"The first big branch growing out of the trunk is the Reason or Way branch. If the prompt says why, we think of reasons. If the prompt says how, we think of ways. Writers magnify their thinking - we stretch it wider first, then narrow it down carefully."

Auditory Engagement (Notebook Fill-In)

Teacher script: "After we write a THESIS (Central Idea), we think of REASONS or WAYS. The first step of magnifying is to BRAINSTORM as many ideas as we can. The second step is to put similar ideas into GROUPS or BASKETS. The third step is to choose only ONE strong idea from each basket and move the others away. The fourth step is to NARROW our choices to only TWO or THREE different baskets. These baskets help us build strong TOPIC SENTENCES later."

Student Notebook Fill-In:

- After we write a _____, we think of _____ or _____.
- The first step of magnifying is to _____ as many ideas as we can.
- The second step is to put similar ideas into _____ or _____.
- The third step is to choose only _____ strong idea from each basket.
- The fourth step is to _____ our choices to only _____ or _____ different baskets.
- These baskets help us build strong _____ later.

Teacher Modeling with a Passage-Based Example

Thesis (Central Idea): "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life." Brainstorm: soldiers guarded the land; presidios protected nearby settlements; missions taught farming; missions taught cooking; missions taught building; priests converted Native Americans; Catholic religion spread; some Native Americans resisted; place names show Spanish influence. Group into baskets and keep one from each:

- Protection: presidios protected nearby settlements
- Teaching and Daily Life: missions taught farming and building
- Religion and Conversion: priests converted Native Americans

Narrow to these three baskets. They can become future topic-sentence ideas.

Day 1 Closing



Teacher Script

"Tomorrow you will magnify your own reasons and ways with a game."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
ELPS 4(D)(iii)	write content-area texts using a variety of transition words
ELPS 4(F)(v)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific audience

Day 2 Purpose

Students attempt magnifying through Spin, Sort, and Build the Baskets: spin WHY or HOW, sort idea cards into baskets, keep one strong idea per basket, and narrow to two or three.

★ Daily Deck Slide (M3-08 - Spin, Sort, and Build)

Write on the board: Spin WHY or HOW. Read the thesis (central idea). Sort idea cards into baskets. Create an off-topic basket. Keep one strong idea per basket. Narrow to two or three.

Game: Spin, Sort, and Build the Baskets

🔊 Teacher Script

"You will spin to see whether you work with a why thesis (central idea) or a how thesis (central idea), then draw a thesis (central idea) card and several idea cards. Sort the ideas into baskets and decide which one idea to keep from each basket. Use your interactive notebook to save your work."

Thesis (Central Idea) Cards:

- "Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills."
- "Native Americans helped the Pilgrims by showing them how to use the land."
- "Spanish rule led to conflict because Native Americans lost land and freedom."
- "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life."

Sample Idea Cards (Passage 4): Squanto taught the Pilgrims how to grow crops; Native Americans showed the Pilgrims how to catch fish; Native Americans helped them find food in the area; the gathering lasted several days; the Pilgrims played games; they celebrated a successful harvest; the Pilgrims were not used to the cold climate; some became sick during winter. Sample Idea Cards (Passage 3): presidios were forts built by soldiers; soldiers guarded the missions; missions taught farming; missions taught cooking; missions taught building; missionaries tried to convert Native Americans; Native Americans followed Spanish customs; some Native Americans resisted; Spanish language became part of daily life; Catholic religion became part of the region.

Student Directions: spin a WHY or HOW thesis (central idea) card; read the thesis (central idea) aloud with your partner; sort the idea cards into baskets; make one off-topic basket if needed; choose one strong idea from each basket; narrow your final choices to two or three baskets only; record your final baskets in your interactive notebook.

Sample Answer Key for the thesis (central idea) "Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills":

- Brainstorm: taught them to grow corn; taught them to catch fish; helped them find food; cold winter was hard; Pilgrims got sick; harvest celebration happened; Squanto taught them how to use the land.
- Possible Baskets - Food Skills: taught them to grow corn, helped them find food, taught them to catch fish; Land Knowledge: Squanto taught them how to use the land; Why Help Mattered: cold winter was hard, Pilgrims got sick; Off Topic or Later: harvest celebration happened.
- Keep One from Each Basket - Food Skills: taught them to grow corn; Land Knowledge: Squanto taught them how to use the land; Why Help Mattered: Pilgrims got sick during the winter.
- Narrowed Final Baskets: Food Skills; Land Knowledge; Why Help Mattered.

Virtual Adaptation: Put baskets on slides; students drag and drop idea cards, hold up fingers to vote, or type basket labels in the chat.

Day 2 Closing



Teacher Script

"Save your final baskets. Tomorrow we discuss why different baskets make writing stronger."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific audience

Day 3 Purpose

Students discuss why organized reasons matter, then independently magnify a thesis (central idea).

D - Discuss Organization

Teacher Script

"Let's talk about what happened when we magnified our reasons and ways. Why do writers brainstorm first instead of picking the first idea? Why is it helpful to group ideas into baskets? What happens if all our final ideas come from the same basket?"

Possible Student Responses:

- "Brainstorming helps us think of more ideas."
- "Grouping helps us organize."
- "If all the ideas are the same, the writing will sound repetitive."
- "Different baskets help us find different evidence."

Possible Student Question: "Can I keep more than one idea from a basket?" Teacher Response: "You may write more than one idea while brainstorming, but when it is time to narrow, keep just one strong idea from each basket so your paragraphs stay focused."

 Teacher Script

"Connect to the Overarching Question: How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR?"

U - Use the Knowledge Again: Independent Magnifying **Teacher Script**

"Now use the habit independently. Check your work against the success criteria before you finish."

★ Daily Deck Slide (M3-12 - Independent Magnifying)

Write on the board: Use the thesis (central idea) - Spanish rule led to conflict because Native Americans lost land and freedom. Brainstorm, group, delete off-topic ideas, keep one per group, and narrow to two or three baskets.

Student Task - Use this thesis (central idea): "Spanish rule led to conflict because Native Americans lost land and freedom." Teacher Answer Key:

- Possible Brainstorm: Native Americans lost land; Native Americans lost freedom; Native Americans had to follow Spanish customs; missionaries tried to convert Native Americans; some Native Americans resisted; tension grew between groups; Spanish language became part of the region; Catholic religion became part of daily life; missions taught farming and building.

- Possible Baskets - Loss of Freedom: Native Americans lost freedom, Native Americans had to follow Spanish customs; Forced Change: missionaries tried to convert Native Americans, Catholic religion became part of daily life; Conflict and Resistance: some Native Americans resisted, tension grew between groups; Off Topic or Later: Spanish language became part of the region, missions taught farming and building.

- Keep One from Each Basket - Loss of Freedom: Native Americans had to follow Spanish customs; Forced Change: missionaries tried to convert Native Americans; Conflict and Resistance: some Native Americans resisted.

- Narrowed Final Baskets: Loss of Freedom; Forced Change; Conflict and Resistance.

Day 3 Closing **Teacher Script**

"Underline your final basket ideas. These may become future topic sentences."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
ELPS 2(B)(i)	speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

Day 4 Purpose

Students recognize their organizing growth, then set a precise next goal.

A - Award the Organizer

Teacher Script

"Today you brainstormed, sorted, narrowed, and focused your thinking. Choose one way to recognize your growth." Award Options:"

- Write: "I grew as a writer today because I learned how to organize my reasons and ways."
- Draw three baskets and label them: I brainstormed; I grouped; I narrowed.
- Give yourself a title: Idea Organizer, Basket Builder, Thought Magnifier, or Focus Finder.

Daily Deck Slide (M3-14 - Award the Organizer)

Write on the board: Choose a title - Idea Organizer, Basket Builder, Thought Magnifier, or Focus Finder. Name one organizing decision you made well.

T - Target Your Magnifying

Teacher Script

"Choose one precise next step. A clear target helps writers grow stronger with practice."

Student Goal Strip:

- One thing I did well today was _____.
- One step of magnifying I want to practice more is _____.
- One question I still have is _____.

Curiosity Questions:

- Why does choosing ideas from different baskets make writing stronger?
- How might an off-topic idea trick a writer into going the wrong direction?
- Why do organized reasons lead to stronger evidence later?

★ **Daily Deck Slide (M3-15 - Target Your Magnifying)**

Write on the board: Complete - The step I need to practice is _____. One idea I deleted or moved was _____ because _____.

Day 4 Closing

Complete the sentence: "One step of magnifying I want to practice is _____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

Day 5 Purpose

Students teach a partner the four steps of magnifying, then answer the module overarching question.

E - Teach the Four Steps

Teacher Script

"Now turn and teach someone else how to magnify reasons or ways. You must explain all four steps. You may use your notebook, your anchor chart, or your basket page to help you." Students must explain: Brainstorm; Group into baskets; Keep one from each basket; Narrow to two or three baskets."

Module Overarching Question - Answer

How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR?

Grouping and narrowing helps a writer move from many possible ideas to two or three distinct, relevant directions. Each final basket gives a body paragraph a different focus, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that clearly supports the thesis (central idea).

Teacher Closing Encouragement

Teacher Script

"I am proud of the work you did today. You learned that strong writers do not just think fast - they think carefully. You brainstormed freely, and then you had the courage to organize and narrow your ideas. Your ideas are growing stronger, clearer, and more focused every time you practice."

Module 3 - Auditory Engagement (Active Participation)

Approach: Listen and Sketch.

Purpose: Students turn an oral explanation of magnifying into a quick visual memory cue rather than copying the teacher's sentences.

Listening Target: Listen for the four changes ideas go through from a large brainstorm to two or three focused baskets.

Teacher Script

"Read the four steps once with pencils down. Then read them again while students sketch a funnel, arrows, or baskets to show the process."

Teacher read-aloud: "Brainstorm many ideas. Group similar ideas. Keep one strong idea from each group. Narrow to two or three different baskets."

Partner processing: Students compare sketches and explain one arrow or connection without reading a definition.

Fresh Recall: Students turn the page over and redraw the four-step magnifying process from memory.

