

THE WRITING ACADEMY®

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 3

Extended Constructed Response - Informational

TEACHER LESSON PLAN GUIDE

Grade 5 • Cluster 3

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Statement of Purpose

Cluster 3 has students write a full informative Extended Constructed Response, learning to read what a prompt is really asking and to build a complete, organized answer from a text.

Across four modules students move from building the full ECR, to uncovering hidden WHY and HOW prompt clues, to magnifying reasons into topic sentences, and finally to proving reasons with evidence and explanation. Stamina grows from Low to Very High.

Abstract

Module 1, Building the Full ECR, walks students through the whole response. Module 2, Hidden WHY and HOW Prompt Clues, teaches students to read what a prompt is really asking.

Module 3, Magnifying WHY Reasons into Topic Sentences, helps students narrow and organize their thinking, and Module 4, Proving Reasons with Evidence and Explanation, finishes the response with precise support. Every day follows the Teach BIG GRADUATE routine, moving students from gathering and revealing the skill, through attempting, discussing, and using it, to awarding growth, targeting the next step, and explaining their thinking to others.

Standards at a Glance

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

TEKS	STRAND	MODULES
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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.

GRADE 5 · CLUSTER 3 · ECR - INFORMATIONAL

MODULE

1

Building the Full ECR

Module 1: Building the Full ECR

GRADE 5 - CLUSTER 3 - Low Stamina

Module Overarching Question

How do the parts of the ECR process work together to turn close reading into a clear, evidence-based explanation of conflict, rights, and voice?

Module Writing Prompt - Sentence Statement

Explain how the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” both develop the idea that people want fairness and a voice. Use evidence from both texts to support your answer.

Module Passage Set - Low Stamina

Passage	Genre	Scope Reference	Student-Facing Word Count
Our Rights, Our Voices	Poetry	Passage 5	189
A Voice of Their Own	Drama	Passage 6	239

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Module Product

Students analyze the prompt, write a thesis (central idea), magnify reasons or ways, select CSI evidence, add explanation with DEEP FACTS + E, and organize a complete informative response with TREES.

Teacher Inspiration

Teacher Script

“When students learn to move from prompt to thesis (central idea), from reasons to evidence, and from evidence to explanation, they begin to see that strong writing is built step by step—and they are fully capable of building it.”

Module 1 - Family Partnership at a Glance

Students are building their first full Cluster 3 informative ECR. They will move in order from prompt analysis to thesis (central idea), reasons or ways, CSI evidence, explanation, and a TREES response. The two Low Stamina texts invite students to examine rights, fairness, representation, self-government, and conflict.

Family Letter

Dear Families,

This week, your child is learning a complete informative ECR, or Extended Constructed Response. Students will read the Low Stamina versions of the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own.” Both texts ask students to think about rights, fair laws, representation, self-government, and having a voice in decisions.

In class, students will build the full chain from the prompt to a TREES response. We will emphasize that strong writing is not only longer writing. A strong response gives a clear idea, chooses details that fit, and explains how those details support the idea.

Please try this at home: Ask your child to explain one fair rule and why people should have a voice in decisions that affect them. Then ask, “What detail from one of the passages could support your thinking?” Invite your child to answer in a complete sentence and to explain why the detail is a strong match.

Thank you for helping your child talk, read, and think like a writer.

With appreciation,

Your child’s teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su hijo o hija está aprendiendo a construir una respuesta informativa extensa, o ECR. Los estudiantes leerán las versiones de baja resistencia del poema “Our Rights, Our Voices” y del drama “A Voice of Their Own.” Los dos textos invitan a pensar en derechos, leyes justas, representación, autogobierno y tener voz en las decisiones.

En clase, los estudiantes van a construir la cadena completa desde el enunciado hasta una respuesta TREES. Enfatizaremos que escribir mejor no significa solamente escribir más. Una respuesta fuerte presenta una idea clara, elige detalles que corresponden y explica cómo esos detalles apoyan la idea.

Por favor, prueben esto en casa: Pidan a su hijo o hija que explique una regla justa y por qué las personas deben tener voz en las decisiones que les afectan. Después pregunten: “¿Qué detalle de uno de los pasajes podría apoyar tu pensamiento?” Inviten a su hijo o hija a responder con una oración completa y a explicar por qué el detalle es una buena elección.