Module 3 - Low, Medium, and High Exemplars

Task: Magnify the thesis (central idea) "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life" into two or three focused baskets of ways.

Low Exemplar

- Student Work: Baskets - Protection; Guarding; Soldiers. (Three baskets that all mean the same thing)
- What Is Working: The student created baskets and stayed connected to protection.
- Teacher Notes: All three baskets are the same angle, so the evidence later would repeat.
- What Needs Improvement: Keep one protection basket, then add different angles such as Teaching and Daily Life or Religion and Conversion.

Medium Exemplar

- Student Work: Baskets - Protection; Daily Life; Off Topic (place names). (Two good baskets plus off-topic ideas mixed in)
- What Is Working: The student found two different angles and started an off-topic basket.
- Teacher Notes: A few ideas still drift off topic and were not moved out.
- What Needs Improvement: Move the off-topic ideas out and, if needed, add a third distinct basket such as Religion and Conversion.

High Exemplar

- Student Work: Final baskets - Protection (presidios protected nearby settlements); Teaching and Daily Life (missions taught farming and building); Religion and Conversion (priests converted Native Americans). Off-topic ideas (place names, Spain wanted to expand its empire) were moved out.
- What Is Working: The student narrowed to three distinct, relevant baskets, kept one strong idea from each, and removed off-topic ideas, so each basket could become a different body-paragraph direction.
- Teacher Notes: The magnifying is organized and varied, and it is ready to gather evidence in the next module.

Module 3 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can brainstorm, group, and narrow reasons or ways into distinct baskets.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.11(B)(iv) depth of thought with specific facts; 5.11(C)(iii-iv) add and delete ideas for coherence
Task	Students play Spin, Sort, and Build the Baskets and complete the independent magnifying task.
Expected Response	Students brainstorm connected ideas, sort them into baskets, keep one strong idea from each, delete off-topic ideas, and narrow to two or three distinct baskets.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each part and explain their reasoning.

Formative Assessment

The Day 3 independent practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Brainstorm	Must generate several connected ideas.
Group	Must sort ideas into baskets.
Narrow	Must reduce to two or three distinct baskets.
Coherence	Must remove off-topic ideas.

Answer Key - Sample

Off topic: place names show Spanish influence. Final baskets: Protection; Teaching and Daily Life; Religion and Conversion.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Listen and Sketch: Students sketch the four magnifying steps and explain one arrow to a partner.
- Visual/Physical - Attempt: Basket Toss Thought Match: Students show thumbs up, thumbs down, or F/L/O to place each idea card.
- Written - Discuss/Use: Independent Magnifying: Students record grouped and narrowed baskets for a new thesis (central idea).

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers or A/B check or a written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 3

Color Sort Magnifying Practice

For students who need extra practice seeing the difference between brainstorming, grouping, and narrowing, do it one layer at a time.



Teacher Script

"We are going to slow the process down and do it one layer at a time. Today, I will help you see how ideas move from a big list into clear baskets."

Thesis (Central Idea) for Intervention: "Native Americans helped the Pilgrims by showing them how to use the land."

Steps:

- Read the thesis (central idea) together.
- Read each idea strip one at a time.
- Highlight ideas that clearly connect to the thesis (central idea).
- Set aside any off-topic ideas.
- Group the connected ideas into color-coded baskets.
- Choose one best idea from each basket.
- Say aloud why the chosen ideas are different from one another.

Sample Idea Strips: taught them to grow crops; showed them how to catch fish; helped them find food; the gathering lasted several days; showed them how the land worked; some Pilgrims became sick.

Possible Small-Group Baskets: Food Gathering; Land Knowledge; Survival Help; Off Topic.

Teacher Support Questions: "Does this idea prove the thesis (central idea)?" "Is this idea similar to another one?" "How is this basket different from the other one?"

Goal: Students see that magnifying moves ideas from a big list into a few clear, different baskets.

Module 3 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to brainstorm.	Students generate several connected ideas.	Students stop at one idea.	Prompt, "What other ways could prove this thesis (central idea)?"
Ask students to group ideas.	Students sort ideas into distinct baskets.	Students make baskets that repeat.	Ask, "Are these ideas really different angles, or repeats?"
Ask students to narrow.	Students keep one strong idea per basket.	Students keep every idea.	Remind students that narrowing strengthens focus.

Student Support Quick Reference

If a student...	Support to Provide
Keeps every idea	Model deleting an off-topic idea together.
Makes repeating baskets	Ask how each basket is different.
Confuses reason and evidence	Point to the ECR TREE and name the reason branch.
Masters quickly	Route to the Module 3 enrichment (compare two magnifying maps).

Enrichment - Module 3

Compare and Magnify Across Two Passages

Students who master magnifying compare how baskets change when the thesis (central idea) changes.

★ Daily Deck Slide (M3-18 - Compare Two Magnifying Maps)

Write on the board: Create baskets for one Spanish Texas thesis (central idea) and one Plymouth thesis (central idea). Explain why the categories change when the thesis (central idea) changes.

Task - Students work with these two theses:

- "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life."
- "Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills."

Directions: Brainstorm for both theses, create baskets for each, compare the baskets, and write a short reflection. Reflection Stem: "The baskets for these two theses are different because _____."

Expected Thinking: Students notice that one thesis (central idea) focuses on control and systems in Texas, while the other focuses on cooperation and survival, so the baskets reflect those different angles.

Module 3 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Explain how missions and presidios shaped daily life and Spanish control in early Texas.
- Explain why cooperation helped the Pilgrims survive.
- Explain how Native Americans helped the Pilgrims use the land.
- Explain why Spanish rule led to conflict.
- Explain how Spanish settlement changed the economy of Texas.

Writing Prompt

Choose one prompt from the bank. This week you learned to magnify a thesis (central idea) into two or three focused baskets of reasons or ways. Use the lesson tools to build one stronger part of an informative ECR.

Planning Support

1. Write the thesis (central idea), then brainstorm many connected ideas.
2. Group the ideas into baskets and keep one strong idea from each.
3. Narrow to two or three distinct baskets and delete off-topic ideas.

Drafting Space

Success Criteria

- My work follows this module's ECR skill accurately.
- My ideas come from the two Cluster 2 passages.
- My writing is clear, complete, and organized.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice so the thinking is precise. Match a complex sentence to a WHY relationship and a preposition to a HOW relationship.

Edit

Run the Conventions Sweep: complete simple sentence with subject-verb agreement, correct spelling of high-frequency words, and proper nouns (Spain, Texas, Wampanoag, Squanto, Plymouth) capitalized.

Pause Points

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

|| Pause Point - Brainstorm First

Stop and think: Have I listed several connected ideas before choosing?

|| Pause Point - Group the Ideas

Stop and think: Which ideas belong in the same basket?

|| Pause Point - Keep One Each

Stop and think: Which one strong idea will I keep from this basket?

|| Pause Point - Different Angles

Stop and think: Are my final baskets truly different from one another?

Module 3 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

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

I Can...	Not yet	Getting set	I can do it
Brainstorm many ideas connected to a thesis (central idea).			
Group similar ideas into baskets.			
Keep one strong idea from each basket.			
Narrow to two or three distinct, relevant baskets.			

One thing I am proud of:

One thing I want to get better at:

Module 3 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR? Now we can answer it: Grouping and narrowing helps a writer move from many possible ideas to two or three distinct, relevant directions. Each final basket gives a body paragraph a different focus, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that clearly supports the thesis (central idea)."

Module Overarching Question - Answered

How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR? Grouping and narrowing helps a writer move from many possible ideas to two or three distinct, relevant directions. Each final basket gives a body paragraph a different focus, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that clearly supports the thesis (central idea).

Teacher Reflection - Module 3

Which students can complete this module's ECR skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready for Module 4, choosing evidence with CSI - Connect, Support, and Infer?

Teacher Notes

Module 3 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 3 fully online without losing rigor or participation. For Basket Toss Thought Match, create three digital columns - Fits the Thesis (Central Idea), Could Fit Later, Off Topic - and have students respond with thumbs up or thumbs down, hold up fingers, or type F, L, or O. For Spin, Sort, and Build the Baskets, put the baskets on slides and let students drag and drop idea cards, vote with fingers, or type basket labels in the chat. For the independent magnifying task, students complete the work on paper and hold it up to the camera or type each step into a shared slide. For Explain to Others, students teach the four steps in breakout rooms.

M O D U L E

4

The Evidence Branch of the ECR Tree Choosing Evidence with CSI (Connect, Support, Infer)

Week 4 • Very High Stamina

Module 4: The Evidence Branch of the ECR Tree - Choosing Evidence with CSI (Connect, Support, Infer)

Week 4 - Very High Stamina - Cluster 2 (ECR Informative)

Systems Shape People and Outcomes

Teacher Script

"Systems shape people and outcomes - and when writers can explain how a system works, they can explain why it matters."

Module Overarching Question

How does CSI help a writer choose evidence that truly proves a reason or way?

Module Writing Prompt - Sentence Statement

Explain how Wampanoag knowledge and cooperation helped the Pilgrims adapt to their new environment.

Prompt rule: Student writing prompts in this module are written as complete sentence statements rather than questions.

Today We Will Look For

- how to connect a piece of evidence to a reason or way (Connect)
- how to support an idea with a specific text detail (Support)
- how to infer what the evidence means (Infer)
- why strong evidence must be specific and relevant, not merely true

Student reminder: Shape the prompt first, then grow your ECR TREE.

Why This Module Matters

This module teaches students to select strong evidence for the ECR TREE using CSI: Connect the evidence to the reason or way, Support the idea with a specific text detail, and Infer what the detail means. Students learn that evidence must come from the passage, match the reason or way, and be specific and relevant - not merely true.

Module Passage Set - Very High Stamina

Required stamina level for Module 4: Very High Stamina. The same two Grade 5 Cluster 2 passages increase in length, detail, evidence distance, and conceptual demand across the four modules.

Passage	Reading Genre	Scope & Sequence Passage Reference	Student-Facing Word Count
Spanish Rule in Early Texas	Nonfiction	3	2006
A Harvest to Remember	Nonfiction	4	2036

Teacher Passage Use Note: Use the stamina versions printed in this module. The lesson's passage-dependent prompts, models, games, examples, intervention, enrichment, and answer guidance should be completed with these assigned versions.

Module Independent Product

Independently apply CSI to a reason or way: choose one specific piece of evidence from the passage, explain what it supports, and infer what the detail means.

Teacher Inspiration

Teacher Script

“Evidence gives your thinking a voice. When students learn to support their ideas, they learn to stand confidently behind them.”

Module 4 - Family Communication

Purpose: Families are partners in this work. This page explains the week's learning, offers one question to ask at home, and gives one simple way to help.

This Week at a Glance

- The big skill: choosing strong evidence with CSI: connecting a detail to an idea, supporting the idea with a specific text detail, and inferring what it means.
- The catch phrase: Strong evidence connects, supports, and lets you infer.
- The two reading passages: "Spanish Rule in Early Texas" (how Spanish missions and presidios helped Spain keep control of early Texas, and how this changed life for Native Americans) and "A Harvest to Remember" (how the Wampanoag people, including a man named Squanto, helped the Pilgrims learn to grow food and survive, leading to the 1621 harvest celebration).

One Question to Ask at Home



Teacher Script

"How does that detail prove your idea, and what does it make you think?"

One Way to Help

When your child makes a claim, ask them for one specific detail that proves it, and then ask what that detail shows. Connecting a detail to an idea is this week's skill.

Family Letter

Dear Families,

This week your child is learning to choose strong evidence for an informative ECR using CSI: Connect, Support, and Infer. Your child learns to connect a detail to a reason or way, support the idea with a specific detail from the text, and infer what that detail means. Strong evidence must come from the passage, match the idea, and be specific - not just true.

We are reading two nonfiction texts: "Spanish Rule in Early Texas," about how missions and presidios helped Spain control the region, and "A Harvest to Remember," about how Wampanoag knowledge and cooperation helped the Pilgrims adapt to their new environment. Your child will practice matching reasons, evidence, and inferences from these texts.

Please try this at home: When your child makes a claim, ask them for one specific detail that proves it, and then ask what that detail shows or makes them think.

At home, use CSI with one detail from "A Harvest to Remember." Your child can say the reason, "Wampanoag knowledge helped the Pilgrims adapt," then choose the specific detail that Squanto taught the Pilgrims how to grow crops, catch fish, and find food in the area. Ask, "How does this connect? What does it support? What can you infer?" Listening for all three answers helps your child distinguish a copied detail from evidence that proves an idea.

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

Carta para las Familias

Estimadas familias:

Esta semana su hijo o hija aprende a elegir evidencia fuerte para una ECR informativa usando CSI: Conectar, Apoyar e Inferir. Su hijo o hija aprende a conectar un detalle con una razón o manera, a apoyar la idea con un detalle específico del texto y a inferir lo que ese detalle significa. La evidencia fuerte debe venir del pasaje, coincidir con la idea y ser específica, no solo verdadera.

Leemos dos textos de no ficción: "Spanish Rule in Early Texas," sobre cómo las misiones y los presidios ayudaron a España a controlar la región, y "A Harvest to Remember," sobre cómo el conocimiento y la cooperación del pueblo Wampanoag ayudaron a los Peregrinos a adaptarse a su nuevo entorno. Su hijo o hija practicará relacionar razones, evidencia e inferencias de estos textos.

Por favor, intente esto en casa: Cuando su hijo o hija haga una afirmación, pídale un detalle específico que la demuestre y luego pregúntele qué muestra ese detalle o qué le hace pensar.

En casa, usen CSI con un detalle de "A Harvest to Remember." Su hijo o hija puede decir la razón, "Wampanoag knowledge helped the Pilgrims adapt," y después elegir el detalle específico de que Squanto enseñó a los Pilgrims a cultivar, pescar y encontrar comida en el área. Pregunte: "¿Cómo se conecta? ¿Qué apoya? ¿Qué puedes inferir?" Escuchar las tres respuestas ayuda a distinguir un detalle copiado de evidencia que realmente prueba una idea.

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

Module 4 - Family Conversation Starters

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

- What makes a piece of evidence strong instead of just true?
- What do Connect, Support, and Infer each mean in CSI?
- In "A Harvest to Remember," what detail proves that Wampanoag knowledge helped the Pilgrims?
- In "Spanish Rule in Early Texas," what detail proves that presidios protected settlements?

Simple Family Activities

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

Family Activity - Prove It

Make a claim about your day, such as "today was busy." Take turns giving one specific detail that proves it, then say what that detail shows. Notice how a specific detail is stronger than a general one.

Family Activity - Connect, Support, Infer

Name a reason, give one supporting detail, and then infer what it means. Try the three steps in order and notice how the inference adds the thinking.

Module 4 - Lesson Overview and Standards

Lesson Overview

This module teaches students to select strong evidence for the ECR TREE using CSI: Connect the evidence to the reason or way, Support the idea with a specific text detail, and Infer what the detail means. Students learn that evidence must come from the passage, match the reason or way, and be specific and relevant - not merely true. Using "Spanish Rule in Early Texas" and "A Harvest to Remember," students work with the very high-stamina passage versions to practice this module's ECR skill.

BIG Goal: Students will select relevant, specific evidence for a reason or way and use CSI to connect, support, and infer.

Writing TEKS for This Module

The Student Expectation column below is the exact, full wording of each Grade 5 TEKS breakout - quoted from the Cluster 2 scope and sequence, not paraphrased or abbreviated. This module claims only the breakouts students directly demonstrate or intentionally practice.

Writing Process TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts

Writing Genre TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft

Revising TEKS

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence

Editing TEKS

Standard	Student Expectation (verbatim breakout)
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Where the Standards Are Visible in This Module

- Students develop an informative response with specific facts and evidence selected to support a reason or way.
- Students add relevant evidence and reject or delete details that do not support the central idea.
- Students use CSI to connect a text detail to a reason or way, explain what it supports, and infer what it means.
- Students orally coach a partner through evidence choices and record specific proof in the interactive notebook.

Module 4 - TEKS and ELPS (Cluster 2 · from the Scope & Sequence)

These are the standards listed for this module in the Teach BIG Grade 5 Cluster 2 Scope and Sequence, written in full rather than listed only by code, and grouped by category.

TEKS - This Module (from the Cluster 2 Scope & Sequence)

- TEKS 5.11(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts
- TEKS 5.11(C)(iii) revise drafts by adding ideas for coherence
- TEKS 5.11(C)(iv) revise drafts by deleting ideas for coherence
- TEKS 5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
- TEKS 5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
- TEKS 5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft

ELPS - This Module (breakouts addressed)

- ELPS 1(E)(i) demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
- ELPS 2(E)(i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
- ELPS 2(F)(i) restate, ask questions about, or respond to information during formal classroom interactions
- ELPS 4(C)(i) write using a combination of both high-frequency words and content-area vocabulary
- ELPS 4(D)(ii) write content-area texts using a variety of sentence types
- ELPS 4(F)(i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose
- ELPS 4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose
- ELPS 4(F)(xiii) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific audience

Language Domains

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

Domain	How this module builds it
Listening	In the auditory engagement, students hear several details and decide which one most directly proves a reason.
Speaking	Students speak in academic language when students coach a partner through an evidence choice using CSI.
Reading	Students read for evidence: students read both passages and locate specific evidence for a reason or way.
Writing	Students write when students record connected, supported, and inferred evidence.

Module 4 - Learning Destination

I Can Statements

- I can connect a piece of evidence to a reason or way.
- I can support an idea with a specific text detail.
- I can infer what the evidence means.
- I can tell strong, relevant evidence from a detail that is merely true.

I Will Statements

- I will read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will use CSI to check every piece of evidence.
- I will choose evidence that matches my reason or way.
- I will infer what a detail means instead of just restating it.

Success Criteria

- I can connect, support, and infer with CSI.
- I can choose specific, relevant evidence for a reason or way.
- I can explain what a detail means, not just repeat it.

Evidence That Will Demonstrate Mastery

- The Catch the Example responses from the auditory engagement.
- The CSI Match-Up Challenge tracker recorded in the Interactive Notebook.
- The independent CSI practice.

Module 4 - Rigor and Misconceptions

Rigor Safeguard

You may read both passages aloud, reread them, and let students use the CSI anchor chart and the evidence rules. You may model one CSI chain. You may not choose a student's evidence or write their inference. The student must still connect, support, and infer on their own.

Rigor and Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate a specific text detail for a reason or way.	Supported. The teacher may reread the passage.	The student finds a specific detail from the passage.
Inferential	Connect the detail to the reason and support the idea.	Guided early, independent by Use Again.	The student matches evidence to a reason using CSI.
Evaluative	Infer what the evidence means and judge whether it is relevant.	Independent by the game and the auditory task.	The student explains the meaning and relevance of the evidence.

Misconceptions and Responsive Teaching

Likely Misconception	What You May Notice	Responsive Teacher Move
Uses a vague or mismatched detail	The detail may be true but does not directly prove the reason.	Ask: 'Does this exact detail connect to and support your reason?'
Stops after copying evidence	The response restates a detail without an inference.	Ask: 'So what does this detail show?' and require the Infer step.
Confuses evidence and explanation	The student gives personal thinking when the task calls for proof from the passage.	Find the specific text detail first; then explain what the evidence means.

Module 4 - Levels of Thinking for Informative Writing

Use this chart in every module to name the level of thinking a task and a student response require. It helps you raise the demand from naming a part to explaining how the parts of an ECR work together.

The Levels of Thinking

Level	Thinking Stage	What Students Do at This Level
Level 1	Remember	Name a part of the ECR: the prompt, the thesis (central idea), a reason or way, a piece of evidence.
Level 2	Understand	Explain what a part does and how it connects to the prompt.
Level 3	Apply	Use the part correctly in the student's own writing.
Level 4	Analyze	Compare choices and decide which reason, way, or piece of evidence is strongest.
Level 5	Evaluate and Create	Judge whether the whole ECR is focused and coherent, then improve it.