Gracias por ayudar a su hijo o hija a conversar, leer y pensar como escritor o escritora.

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 family letter, or post them in the class stream. None can be answered with only yes or no.

- Which right in the poem seems most important to you, and why?
- How does Thomas's thinking change in the drama?
- What makes a rule feel fair?
- What is the difference between evidence and explanation?

Simple Family Activities

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

Family Activity - Upgrade It

Read a sentence together that begins, 'The text says...' Ask your child to replace those words with 'shows,' 'suggests,' or 'demonstrates' and explain how the new word makes the thinking deeper.

Family Activity - Passage Talk

Read one short section of either passage together. Ask your child to name one important idea, point to a detail that supports it, and explain how the detail connects. Finish by asking what question the text leaves them thinking about.

Module 1 - Lesson Overview and Standards

Students use the Low Stamina versions of “Our Rights, Our Voices” and “A Voice of Their Own” to build a full informative ECR from prompt through TREES using both passages. The literary thread is problem/conflict; the response work stays grounded in rights, fair laws, representation, self-government, and voice.

Standards in Four Required Groups

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts

Writing Genre TEKS

Standard	Compact cluster expectation
TEKS 5.12(B)(i)	compose informational texts with a clear central idea
TEKS 5.12(B)(ii)	use informational genre characteristics
TEKS 5.12(B)(iii)	use craft

Revising TEKS

Standard	Compact cluster expectation
TEKS 5.11(C)(i)	improve sentence structure
TEKS 5.11(C)(ii)	improve word choice
TEKS 5.11(C)(iii)	add ideas for coherence
TEKS 5.11(C)(iv)	delete ideas for coherence

Editing TEKS

Standard	Compact cluster expectation
TEKS 5.11(D)(i)	complete simple sentences with subject-verb agreement
TEKS 5.11(D)(vi)	past tense of irregular verbs
TEKS 5.11(D)(vii)	collective nouns
TEKS 5.11(D)(viii)	comparative adjectives
TEKS 5.11(D)(ix)	superlative adjectives
TEKS 5.11(D)(xi)	prepositions
TEKS 5.11(D)(xii)	prepositional phrases
TEKS 5.11(D)(xiii)	prepositional phrases and subject-verb agreement
TEKS 5.11(D)(xxvii)	grade-appropriate spelling patterns
TEKS 5.11(D)(xxviii)	grade-appropriate spelling rules
TEKS 5.11(D)(xxix)	high-frequency words

Module 1 - TEKS and ELPS

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts

Writing Genre TEKS

Standard	Compact cluster expectation
TEKS 5.12(B)(i)	compose informational texts with a clear central idea
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TEKS 5.11(D)(xiii)	prepositional phrases and subject-verb agreement
TEKS 5.11(D)(xxvii)	grade-appropriate spelling patterns
TEKS 5.11(D)(xxviii)	grade-appropriate spelling rules
TEKS 5.11(D)(xxix)	high-frequency words

ELPS Addressed in This Module

Standard	Observable language action
ELPS 1(E)(i)	listen, restate, respond, paraphrase, summarize, or ask for clarification
ELPS 2(B)(i)	use content-area vocabulary during formal classroom interactions
ELPS 2(E)(i)	explain, justify, discuss, and elaborate with specificity
ELPS 3(G)(ii)	paraphrase content-area text
ELPS 3(G)(iii)	summarize content-area text
ELPS 4(C)(i)	write with high-frequency and content-area vocabulary
ELPS 4(D)(ii)	write content-area texts using varied sentence types
ELPS 4(F)(ix)	write to explain, respond, or justify with supporting evidence

Module 1 - Language Domains

Language Domain	Student Action	Access Support
Listening	sequence the ECR steps after a first listen	Hear the complete direction before recording.
Speaking	rehearse a thesis (central idea) and defend a CSI choice	Use a partner frame and precise vocabulary.
Reading	read clean copies, then annotate TRACKS copies	Use clean copies first and TRACKS copies second.
Writing	build a complete TREES response	Use the organizer, word bank, and gradual release.