Raising the Demand

Move students from naming a part (Level 1) toward explaining, applying, and finally judging and improving their own ECR (Levels 3-5). Precise thinking, not length, is what raises the level.



Teacher Script

"A response is stronger when the student can explain how each part supports the central idea, not just that the part is present."

Module 4 - Vocabulary

Vocabulary - Teacher Script

Teacher Script

"Before we begin, let's preview the words we will use to talk about our ECR, our two passages, and our thinking - everyday words, academic writing words, and words from the texts."

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
land	the ground and area where people live and work	The land in the passage was ____.
people	human beings in a group or community	The people in the passage ____.
help	to make something easier for someone	One group helped another by ____.
grow	to make plants or crops develop	The Pilgrims learned to grow ____.
food	what people and animals eat to live	They found food by ____.
protect	to keep safe from harm	The presidios protected ____.
control	to have power over something	Spain kept control by ____.
share	to give a part of something to others	The groups shared ____.
build	to make something by putting parts together	They built ____.
change	to become different	Spanish rule changed ____.

Tier 2 Vocabulary - Academic Writing Words (This Module's 10 Words)

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	specific proof from the text	I can use the word evidence to ____.
support	to strengthen an idea with proof	I can use the word support to ____.
infer	to determine meaning that is not stated directly	I can use the word infer to ____.
connect	to show how two ideas relate	I can use the word connect to ____.
analyze	to examine evidence closely	I can use the word analyze to ____.
specific	exact and clearly identified	I can use the word specific to ____.
relevant	directly related to the reason, way, or thesis (central idea)	I can use the word relevant to ____.
detail	a precise piece of information	I can use the word detail to ____.
explanation	the writer's thinking about what evidence means	I can use the word explanation to ____.
proof	information that helps show an idea is accurate	I can use the word proof to ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
missions	MISH-uhnz	Spanish settlements led by missionaries	The missions were built to ____.
presidios	pri-SEE-dee-ohz	forts built by Spanish soldiers	The presidios protected ____.
missionaries	MISH-uh-ner-eez	Spanish priests who led the missions	The missionaries taught ____.
Catholicism	kuh-THOL-uh-siz-uhm	the Catholic religion the Spanish spread	Catholicism became part of ____.
empire	EM-pyre	a large area of land ruled by one country	Spain wanted to expand its empire by ____.
Wampanoag	wam-puh-NOH-ag	the Native American tribe that helped the Pilgrims	The Wampanoag people ____.
Squanto	SKWAHN-toh	the man who taught the Pilgrims to grow food	Squanto showed the Pilgrims how to ____.
Pilgrims	PIL-gruhmz	English settlers who came to Plymouth	The Pilgrims struggled because ____.
Plymouth	PLIM-uhth	the place where the Pilgrims settled	In Plymouth, the Pilgrims ____.
harvest	HAHR-vist	the crops gathered at the end of a growing season	The harvest showed that ____.



Teacher Resource

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

Module 4 - Background Knowledge and Teacher Context

This module uses two Cluster 2 nonfiction passages that both show a system at work. In "Spanish Rule in Early Texas," students can explain a system of control: Spain used missions to spread the Catholic religion and Spanish customs, and presidios to protect the missions and settlements, so that Spain could maintain control of the region - though this also caused Native Americans to lose land and freedom. In "A Harvest to Remember," students can explain a system of survival and cooperation: the Wampanoag people, including Squanto, taught the Pilgrims how to grow corn, catch fish, and use the land, which helped the Pilgrims survive and prepare for a productive harvest. The concept thread across both passages is that systems shape people and outcomes.

More Background for the Teacher

Both passages stay on the same topics across the four Cluster 2 modules; each grows in length, detail, evidence distance, and conceptual demand from module to module. In Module 4 (Very High Stamina), students focus on Selecting and explaining the Evidence branch with CSI. Point students back to the very high-stamina versions printed in this module for all passage-dependent modeling, games, examples, and answer guidance.

Module 4 - Materials and Teacher Preparation

This module focuses on Selecting and explaining the Evidence branch with CSI. Prepare the anchor charts and materials below before teaching so students can point to the tools during the lesson.

Anchor Chart	Student-Facing Content
Chart 1	ECR Tree (Updated): Roots = Passage and Prompt; Trunk = Thesis (Central Idea); Branch 1 = Reason/Way; Branch 2 = Evidence.
Chart 2	CSI Anchor Chart: Connect = What idea am I proving?; Support = What does the text say?; Infer = What does this mean?
Chart 3	Evidence Rules: Must come from the passage; Must match the reason/way; Must be specific, not general.

Materials

Material	Use
Printed copies of both Cluster 2 passages (Passage 3 and Passage 4)	Prepare for the module lesson and student practice.
Interactive notebooks	Prepare for the module lesson and student practice.
Highlighters	Prepare for the module lesson and student practice.
Reason, Evidence, and Inference cards	Prepare for the module lesson and student practice.
Gameboard and "Pencil Guy" markers	Prepare for the module lesson and student practice.
Glue and scissors	Prepare for the module lesson and student practice.
Teacher-made slides for virtual learners	Prepare for the module lesson and student practice.

For the In-Person Teacher

Preparation Step	Teacher Action
Anchor charts	Prepare the anchor charts before the lesson.
Game materials	Copy and cut the game cards.
Notebook supplies	Set out notebook supplies.
Passages	Display both passages where all students can refer to quoted lines.

For the Virtual Teacher

Preparation Step	Teacher Action
Game materials	Turn the game cards into slides.
Spinner	Create a digital spinner where the game uses one.
Anchor charts	Put the anchor charts on a slide for students to see throughout the lesson.
Student response	Ask students to respond in chat, with fingers, verbally, or by holding work up to the camera.

Module 4 - The DOT Reading Habit

The DOT Reading Habit



Teacher Script

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

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

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

Apply DOT to passage words such as missions, presidios, missionaries, Wampanoag, and harvest without interrupting the first read for lengthy definitions.

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

Module 4 - The ECR TREE Model: How an Informative ECR Grows

Teacher Script

"An informative Extended Constructed Response grows like a TREE. Strong writers know every part of the tree before they write, and they shape the prompt first so the tree grows in the right direction."

The ECR TREE

Part of the TREE	What It Is
Roots	The passage and the prompt - where the whole response is grounded.
Trunk	The thesis (central idea) - the central answer that states the writer's thinking.
Branches	The reason or way, the evidence, and the explanation that support the thesis (central idea).

Shaping the Prompt

Before writing, shape the sentence-statement prompt:

- Circle the Noun of Importance (NOI) - the most important noun.
- Box the Verb of Importance (VOI) - the key action.
- Triangle the clue word - WHY or HOW.
- Name the answer type: WHY = a reason; HOW = a process or way.

This Module's Focus

This module focuses on the EVIDENCE BRANCH. Use CSI to choose evidence: Connect the evidence to the reason or way, Support the idea with a specific text detail, and Infer what the detail means. Evidence must come from the passage, match the reason or way, and be specific and relevant.

Systems Shape People and Outcomes

In "Spanish Rule in Early Texas," a system of control (missions and presidios) shaped the region. In "A Harvest to Remember," a system of cooperation (Wampanoag knowledge and teamwork) shaped survival. Strong informative writing explains how a system works and why it matters.

Teacher Script

"Shape the prompt first. Then grow your TREE from the roots up, one branch at a time."

Module 4 - TRACKS: Reading Both Passages for Evidence

Before students build any part of the ECR, they read "Spanish Rule in Early Texas" and "A Harvest to Remember" and TAP the TRACKS to find the six kinds of measurable evidence. Reading for TRACKS gives students the exact details they will use as evidence when they write.

The Six Types of Measurable Evidence: TRACKS

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

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

How to Use TRACKS

Teacher Script

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

Before Students Read

Preview the two passages with students before reading. Each passage appears twice: first a plain copy to read, then a color-coded copy. As you read, students TAP the TRACKS — they hunt for the six kinds of evidence and highlight each with the TRACKS color below. TRACKS marks the evidence in the passage; the shapes are used only to analyze the prompt.

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

PASSAGE 3 — Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Spain was one of the strongest countries in the world during this time. Spanish explorers had already traveled across many parts of the Americas. They claimed islands, coastlines, rivers, and large areas of land. Leaders in Spain wanted more land because land gave them power. If Spain controlled more land, it could collect more resources, build more settlements, and show other countries that it was strong. Texas became important because it was located between other Spanish lands and areas that other European countries might want to claim.

[3] Spanish leaders were especially worried about France. If France moved into Texas, Spain could lose control of land near Mexico. Mexico was very important to Spain because it had cities, farms, mines, and trade. Spain wanted Texas to act like a borderland, or a protective area, between its valuable settlements and other countries. By sending explorers, missionaries, soldiers, and settlers into Texas, Spain hoped to show that the region belonged to them.

[4] Exploration also helped Spain learn about the land. Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas. Some places had rich soil and water. Other places were dry and difficult to farm. Explorers also met many Native American groups who already lived in Texas. These groups had been there long before Spain arrived. They had their own languages, homes, beliefs, leaders, and ways of living. Some groups farmed. Others hunted animals, gathered plants, fished, or moved from place to place to find food.

[5] Texas was not empty land. It was already home to many different Native American communities. Spanish arrival changed life for these groups in many ways. Some Native Americans traded with Spanish settlers. Some were curious about the new tools, animals, and goods the Spanish brought. Others were careful or resisted because they wanted to protect their land and traditions. The relationship between Native Americans and the Spanish was different from place to place.

[6] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[7] A mission was usually more than just one building. Many missions included a church, living areas, workshops, storage rooms, gardens, and fields. The church was often the center of the mission. Missionaries taught Native Americans about Catholic beliefs and expected them to attend religious services. They also taught Spanish ways of farming, caring for animals, making tools, cooking food, and building structures. Spain believed that missions would help turn Native Americans into loyal Spanish subjects.

[8] Daily life at a mission followed a routine. People woke up early and had assigned jobs.

Some worked in fields growing crops such as corn, beans, or other foods. Others cared for animals like cattle, sheep, goats, or horses. Some people cooked, cleaned, made clothing, repaired tools, or helped build walls and buildings. Missionaries believed this work would help the mission survive and grow. They also believed these routines would teach Spanish customs.

[9] For some Native Americans, missions offered certain benefits. Missions could provide food during hard times. They sometimes offered protection from enemies or other dangers. Native Americans could learn new farming methods or use new tools. Some people may have chosen to stay near missions because they thought it would help their families survive. In a changing world, some Native Americans made choices based on what they believed was safest or most useful.

[10] However, mission life was also difficult and unfair for many Native Americans. Living in a mission often meant giving up freedom. Native Americans were expected to follow Spanish rules instead of their own traditions. They might not be able to move freely or practice their customs the way they had before. Some were pressured to change their religion, language, clothing, work, and daily habits. These changes caused stress and conflict.

[11] Disease was another serious problem. Europeans brought diseases that Native Americans had never been exposed to before. Because their bodies were not used to these illnesses, many Native Americans became very sick. Diseases spread quickly in some mission communities because people lived close together. This caused great suffering and loss for Native American families.

[12] Not all Native Americans responded to missions in the same way. Some cooperated with the Spanish for a time. Some accepted parts of mission life but still tried to keep parts of their own culture. Others left the missions when they could. Some groups resisted Spanish control by refusing to live at missions or by fighting against Spanish settlements. These choices show that Native Americans were not just acted upon. They made decisions and responded in different ways.

[13] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[14] Presidios were important because Spain needed soldiers to protect its claims. A mission without protection could be attacked or abandoned. Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities. They also watched for other countries that might try to enter Spanish territory. If French traders or explorers came too close, Spanish soldiers could respond. Spain used presidios to show that it was serious about controlling Texas.

[15] A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons. Soldiers had many responsibilities. They patrolled the land, carried messages, protected travelers, and helped defend settlements. They also sometimes helped build roads or support missions. Their work could be dangerous because Texas settlements were often far apart. A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.

[16] Life in a presidio was not always easy. Soldiers did not always have enough supplies. Food, clothing, tools, and weapons had to be brought from other Spanish settlements, and the trip could take a long time. Sometimes supplies arrived late or not at all. Soldiers had to depend on nearby missions, farms, or ranches for food. They also had to be ready for conflict at any time.

[17] The presidios had to stand their ground when protecting nearby settlements.

[18] Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[19] The Spanish language became part of Texas history and culture. Many cities and places in Texas still have Spanish names. San Antonio, El Paso, Amarillo, Corpus Christi, and Rio Grande are examples of names connected to Spanish language and history. These names remind people that Spain and later Mexico had a strong influence on the region before Texas became part of the United States.

[20] Catholicism also became an important part of the region. Missionaries built churches and taught Catholic beliefs. Over time, Catholic traditions became part of many communities in Texas. Some missions later became famous historic sites. The Alamo, for example, began as a Spanish mission before it became known for a later event in Texas history. Missions were not only religious centers. They also became places connected to culture, settlement, and memory.

[21] Spanish rule also changed the economy of Texas. Missions and presidios needed food, animals, tools, and workers. Farming grew in some areas because missions needed crops to feed people. Ranching also became important. The Spanish brought cattle, horses, sheep, and goats. These animals changed the way people lived and worked. Horses affected transportation and hunting. Cattle later became a major part of the Texas economy.

[22] Ranching became one of the most lasting Spanish influences in Texas. Spanish settlers developed ways of raising cattle on open land. They used skills, tools, and traditions that later influenced cowboy culture. Words connected to ranching, such as rodeo and lasso, come from Spanish. Over time, ranching became closely connected to the identity of Texas.

[23] Spanish settlement also led to the development of roads and trails. Missions, presidios, and towns needed to stay connected. Roads helped people move supplies, animals, letters, and news. One important route was El Camino Real, which means “the Royal Road.” This road connected Spanish settlements and made travel easier across long distances. Roads helped Spain maintain control because they connected faraway places to each other.

[24] Towns also grew near some missions and presidios. When people settled near these places, communities began to form. Some towns started as small groups of soldiers, priests, settlers, and Native Americans. Over time, these settlements became more permanent. People built homes, farms, churches, and markets. These early communities helped shape the development of Texas.

[25] Still, Spanish control in Texas was not always strong. Texas was large, and settlements were spread far apart. It was hard for Spain to send enough soldiers, settlers, and supplies to every place. Some missions failed because they did not have enough food, support, or people. Other missions moved to better locations. Spain wanted to control Texas, but the land was difficult to settle.

[26] The environment also created challenges. Some areas had droughts, floods, storms, or extreme heat. Rivers could be helpful, but they could also flood. Dry areas made farming difficult. Long distances made travel slow and dangerous. These challenges meant that Spanish settlers and missionaries had to adapt to the land.

[27] Native American resistance also made Spanish control difficult. Many Native American groups did not want Spain to take their land or change their way of life. Some groups attacked settlements or avoided missions completely. Others traded with the Spanish but refused to be controlled. This resistance showed that Native Americans continued to fight for their freedom and survival.

[28] Spanish rule brought both change and conflict. It introduced new ideas, languages, religions, animals, roads, and settlements. At the same time, it caused Native Americans to lose land, freedom, and many parts of their traditional lives. These effects were not small. They shaped the future of Texas for generations.

[29] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

[30] Understanding missions and presidios helps students understand how Texas changed over time. Missions were used to spread religion and Spanish customs. Presidios were used to protect settlements and defend Spanish claims. Together, they helped Spain expand its influence in Texas. These settlements affected Native Americans, Spanish settlers, soldiers, missionaries, and future generations.

[31] The story of Spanish Texas is not simple. It includes exploration, settlement, cooperation, resistance, loss, and cultural change. Spain came to Texas with goals of power, religion, and protection. Native Americans responded in many different ways. Some adapted to new conditions, while others resisted Spanish control. The missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.

[32] Today, people can still visit some mission sites and learn about this part of Texas history. These places help explain how the past connects to the present. They show how early settlements changed the land and the people who lived there. They also remind us that history includes different points of view. For Spain, missions and presidios were tools for control. For many Native Americans, they brought major changes and challenges. By studying both sides, students can better understand how Texas became the place it is today.

Student Annotation Guide — Spanish Rule in Early Texas

T — Time

Before 1600

R — Reactions

others resisted and tried to keep their traditions; Native Americans lost land and freedom

A — Actions

they built missions and presidios across the region; convert Native Americans to Catholicism; Soldiers guarded the area and helped keep control of the land

C — Character/Concept/Creature

Spanish leaders; missionaries; the missions were on a mission

K — Key Knowledge

expected to follow Spanish customs and rules; Spain was able to maintain control of Texas

S — Scenery/Setting

the missions and nearby settlements

TRACKS EVIDENCE HIGHLIGHTING — Spanish Rule in Early Texas

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Spain was one of the strongest countries in the world during this time. Spanish explorers had already traveled across many parts of the Americas. They claimed islands, coastlines, rivers, and large areas of land. Leaders in Spain wanted more land because land gave them power. If Spain controlled more land, it could collect more resources, build more settlements, and show other countries that it was strong. Texas became important because it was located between other Spanish lands and areas that other European countries might want to claim.

[3] Spanish leaders were especially worried about France. If France moved into Texas, Spain could lose control of land near Mexico. Mexico was very important to Spain because it had cities, farms, mines, and trade. Spain wanted Texas to act like a borderland, or a protective area, between its valuable settlements and other countries. By sending explorers, missionaries, soldiers, and settlers into Texas, Spain hoped to show that the region belonged to them.

[4] Exploration also helped Spain learn about the land. Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas. Some places had rich soil and water. Other places were dry and difficult to farm. Explorers also met many Native American groups who already lived in Texas. These groups had been there long before Spain arrived. They had their own languages, homes, beliefs, leaders, and ways of living. Some groups farmed. Others hunted animals, gathered plants, fished, or moved from place to place to find food.

[5] Texas was not empty land. It was already home to many different Native American communities. Spanish arrival changed life for these groups in many ways. Some Native Americans traded with Spanish settlers. Some were curious about the new tools, animals, and goods the Spanish brought. Others were careful or resisted because they wanted to protect their land and traditions. The relationship between Native Americans and the Spanish was different from place to place.

[6] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[7] A mission was usually more than just one building. Many missions included a church, living areas, workshops, storage rooms, gardens, and fields. The church was often the center of the mission. Missionaries taught Native Americans about Catholic beliefs and expected them to attend religious services. They also taught Spanish ways of farming, caring for animals, making tools, cooking food, and building structures. Spain believed that missions would help turn Native Americans into loyal Spanish subjects.

[8] Daily life at a mission followed a routine. People woke up early and had assigned jobs.

Some worked in fields growing crops such as corn, beans, or other foods. Others cared for animals like cattle, sheep, goats, or horses. Some people cooked, cleaned, made clothing, repaired tools, or helped build walls and buildings. Missionaries believed this work would help the mission survive and grow. They also believed these routines would teach Spanish customs.

[9] For some Native Americans, missions offered certain benefits. Missions could provide food during hard times. They sometimes offered protection from enemies or other dangers. Native Americans could learn new farming methods or use new tools. Some people may have chosen to stay near missions because they thought it would help their families survive. In a changing world, some Native Americans made choices based on what they believed was safest or most useful.

[10] However, mission life was also difficult and unfair for many Native Americans. Living in a mission often meant giving up freedom. Native Americans were expected to follow Spanish rules instead of their own traditions. They might not be able to move freely or practice their customs the way they had before. Some were pressured to change their religion, language, clothing, work, and daily habits. These changes caused stress and conflict.

[11] Disease was another serious problem. Europeans brought diseases that Native Americans had never been exposed to before. Because their bodies were not used to these illnesses, many Native Americans became very sick. Diseases spread quickly in some mission communities because people lived close together. This caused great suffering and loss for Native American families.

[12] Not all Native Americans responded to missions in the same way. Some cooperated with the Spanish for a time. Some accepted parts of mission life but still tried to keep parts of their own culture. Others left the missions when they could. Some groups resisted Spanish control by refusing to live at missions or by fighting against Spanish settlements. These choices show that Native Americans were not just acted upon. They made decisions and responded in different ways.