Module 1 - Learning Destination

I Can Statements

- I can analyze a sentence-statement prompt and name the writing job.
- I can write a thesis (central idea) that answers the prompt.
- I can choose CSI evidence and explain what it proves.
- I can use TREES to organize a complete informative response.

I Will Statements

- I will build my ECR in order from prompt to response.
- I will use evidence from both the poem and the drama.
- I will explain how my evidence supports fairness and voice.

Module 1 - Rigor and Misconceptions

Rigor and Cognitive Demand

Thinking Demand	Student Work	Teacher Look-For
Notice	Identify rights, fairness, voice, and conflict.	Students point to a precise detail.
Connect	Explain how a detail supports a reason or way.	Students link evidence to an idea.
Defend	Use CSI to justify evidence.	Students compare choices.
Build	Write a coherent response using both texts.	Teacher fades prompts.

Misconceptions and Responsive Moves

Likely Misconception	What It Can Sound Like	Responsive Teacher Move
Topic and reason are the same thing.	"Rights is my reason."	Ask the student to finish the idea with why rights matter in this response.
Any related detail is strong evidence.	"It is about rights, so this quote works."	Return to CSI: Does it connect directly, strongly support, and matter enough?
Explanation repeats the quotation.	"This means the text says the same thing."	Ask the student to name what the quotation proves about the exact reason.
A longer response is automatically stronger.	"I wrote more, so it is better."	Point to one precise, connected sentence and ask what makes its thinking clear.

Module 1 - Thinking Levels

Level	What Students Do in This Module
Notice	Identify rights, fairness, voice, and conflict in each text.
Name	Label prompt, thesis (central idea), reason/way, evidence, explanation, and TREES.
Connect	Explain how a selected detail supports an idea.
Defend	Use CSI to justify the strongest evidence choice.
Build	Write a complete, evidence-based informative ECR.

Module 1 - Vocabulary

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
fair	treating people in a just way	A fair rule is ____.
voice	a chance to share an idea or choice	My voice matters when ____.
rule	a direction people are expected to follow	One rule I follow is ____.
right	a freedom or protection people have	One right protects ____.
law	an official rule for a community	A law can ____.
safe	protected from harm	I feel safe when ____.
choose	decide between options	I choose ____ because ____.
hear	listen to someone's ideas	People should hear ____.
build	put parts together to make something	I can build ____.
guide	help show the way	This guide helps me ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	an idea that explains why something is true or important	One reason is ____.
way	a method that explains how something happens	One way is ____.
evidence	specific proof from a text	My evidence is ____.
explanation	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	study parts closely to understand them	I analyze by ____.
classify	sort ideas by shared features	I classify these by ____.
coherent	clear and logically connected	My response is coherent because ____.
response	a written answer to a prompt	My response explains ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
amendment	uh-MEND-muhnt	an official change or addition to a governing document	An amendment can ____.
religion	rih-LIJ-uhn	a set of beliefs about faith or worship	Religion is mentioned when ____.
jury	JOO-ree	a group that listens in a court case	A jury helps ____.
punishments	PUN-ish-ments	consequences for breaking a law	Punishments should be ____.
colonists	KOL-uh-nists	people who lived in colonies	The colonists wanted ____.
Parliament	PAR-luh-ment	the lawmaking group in England	Parliament made ____.
representation	rep-rih-zen-TAY-shuhn	having people speak or decide for a group	Representation means ____.
self-government	self-GUV-ern-ment	people taking part in governing themselves	Self-government gives people ____.
apprentice	uh-PREN-tiss	a young person learning a trade from an expert	An apprentice learns ____.
conflict	KON-flikt	a problem or disagreement	The conflict grows when ____.



Teacher Resource

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

Module 1 - Background Knowledge

The poem “Our Rights, Our Voices” names protections in the Bill of Rights and connects them to fairness. “A Voice of Their Own” shows Thomas and Mr. Harris considering laws made far away, representation, and self-government. Students use both texts to think about the conflict between following laws and having a voice in making them.

Module 1 - Materials and Preparation

Category	Materials	Preparation
Passages	Low Stamina clean and TRACKS-ready copies of both passages	Prepare paired copies.
Writing tools	Interactive notebooks, glue, scissors, colored pencils, highlighters	Set at tables.
ECR tools	Prompt, thesis (central idea), reason/way, evidence, explanation, TREES cards	Sort by step.
Response tools	CSI cards, DEEP FACTS + E cards, template, worksheet, slides, keys	Stage before class.