[13] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[14] Presidios were important because Spain needed soldiers to protect its claims. A mission without protection could be attacked or abandoned. Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities. They also watched for other countries that might try to enter Spanish territory. If French traders or explorers came too close, Spanish soldiers could respond. Spain used presidios to show that it was serious about controlling Texas.

[15] A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons. Soldiers had many responsibilities. They patrolled the land, carried messages, protected travelers, and helped defend settlements. They also sometimes helped build roads or support missions. Their work could be dangerous because Texas settlements were often far apart. A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.

[16] Life in a presidio was not always easy. Soldiers did not always have enough supplies. Food, clothing, tools, and weapons had to be brought from other Spanish settlements, and the trip could take a long time. Sometimes supplies arrived late or not at all. Soldiers had to depend on nearby missions, farms, or ranches for food. They also had to be ready for conflict at any time.

[17] The presidios had to stand their ground when protecting nearby settlements.

[18] Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[19] The Spanish language became part of Texas history and culture. Many cities and places in Texas still have Spanish names. San Antonio, El Paso, Amarillo, Corpus Christi, and Rio Grande are examples of names connected to Spanish language and history. These names remind people that Spain and later Mexico had a strong influence on the region before Texas became part of the United States.

[20] Catholicism also became an important part of the region. Missionaries built churches and taught Catholic beliefs. Over time, Catholic traditions became part of many communities in Texas. Some missions later became famous historic sites. The Alamo, for example, began as a Spanish mission before it became known for a later event in Texas history. Missions were not only religious centers. They also became places connected to culture, settlement, and memory.

[21] Spanish rule also changed the economy of Texas. Missions and presidios needed food, animals, tools, and workers. Farming grew in some areas because missions needed crops to feed people. Ranching also became important. The Spanish brought cattle, horses, sheep, and goats. These animals changed the way people lived and worked. Horses affected transportation and hunting. Cattle later became a major part of the Texas economy.

[22] Ranching became one of the most lasting Spanish influences in Texas. Spanish settlers developed ways of raising cattle on open land. They used skills, tools, and traditions that later influenced cowboy culture. Words connected to ranching, such as rodeo and lasso, come from Spanish. Over time, ranching became closely connected to the identity of Texas.

[23] Spanish settlement also led to the development of roads and trails. Missions, presidios, and towns needed to stay connected. Roads helped people move supplies, animals, letters, and news. One important route was El Camino Real, which means “the Royal Road.” This road connected Spanish settlements and made travel easier across long distances. Roads helped Spain maintain control because they connected faraway places to each other.

[24] Towns also grew near some missions and presidios. When people settled near these places, communities began to form. Some towns started as small groups of soldiers, priests, settlers, and Native Americans. Over time, these settlements became more permanent. People built homes, farms, churches, and markets. These early communities helped shape the development of Texas.

[25] Still, Spanish control in Texas was not always strong. Texas was large, and settlements were spread far apart. It was hard for Spain to send enough soldiers, settlers, and supplies to every place. Some missions failed because they did not have enough food, support, or people. Other missions moved to better locations. Spain wanted to control Texas, but the land was difficult to settle.

[26] The environment also created challenges. Some areas had droughts, floods, storms, or extreme heat. Rivers could be helpful, but they could also flood. Dry areas made farming difficult. Long distances made travel slow and dangerous. These challenges meant that Spanish settlers and missionaries had to adapt to the land.

[27] Native American resistance also made Spanish control difficult. Many Native American groups did not want Spain to take their land or change their way of life. Some groups attacked settlements or avoided missions completely. Others traded with the Spanish but refused to be controlled. This resistance showed that Native Americans continued to fight for their freedom and survival.

[28] Spanish rule brought both change and conflict. It introduced new ideas, languages, religions, animals, roads, and settlements. At the same time, it caused Native Americans to lose land, freedom, and many parts of their traditional lives. These effects were not small. They shaped the future of Texas for generations.

[29] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

[30] Understanding missions and presidios helps students understand how Texas changed over time. Missions were used to spread religion and Spanish customs. Presidios were used to protect settlements and defend Spanish claims. Together, they helped Spain expand its influence in Texas. These settlements affected Native Americans, Spanish settlers, soldiers, missionaries, and future generations.

[31] The story of Spanish Texas is not simple. It includes exploration, settlement, cooperation, resistance, loss, and cultural change. Spain came to Texas with goals of power, religion, and protection. Native Americans responded in many different ways. Some adapted to new conditions, while others resisted Spanish control. The missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.

[32] Today, people can still visit some mission sites and learn about this part of Texas history. These places help explain how the past connects to the present. They show how early settlements changed the land and the people who lived there. They also remind us that history includes different points of view. For Spain, missions and presidios were tools for control. For many Native Americans, they brought major changes and challenges. By studying both sides, students can better understand how Texas became the place it is today.

PASSAGE 4 — A Harvest to Remember

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. They had traveled across the Atlantic Ocean hoping to build a new life, but the first year was much harder than many of them expected. Their homes were small and simple, and they did not have many supplies. Each day brought problems they had to solve.

[2] The Pilgrims had to learn how to live in a place that was unfamiliar to them. The weather was colder than they were used to, and the seasons affected what they could do. During the winter, the ground was hard, and food was difficult to find. The Pilgrims did not fully understand the plants, animals, rivers, forests, or soil in the area. They were trying to build a settlement, but they were also trying to survive. Some people became weak from hunger, and others became ill. The long winter made many Pilgrims feel worried about the future.

[3] Even when spring came, life was still not easy. The Pilgrims needed to grow food, but they were not sure which crops would grow best in the new land. They needed to fish and hunt, but they did not know the area well. They needed to understand where the best land was for planting and where to find nearby resources. They also needed to work together because one person could not do everything alone. Building homes, planting crops, gathering food, and caring for the sick required many people helping in different ways.

[4] Things began to improve when Native Americans from the Wampanoag tribe helped them. The Wampanoag people had lived in the region for a long time. They understood the land because it was their home. They knew how the seasons changed, where fish could be found, which plants were useful, and how to grow food in the soil near Plymouth. Their knowledge was important because it came from many years of living in the area. The Pilgrims needed this kind of knowledge in order to adapt to their new environment.

[5] A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. Geography was important to the Pilgrims' survival because it affected where they could plant, fish, build, and gather supplies. Rivers and streams could provide water and fish. Forests could provide wood and animals. Open land could be used for planting. The coastline could help people travel and find food from the sea.

[6] Squanto helped the Pilgrims understand that the land had resources, but they had to know how to use them. He showed them how to plant corn so it would grow better. Corn was an important crop because it could be eaten, dried, and stored for later. It could help families have food during colder months when fresh food was harder to find. Squanto also taught the Pilgrims ways to catch fish. Fish were useful because they could be eaten, and they could also help the soil when used in farming. These lessons gave the Pilgrims a better chance of surviving.

[7] The Pilgrims learned that knowledge can be as important as tools. They had brought

some supplies with them, but supplies could run out. Learning how to use the land helped them become more prepared. Squanto's lessons helped the Pilgrims move from guessing to understanding. Instead of only hoping their crops would grow, they learned methods that worked in that region. Instead of only searching for food without a plan, they learned where food could be found. This made daily life a little easier and gave the settlers more confidence.

[8] With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant that the crops had grown well enough to provide food for the people. This was a big change from the hunger and sickness they had faced during the winter. The harvest showed that their hard work had made a difference. It also showed that the help they received from the Wampanoag people was valuable. The Pilgrims had learned new skills, and those skills helped them prepare for the future.

[9] After gathering their crops, the Pilgrims decided to celebrate. They invited members of the Wampanoag tribe to join them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. This celebration was not only about eating. It was also about recognizing that a difficult year had finally led to a hopeful moment. The Pilgrims had survived many challenges, and now they had food to share.

[10] The Pilgrims learned that many hands make light work. This saying means that a difficult job becomes easier when many people help. The Pilgrims had seen this lesson in real life. Growing food, building shelters, gathering supplies, and surviving the winter were not simple tasks. When people shared their knowledge and effort, the work became more manageable. The Wampanoag people helped by sharing what they knew about the land. The Pilgrims helped one another by working to build and protect their settlement. The harvest celebration reminded them that cooperation could help people overcome hard times.

[11] The gathering in 1621 was very different from many Thanksgiving celebrations today. People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes. They may think of parades, football games, family trips, or school breaks. The 1621 celebration did not look exactly like that. The people at the gathering used the food that was available to them. They did not have the same stores, ovens, recipes, or supplies that people have today.

[12] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. The meal may have included foods from the forests, fields, and waters near Plymouth. There may have been wild birds, beans, squash, berries, nuts, or other foods that grew in the area. People used what the land provided because that was what they had. They could not go to a grocery store to buy ingredients. They had to hunt, fish, grow, and gather their food.

[13] It was not a large feast like modern Thanksgiving meals, but it was an important event. The importance came from what the meal represented. It represented survival after a hard winter. It represented a harvest after months of work. It represented help from others. It represented a moment to pause and give thanks. The food may have been simple, but the meaning was powerful. Since corn was part of the meal, someone might say the celebration was a-maize-ing. This pun uses the word "maize," another word for

corn, to create a playful meaning.

[14] The celebration also showed how people can depend on their environment. The Pilgrims needed to understand the land in order to survive. The Wampanoag people already had that understanding because they had lived there for generations. They knew how to use natural resources wisely. They knew which foods could be found during different seasons. They knew how to plant crops in that area. This knowledge helped the Pilgrims adapt to Plymouth. To adapt means to change in order to fit a new situation or environment.

[15] The Pilgrims had to adapt in many ways. They had to adapt to the cold climate. They had to adapt to the soil and growing seasons. They had to adapt to the foods that were available. They had to adapt to the geography of the area. They also had to adapt to the fact that they needed help from people who knew the land better than they did. These changes were not always easy, but they were necessary for survival. The harvest showed that the Pilgrims were beginning to learn how to live in their new home.

[16] The Wampanoag people played an important role in this story. Their help was not a small detail. It was one reason the Pilgrims were able to have a better harvest. Squanto's teaching helped the Pilgrims grow crops and find food. The Wampanoag people's knowledge of the land helped the Pilgrims understand their surroundings. When students learn about the 1621 celebration, it is important to remember both groups. The story is not only about the Pilgrims. It is also about the Wampanoag people and the help they gave.

[17] The celebration lasted for several days, which shows that it was a meaningful event. People did not simply eat one meal and leave. They spent time together. They shared food, played games, and took part in activities. This gave people a chance to rest from their work and recognize the importance of the harvest. After months of struggle, a few days of celebration may have felt very special. It gave the Pilgrims a chance to feel thankful for food, friendship, and survival.

[18] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks. Families may have different traditions. Some people cook special recipes that have been passed down for years. Some people travel to visit relatives. Others stay home and enjoy a quiet meal. Some families talk about what they are thankful for before they eat. Even though traditions can be different, the idea of gratitude is still an important part of the holiday.

[19] Thanksgiving can also be a time to think about history. History helps people understand how life was different in the past. The Pilgrims did not have the same comforts people have today. They had to work hard to meet their basic needs. The Wampanoag people had knowledge and skills that helped them live in the region. When students study this history, they can better understand how geography, cooperation, and survival are connected. They can also see that important events often involve more than one group of people.

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skills that helped them grow food and find fish. The harvest became a sign of hope after a difficult year. It showed that learning from others can help people face challenges.

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[22] Learning about the 1621 celebration can help students think about their own lives too. Students may not face the same challenges as the Pilgrims, but they can still understand the value of help and cooperation. A classroom project is easier when students work together. A family task is easier when everyone does a part. A community becomes stronger when people support one another. In this way, the saying many hands make light work still has meaning today.

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Student Annotation Guide — A Harvest to Remember

T — Time

In 1621

R — Reactions

the Pilgrims were able to grow enough food for a productive harvest; give thanks for the harvest

A — Actions

taught the Pilgrims how to grow crops like corn, catch fish, and find food; the Pilgrims decided to celebrate

C — Character/Concept/Creature

Pilgrims; Native Americans from the Wampanoag tribe; Squanto

K — Key Knowledge

some became sick during the long winter; many hands make light work

S — Scenery/Setting

in Plymouth; The foods at the celebration

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Day 1 - Gather and Reveal



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS 1(E)(i)	demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details
ELPS 2(F)(i)	restate, ask questions about, or respond to information during formal classroom interactions

Day 1 Purpose

Students gather the idea that a detail either proves an idea or does not, then reveal how CSI helps a writer choose evidence that truly proves a reason or way.

Reading Purpose

Read for systems, actions, results, and evidence. Mark one detail from each passage that could help answer the module writing prompt. Be ready to explain why the detail matters - not just where you found it.

G - Gather: Evidence Detective



Teacher Script

"Today you are Evidence Detectives. You will decide if a detail proves an idea. If it proves the idea, say 'PROVES IT!' If not, say 'NOT A MATCH!'"

Example:

- Reason: "Native Americans helped the Pilgrims survive."
- Detail: "Squanto taught the Pilgrims how to grow crops." -> PROVES IT

Virtual Adaptation: Students type responses or say them aloud.

R - Reveal: CSI (Connect, Support, Infer) **Teacher Script**

"Watch carefully as I reveal the habit. Notice the words and evidence that make the thinking accurate."

★ Daily Deck Slide (M4-06 - CSI Evidence Check)

Write on the board: C = CONNECT the evidence to the reason or way. S = SUPPORT with a specific text detail. I = INFER what the evidence means.

 Teacher Script

"Now that we have our reasons, we need proof. That proof is called evidence. We use CSI to do this correctly."

★ Daily Deck Slide (M4-06 - CSI Evidence Check) (cont.)

Evidence Rules:

- Evidence must come from the passage.
- Evidence must match the reason or way.
- Evidence should be specific and relevant - not merely true.

Auditory Engagement (Notebook Fill-In)

Teacher script: "Evidence is the PROOF from the TEXT. First, we CONNECT the evidence to our REASON or WAY. Next, we SUPPORT our thinking with a DETAIL. Finally, we INFER what the evidence means. Strong evidence is SPECIFIC and RELEVANT."

Student Notebook Fill-In:

- Evidence is the _____ from the _____.
- First, we _____ the evidence to our _____ or _____.
- Next, we _____ our thinking with a _____.
- Finally, we _____ what the evidence means.
- Strong evidence is _____ and _____.

Teacher Modeling **Teacher Script**

"Let's build one together."

- Reason: "Native Americans helped the Pilgrims survive."
- Evidence: "Squanto taught the Pilgrims how to grow crops like corn."

- Inference: "This shows that the Pilgrims learned how to produce food, which helped them survive."

Day 1 Closing



Teacher Script

"Tomorrow you will match reasons, evidence, and inferences with a game."

Day 2 - Attempt

A

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(iii)	revise drafts by adding ideas for coherence
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose
ELPS 4(F)(xiii)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific audience

Day 2 Purpose

Students attempt evidence selection through the CSI Match-Up Challenge: match a reason to evidence to an inference and move the marker only when the full chain makes sense.

★ Daily Deck Slide (M4-08 - CSI Match-Up Challenge)

Write on the board: Match Reason -> Evidence -> Inference. Move your marker only when the full chain makes sense. Record the final match in your notebook.

★ Daily Deck Slide (M4-09 - Sample Match)

Reason: Presidios protected Spanish settlements. Evidence: Soldiers guarded the area. Inference: This helped Spain keep settlements safer and maintain control.

★ Daily Deck Slide (M4-10 - Match Reveal)

Ask three checks: Does it connect? Does it support? What can I infer? A detail can be accurate and still be weak evidence for a particular reason.

Game: CSI Match-Up Challenge

 Teacher Script

"You will match Reason -> Evidence -> Inference. Choose your Pencil Guy marker and move across the board as you make correct matches. Record your work in your interactive notebook."

Reason Cards: Native Americans helped the Pilgrims survive; Presidios protected Spanish settlements; Missions changed Native Americans' way of life; Spanish rule caused conflict. Evidence Cards: Squanto taught the Pilgrims how to grow crops like corn; Soldiers guarded the area; Native Americans were expected to follow Spanish customs and rules; Native Americans lost land and freedom. Inference Cards: This helped the Pilgrims have enough food to live; This kept the settlements safe from danger; This shows that Spanish leaders controlled how people lived; This created tension between different groups.

Answer Key (Correct Matches):

- Native Americans helped the Pilgrims survive -> Squanto taught the Pilgrims how to grow crops -> This helped the Pilgrims have enough food.
- Presidios protected Spanish settlements -> Soldiers guarded the area -> This kept the settlements safe.
- Missions changed Native Americans' way of life -> Native Americans followed Spanish customs -> This shows Spanish control.
- Spanish rule caused conflict -> Native Americans lost land and freedom -> This created tension.

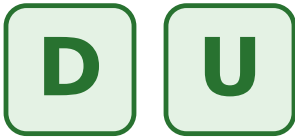
Virtual Adaptation: Use slides with movable cards; students type matches or say them aloud.

Day 2 Closing

 Teacher Script

"Record your matches. Tomorrow we discuss what makes evidence strong."

Day 3 - Discuss and Use Again



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.11(C)(iv)	revise drafts by deleting ideas for coherence
TEKS 5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose

Day 3 Purpose

Students discuss what makes evidence strong, then independently apply CSI.

D - Discuss Strong Evidence



Teacher Script

"What makes evidence strong?"

Questions:

- "Why must evidence come from the text?"
- "What happens if evidence does not match?"
- "Why is inference important?"



Teacher Script

"Evidence proves your thinking, and inference explains it."



Teacher Script

"Connect to the Overarching Question: How does CSI help a writer choose evidence that truly proves a reason or way?"

U - Use It Again: Independent CSI **Teacher Script**

"Now use the habit independently. Check your work against the success criteria before you finish."

★ Daily Deck Slide (M4-12 - Independent CSI)

Write on the board: Reason - Spanish rule caused conflict. Choose or write one specific piece of evidence, then write an inference explaining what the detail means.

Student Task - Use this reason: "Spanish rule caused conflict." Answer Key:

- Evidence: "Native Americans lost land and freedom."
- Inference: "This caused tension between groups."

Day 3 Closing **Teacher Script**

"You applied CSI on your own. Remember: connect, support, then infer."

Day 4 - Award and Target



TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose

Day 4 Purpose

Students recognize how they used evidence, then set a precise next goal.

A - Award the Evidence Expert

Teacher Script

"Think about how you used evidence today." Award Options:"

- Write: "I used evidence to prove my thinking."
- Add an Evidence branch to your ECR tree.
- Circle your strongest example.
- Complete: "My evidence proves my idea because ____."

Daily Deck Slide (M4-14 - Award the Evidence Expert)

Write on the board: Circle your strongest evidence choice. Complete - My evidence proves my idea because ____.

T - Target the Next Evidence Choice

Teacher Script

"Choose one precise next step. A clear target helps writers grow stronger with practice."

Reflection:

- I understand evidence when _____.
- I still need help with _____.

Curiosity Questions:

- Why is evidence important in real life?
- How do we know if evidence is relevant?

★ **Daily Deck Slide (M4-15 - Target the Next Evidence Choice)**

Write on the board: Choose one target - more specific evidence, a stronger connection, a clearer inference, or a better passage detail.

Day 4 Closing

Complete the sentence: "My next goal for choosing evidence is to _____."

Day 5 - Explain to Others

E

TEKS and ELPS for Today

Standard	Student Expectation (verbatim breakout)
TEKS 5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS 2(E)(i)	narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
ELPS 2(F)(i)	restate, ask questions about, or respond to information during formal classroom interactions

Day 5 Purpose

Students become evidence coaches, teaching CSI to a partner, then answer the module overarching question.

E - Become an Evidence Coach

Teacher Script

"Teach your partner CSI." Students explain: Connect, Support, and Infer. Then listen to the partner's evidence choice and give one specific improvement suggestion."