Teacher Script

"Prepare the materials before students arrive so they can move from seeing each part to using it independently."

Module 1 - Anchor Charts and DOT Habit



Full ECR Flow Anchor Chart

- Prompt
- Thesis (Central Idea)
- Reasons / Ways
- CSI Evidence
- Explanation
- TREES Response

DOT Vocabulary Habit

Dot unfamiliar words. Discover their meaning with context or a resource. Drop the meaning into a sentence. Apply DOT to amendment, representation, self-government, and apprentice.

Module 1 - Teacher Mentor Model

Prompt: Explain how both texts develop the idea that people want fairness and a voice.



Teacher Script

"I first notice the task word explain, the big idea fairness and a voice, and the requirement to use both texts. That tells me my response needs ways and evidence from the poem and the drama."

Model thesis (central idea): Both texts develop the idea that people want fairness and a voice by showing the need for rights that protect people, laws that are fair, and participation in decisions.

Module 1 - TRACKS Close Reading

The Six Types of Measurable Evidence: TRACKS

Mark	Meaning	Student Focus
T	Time	when an event or idea occurs
R	Reactions	feelings, opinions, and responses
A	Actions	what a person does
C	Character / Concept / Creature	an important person or idea
K	Key Knowledge	information needed for meaning
S	Scenery / Setting	where an event happens

Student Annotation Guide

1. Read the clean copy first for meaning.
2. Reread the color-highlighted copy and find TRACKS details.
3. Star details about protection, fair laws, or voice.
4. Use exact text words when selecting CSI evidence.



Teacher Script

“Read clean first. On the second reading, TRACK the details that could help us build a thesis (central idea), a reason or way, evidence, and explanation.”

Module 1 - Daily Deck

★ Daily Deck M1-01 - Module Launch

BUILD THE FULL ECR: Prompt -> Thesis (Central Idea) -> Reasons/Ways -> CSI Evidence -> Explanation -> TREES.

★ Daily Deck M1-02 - Read Both Passages

Track conflict, rights/fairness, voice/representation, and details that can become evidence.

★ Daily Deck M1-03 - Standards in Action

Develop ideas with facts and details. Write a clear informative central idea. Revise for clarity. Edit for correctness.

★ Daily Deck M1-04 - Listen and Number

Hear the complete idea; number the parts; explain your order; finish with Fresh Recall.

★ Daily Deck M1-05 - Build the ECR House

Prompt -> Thesis (Central Idea) -> Reasons/Ways -> CSI Evidence -> Explanation -> TREES Response.

★ Daily Deck M1-06 - Full ECR Flow

Analyze the prompt. Build the thesis (central idea). Magnify ideas. Choose CSI evidence. Explain. Organize with TREES.

★ Daily Deck M1-07 - Discuss the Build

What did prompt analysis prevent? How did the thesis (central idea) guide later choices? Why does evidence need explanation?

★ Daily Deck M1-08 - Use Again

Build an independent response with both texts.

★ Daily Deck M1-09 - Revise First, Edit Second

Revise for clear, precise, coherent thinking. Edit conventions before finalizing.

★ Daily Deck M1-10 - Explain to Others

First, I analyzed. Next, I wrote a thesis (central idea). Then, I chose evidence. Finally, I explained and organized.

Module 1 - Build the Full ECR Game: Activity Cards and Keys

Prompt Card

Explain how the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” both develop the idea that people want fairness and a voice. Use evidence from both texts to support your answer.



Thesis (Central Idea) Card

Both texts develop the idea that people want fairness and a voice by showing the need for protection, fair laws, and a say in decisions.

Reason / Way Cards

- Protection of rights
- Fairness in laws
- Voice in decisions

Evidence Cards

- “They wrote down rights to make things fair,”
- “These rights protect us every day,”
- “The Fifth says courts must treat you fair.”
- “People there have a voice.”
- “If we live here and follow these laws, we should have a part in making them.”



Explanation Cards

- Definition: This means rights are protections that help people be treated fairly.
- Example: This is like a class rule that lets everyone share an idea before a decision.
- Expert Testimony: This reminds me of what my teacher says: rules are stronger when people understand them.
- Cause and Effect: When people have no voice, they begin to question unfair rules.