Module Overarching Question - Answer

How does CSI help a writer choose evidence that truly proves a reason or way? CSI keeps evidence purposeful. The writer first connects the evidence to the reason or way, checks that the specific text detail supports the idea, and then infers what the detail means. Evidence that passes all three checks is relevant proof rather than a random quotation or fact.

Teacher Closing Encouragement

Teacher Script

"You are learning to prove your thinking with strength and clarity. Every time you use evidence, your ideas grow stronger. Keep building your branches - your thinking is becoming powerful."

Module 4 - Auditory Engagement (Active Participation)

Approach: Catch the Example.

Purpose: Students listen for the strongest evidence among several plausible details and justify the choice with CSI.

Listening Target: Hear all three details before deciding which one most directly proves the stated reason or way.

Round	Reason	Choices	Answer
1	"Wampanoag knowledge helped the Pilgrims adapt."	(1) The winter was difficult. (2) Squanto taught the Pilgrims to grow corn, catch fish, and find food. (3) The gathering lasted several days.	2
2	"Presidios helped Spain control Texas."	(1) Spanish place names remain today. (2) Soldiers guarded the area. (3) Catholic religion influenced the region.	2

Student response: Star 1, 2, or 3 only after hearing all choices, then defend the choice with "It connects because ____; it supports ____; I can infer ____."

Fresh Recall: Students cover the CSI chart and state Connect, Support, and Infer in order with a one-sentence explanation of each.

Module 4 - Low, Medium, and High Exemplars

Task: Use CSI to choose and explain evidence for the reason "Wampanoag knowledge and cooperation helped the Pilgrims adapt to their new environment."

Low Exemplar

- Student Response: The Pilgrims got help. (Connect only)
- What Is Working: The response names help.
- Teacher Notes: The evidence is vague, it is not a specific passage detail, and there is no inference.
- What Needs Improvement: Support the idea with a specific detail, such as "Squanto taught the Pilgrims how to grow corn, catch fish, and find food," and then infer what it means.

Medium Exemplar

- Student Response: Squanto taught the Pilgrims how to grow corn and catch fish. (Connect and Support, weak Infer)
- What Is Working: The evidence is specific and matches the reason.
- Teacher Notes: The response supports the idea but stops before inferring what the detail means.
- What Needs Improvement: Add an inference, such as "This shows the Pilgrims learned to use the land, which helped them adapt and survive."

High Exemplar

- Student Response: Wampanoag knowledge helped the Pilgrims adapt. The text states that "Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area." This shows that the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment and prepare for a productive harvest. (Full CSI chain)
- What Is Working: The response connects the evidence to the reason, supports it with a specific passage detail, and infers what the detail means, so the evidence is relevant proof rather than a random fact.
- Teacher Notes: The CSI chain is complete and specific, and it is ready to be built into a full ECR body paragraph.

Module 4 - Assessment Opportunities

Field	Detail
Purpose	To determine whether students can select relevant, specific evidence and apply CSI.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, the module anchor charts, the game cards, and student notebooks.
Related TEKS Breakout	5.11(B)(iv) specific facts; 5.12(B)(iii) craft
Task	Students play the CSI Match-Up Challenge and complete the independent CSI task.
Expected Response	Students connect a detail to a reason, support the idea with a specific passage detail, and infer what the detail means.

Informal Assessment

During the lesson, observe the auditory engagement and the game. Note whether students can name each part and explain their reasoning.

Formative Assessment

The Day 3 independent practice serves as the formative check.

Formative Check Rubric/Scaffolding

Component	Student Requirement
Connect	Must connect the evidence to the reason or way.
Support	Must use a specific text detail, not a vague one.
Infer	Must explain what the detail means.
Relevance	The evidence must match the reason and be specific, not merely true.

Answer Key - Sample

Reason: Spanish rule caused conflict. Evidence: Native Americans lost land and freedom. Inference: This caused tension between groups.

Check the Learning

✓ Check the Learning

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

- Verbal - Gather/Reveal: Catch the Example: Students star the strongest of three details and defend it with CSI.
- Visual/Physical - Attempt: Evidence Detective: Students say PROVES IT or NOT A MATCH for each detail.
- Written - Discuss/Use: Independent CSI: Students write one specific piece of evidence and an inference for a reason.

Assessment Option

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

- Listen - assess through the auditory engagement and discussion.
- Look - observe a fingers or A/B check or a written response.
- Collect - have students produce one notebook page you can examine.

Intervention - Module 4

Pick the Right Evidence

For students who need extra help matching evidence to a reason, practice choosing the BEST evidence from a short set.



Teacher Script

"We will practice choosing the BEST evidence. Only one choice directly supports the reason."

Example:

- Reason: "Missions changed daily life."
- Choices: A. Missions taught farming. B. The celebration lasted several days. C. Pilgrims played games.
- Correct: A. It directly supports the reason.

Additional Supports:

- Read each choice aloud one at a time.
- Ask, "Does this detail really match the reason?"
- Have students explain why the other choices do not match.

Goal: Students learn to reject details that are true but do not prove the reason.

Module 4 - Embedded Checks and Student Support

Embedded Checks for Understanding

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to connect evidence.	Students match a detail to the reason.	Students choose a detail that does not match.	Ask, "Does this detail really prove the reason?"
Ask for a specific detail.	Students quote a specific passage detail.	Students give a vague or general detail.	Ask, "What exact words from the passage show this?"
Ask students to infer.	Students explain what the detail means.	Students restate the detail.	Ask, "So what? What does this detail show?"

Student Support Quick Reference

If a student...	Support to Provide
Restates instead of inferring	Use the CSI chart and ask, "So what does it mean?"
Chooses a vague detail	Ask for exact words from the passage.
Chooses a mismatched detail	Ask, "Does this match the reason?"
Masters quickly	Route to the Module 4 enrichment (two-piece evidence challenge).

Enrichment - Module 4

Two-Piece Evidence Challenge

Students who master CSI build a reason supported by two relevant pieces of evidence.

★ Daily Deck Slide (M4-18 - Two-Piece Evidence Challenge)

Write on the board: Sentence statement - Explain how systems shaped people. Write one reason or way, add two relevant pieces of evidence, and infer what the combined evidence shows.

Challenge - Prompt: "Explain HOW systems shaped people." Students must:

- Write one reason or way.
- Add TWO relevant pieces of evidence from the passages.
- Add one inference that explains what the combined evidence shows.

Extension: Students explain why both pieces of evidence connect to the same reason without repeating each other.

Module 4 - Additional Writing Opportunity

Prompt Bank (Sentence Statements)

Each prompt is written as a complete sentence statement, following the module prompt rule:

- Explain how Wampanoag knowledge and cooperation helped the Pilgrims adapt to their new environment.
- Explain how presidios helped Spain protect its settlements.
- Explain how missions changed Native Americans' way of life.
- Explain why Spanish rule caused conflict.
- Explain how Squanto's teaching helped the Pilgrims survive.

Writing Prompt

Choose one prompt from the bank. This week you learned to choose evidence for a reason or way and explain it with CSI. Use the lesson tools to build one stronger part of an informative ECR.

Planning Support

1. Name the reason or way you will prove.
2. Connect a specific passage detail to that reason, then support it.
3. Infer what the detail means so the evidence is relevant, not merely true.

Drafting Space

Success Criteria

- My work follows this module's ECR skill accurately.
- My ideas come from the two Cluster 2 passages.
- My writing is clear, complete, and organized.

Additional Writing Opportunity: Revise and Edit

Revise

Read your work aloud. Improve sentence structure and word choice so the thinking is precise. Match a complex sentence to a WHY relationship and a preposition to a HOW relationship.

Edit

Run the Conventions Sweep: complete simple sentence with subject-verb agreement, correct spelling of high-frequency words, and proper nouns (Spain, Texas, Wampanoag, Squanto, Plymouth) capitalized.

Pause Points

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

|| Pause Point - Connect

Stop and think: Does this evidence connect to my reason or way?

|| Pause Point - Support

Stop and think: Is this a specific detail from the passage?

|| Pause Point - Infer

Stop and think: What does this detail mean?

|| Pause Point - Relevant, Not Just True

Stop and think: Does this evidence prove the reason, or is it only true?

Module 4 - My Progress Tracker

Teacher Script

"This is your very own progress tracker. As we learn this week, color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

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

I Can...	Not yet	Getting set	I can do it
Connect a piece of evidence to a reason or way.			
Support an idea with a specific text detail.			
Infer what the evidence means.			
Choose evidence that is specific and relevant, not merely true.			

One thing I am proud of:

One thing I want to get better at:

Module 4 - Teacher Closure and Reflection

Teacher Closure Script

Teacher Script

"At the beginning of this module, we asked: How does CSI help a writer choose evidence that truly proves a reason or way? Now we can answer it: CSI keeps evidence purposeful. The writer first connects the evidence to the reason or way, checks that the specific text detail supports the idea, and then infers what the detail means. Evidence that passes all three checks is relevant proof rather than a random quotation or fact."

Module Overarching Question - Answered

How does CSI help a writer choose evidence that truly proves a reason or way? CSI keeps evidence purposeful. The writer first connects the evidence to the reason or way, checks that the specific text detail supports the idea, and then infers what the detail means. Evidence that passes all three checks is relevant proof rather than a random quotation or fact.

Teacher Reflection - Module 4

Which students can complete this module's ECR skill independently?

Which students still need the anchor charts and sentence frames?

Which students are ready to teach the skill to a partner?

Who is ready to build a full informative ECR, growing the whole TREE from roots to thesis (central idea) to reason, evidence, and explanation?

Teacher Notes

Module 4 - Remote Learning



Virtual Classroom Adjustment for Remote Learners

Use these adjustments to run Module 4 fully online without losing rigor or participation. For Evidence Detective, students type PROVES IT or NOT A MATCH, or say it aloud. Display the CSI chart and the evidence rules on slides. For the CSI Match-Up Challenge, use slides with movable cards; students type their reason-evidence-inference matches or say them aloud. For the independent CSI task, students type their evidence and inference or hold their notebook up to the camera. For Pick the Right Evidence, use chat or polls. For Explain to Others, students coach a partner through CSI in breakout rooms.