 Answer Key

- Protection -> “These rights protect us every day,”
- Fair laws -> “They wrote down rights to make things fair,”
- Voice in decisions -> “If we live here and follow these laws, we should have a part in making them.”

Teacher Script: “Test every evidence card with CSI: Does it Connect, Strongly support, and matter enough to be Important proof?”

Before Students Read

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

The Six Types of Measurable Evidence: TRACKS

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

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

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

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

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

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

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

POEM 5 — Our Rights, Our Voices

Long ago, when a nation was new,
Leaders asked, “What should we do?”
They wrote down rights to make things fair,
So people’s freedoms would be there.
The First says you can speak your mind,
Practice religion of any kind,
Write your thoughts and gather too,
And transmit ideas as others do.
The Second says you have a right
To keep yourself safe day or night,
The Third says soldiers cannot stay,
Inside your home in any way.
The Fourth is protective of things and space,
No searches happen without a case,
The Fifth says courts must treat you fair,
And follow laws with proper care.
The Sixth gives you a trial that’s fair,
With a jury there to listen and care,
The Seventh keeps your right to sue,
In certain cases brought to court too.
The Eighth says punishments must be fair,
Not too harsh or hard to bear,
The Ninth reminds us rights still exist,

Even ones not on the list.

The Tenth says powers not written down

Belong to states and people around,

These rights protect us every day,

And help guide laws in every way.

Student Annotation Guide — Our Rights, Our Voices

T — Time

Long ago, when a nation was new,

R — Reactions

Leaders asked, “What should we do?”

A — Actions

They wrote down rights to make things fair,

C — Character/Concept/Creature

The First says you can speak your mind,

K — Key Knowledge

These rights protect us every day,

S — Scenery/Setting

Inside your home in any way.

TRACKS EVIDENCE HIGHLIGHTING — Our Rights, Our Voices

Long ago, when a nation was new,

Leaders asked, “What should we do?”

They wrote down rights to make things fair,

So people’s freedoms would be there.

The First says you can speak your mind,

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Inside your home in any way.

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DRAMA 6 — A Voice of Their Own

Characters:

NARRATOR

THOMAS (a young apprentice)

MR. HARRIS (a shop owner)

Scene 1: Outside the Shop

(Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers.)

NARRATOR: In the colonies, most laws were made far away in England. Over time, some colonists began to question this.

THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

THOMAS: But it doesn't seem fair.

Scene 2: Later That Day

(Thomas stops sweeping and leans on the broom. Mr. Harris looks thoughtful.)

NARRATOR: As more laws were passed, colonists began to think differently.

MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

THOMAS: (interested) So people there have a voice?

MR. HARRIS: Yes. It's called self-government.

THOMAS: That sounds better than having no say at all.

Scene 3: A New Understanding

(Both stand facing each other, more serious now.)

NARRATOR: Slowly, ideas about self-government began to grow.

MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

MR. HARRIS: And once people start thinking that way, it's hard to go back.

NARRATOR: These ideas continued to spread and helped shape the future of the colonies.

Student Annotation Guide — A Voice of Their Own

T — Time

Scene 2: Later That Day

R — Reactions

But it doesn't seem fair.

A — Actions

Thomas stops sweeping and leans on the broom.

C — Character/Concept/Creature

THOMAS

K — Key Knowledge

It's called self-government.

S — Scenery/Setting

Outside the Shop

TRACKS EVIDENCE HIGHLIGHTING — A Voice of Their Own

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NARRATOR

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Day 1 - Gather and Reveal



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(i)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 1(E)(i) and ELPS 2(E)(i)	Students listen, speak, read, and write using the module language target.

G — Gather: Build the ECR House

Place cards in order: Prompt, Thesis (Central Idea), Reasons/Ways, Evidence, Explanation, TREES Response.

Teacher Script

"An ECR does not appear by magic. It is built piece by piece. First we understand the prompt. Then we shape a thesis (central idea). Then we magnify reasons or ways. Then we choose evidence. Then we explain. Finally, we put it together through TREES."

R — Reveal: My First Full ECR Build

Students complete guided notes: Prompt -> Thesis (Central Idea) -> Reasons/Ways -> CSI Evidence -> Explanation -> TREES.

Teacher Script

"Today we are not doing one small piece. We are learning how all the pieces connect. The literary thread is problem or conflict, and our explanation tools are DEEP FACTS + E."

Reading Purpose

Read both clean passages for conflict, rights, fairness, and voice. Mark one detail from each text that could help answer the module prompt.

Closing

Fresh Recall: name all six ECR steps in order without looking.

Teacher Script Rehearsal



Teacher Script

"First, name the writing job. Then let the prompt guide every choice that follows."



Teacher Script

"A thesis (central idea) is the trunk of our response: it holds the ideas together and prepares the reader for what comes next."



Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 2 - Attempt: Build the Full ECR Game



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(ii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(B)(i) and ELPS 3(G)(ii)	Students listen, speak, read, and write using the module language target.

Phase 1 - Prompt Analysis

Circle: Explain, develop. Box: people want fairness and a voice. Underline: use evidence from both texts.

Teacher Script

"We must know the job before we begin the work. This prompt leans toward ways thinking: explain the ways both texts develop the idea."

Phase 2 - Thesis (Central Idea)

Both the poem and the drama develop the idea that people want fairness and a voice by showing the need for protection, fair laws, and a say in decisions.

Phase 3 - Magnify Reasons / Ways

Blue bucket: rights protect people; rights guide laws; punishments should not be too harsh.

Green bucket: laws should be fair; courts should treat people fairly.

Yellow bucket: people should be heard; self-government gives a voice; colonists wanted a part in making laws.

Phase 4 - CSI Evidence

Match each narrowed idea to a quote that connects, strongly supports, and is important enough to prove the idea.

Phase 5 - DEEP FACTS + E Explanation

Match one evidence card to an explanation card, then orally rehearse Thesis (Central Idea) -> Reason/Way -> Evidence -> Explanation -> Sum It Up.

 Teacher Script

"We are not picking a line just because we like it. We are choosing evidence that passes CSI and then explaining how that proof does its job."

Teacher Script Rehearsal **Teacher Script**

"A thesis (central idea) is the trunk of our response: it holds the ideas together and prepares the reader for what comes next."

 Teacher Script

"Before we choose a quotation, we test whether it passes CSI for this exact reason or way."

 Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 3 - Discuss and Use Again



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(E)(i) and ELPS 3(G)(iii)	Students listen, speak, read, and write using the module language target.

D — Discuss

Discuss: What did prompt analysis help us do? How did the thesis (central idea) guide the rest of the work? Why did buckets help organize ideas? Why is evidence without explanation incomplete?

Teacher Script

"A strong writer can explain not only which part comes next but why that part prepares the next one."

U — Use Again: My First Completed Cluster 3 ECR

1. Analyze the prompt.
2. Write a thesis (central idea).
3. Brainstorm and group reasons or ways.
4. Narrow to the strongest ideas.
5. Select CSI evidence from the poem and drama.
6. Add one DEEP FACTS + E explanation.
7. Write the completed response using TREES.

 Teacher Answer Key

Thesis (Central Idea): Both texts develop the idea that people want fairness and a voice by showing protection, fair laws, and participation in decisions.

Poem evidence: "They wrote down rights to make things fair,"

Drama evidence: "If we live here and follow these laws, we should have a part in making them."

Explanation: The poem shows that rights were created to protect people and guide laws fairly, while the drama shows that people want a part in decisions that affect them.

Teacher Script Rehearsal **Teacher Script**

"Before we choose a quotation, we test whether it passes CSI for this exact reason or way."

 Teacher Script

"Evidence cannot do its job silently. Explain what the detail proves, then connect that thinking to your response."

 Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 4 - Award and Target



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(ii) and ELPS 4(C)(i)	Students listen, speak, read, and write using the module language target.

A — Award Yourself

Draw a TREES Builder Badge. Put a star beside the ECR step you handled most independently. Complete: "Today I built a stronger ECR by ____."

Teacher Script

"You did not just practice one part of writing. You built a full response from beginning to end. That is big work."

T — Target Your Next ECR

Choose one target: prompt alignment, thesis (central idea) precision, distinct reasons/ways, stronger evidence, deeper explanation, or organization.

Revising and Editing Connection

Combine: "Rights protect people. Rights make laws fairer."

Replace vague good in "The rights are good for people" with precise language. Add a sentence connecting protection to fairness. Delete one repeated sentence. Then check subject-verb agreement, irregular verbs, adjective form, prepositional phrases, and high-frequency spelling.

Answer Key: "Rights protect people and help make laws fairer."

Teacher Script Rehearsal

Teacher Script

"Evidence cannot do its job silently. Explain what the detail proves, then connect that thinking to your response."

 Teacher Script

“Teach the sequence with care: each step makes the next step easier and more purposeful.”

 Teacher Script

“Pause and ask yourself: What does this step help the writer do next?”

Day 5 - Explain to Others

E

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(iii) and ELPS 4(D)(ii)	Students listen, speak, read, and write using the module language target.

E — Turn and Teach

Teach a partner: analyze the prompt; write the thesis (central idea); magnify reasons or ways; choose CSI evidence; add DEEP FACTS + E explanation; organize with TREES.

Teacher Script

"Use this frame: First, I _____. Next, I _____. Then, I _____. After that, I _____. Finally, I _____. Be clear, kind, and confident."

Overarching Question Answer

The ECR process works because each part prepares the next part. Prompt analysis identifies the thinking job; the thesis (central idea) states the central answer; reasons or ways organize the explanation; CSI evidence proves each idea; explanation shows how the proof connects; and TREES brings the pieces into one coherent informative response.

Closing Chant

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 Script Rehearsal

Teacher Script

"Teach the sequence with care: each step makes the next step easier and more purposeful."

 Teacher Script

"First, name the writing job. Then let the prompt guide every choice that follows."

 Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Module 1 - Low, Medium, and High Exemplars

Low Exemplar

Student response: Both texts are about rights and people.

What is working: The response names a related idea.

What Needs Improvement: Add a precise claim, a selected detail, and thinking that explains the connection.

Medium Exemplar

Student response: Both texts show that people want rights and a voice because fair laws and self-government matter.

What is working: The response moves beyond a bare topic and begins to make a focused claim.

What Needs Improvement: Make the relationship more precise and show how accurate text evidence proves it.

High Exemplar

Student response: Both the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” develop the idea that people want fairness and a voice by showing the need for protection, fair laws, and a say in decisions. The poet says, “They wrote down rights to make things fair,” showing that rights guide fair treatment. The playwright says, “If we live here and follow these laws, we should have a part in making them.” This shows that people want a say in decisions that affect them. Together, the texts show that a strong community protects rights and listens to people.

What is working: The response is focused, passage-grounded, and explains the evidence-to-idea connection.

Module 1 - Assessment Evidence

Checkpoint	Evidence to Collect
Prompt analysis	marked task words, main idea, and source requirement
Thesis (Central Idea)	a direct central answer
Reasons / Ways	organized bucket or list
CSI evidence	one matched detail from each text with rationale
Explanation	a sentence that tells how the detail proves the idea
TREES response	complete informative response using both texts

Module 1 - Check the Learning

Listen, Look, Collect

- Listen for students naming the six steps in order.
- Look for prompt marks and CSI evidence matches.
- Collect the independent organizer before the final TREES response.

Exit Ticket

★ Daily Deck Slide

The next ECR step after: Prompt -> Thesis (Central Idea) -> Reasons/Ways -> ____.
Explain why that step comes next.

Module 1 - Intervention: One Chain at a Time

Use one prompt card, one thesis (central idea) starter, three idea cards, two evidence options, and two explanation options.



Teacher Script

"We will slow the chain down: prompt, thesis (central idea), one reason or way, one quote, one explanation. Rehearse the mini response aloud before writing."

Success criterion: the student builds one connected reason-evidence-explanation chain and identifies where it belongs in a larger ECR.

Module 1 - Embedded Supports

- Read passages aloud and allow purposeful rereads.
- Provide visual ECR step cards and a bilingual vocabulary bank.
- Use oral rehearsal before independent writing.
- Offer sentence frames: “Both texts show ____ by ____.” “This evidence proves ____ because ____.”
- Reduce card choices while keeping the same reasoning demand.

Module 1 - Enrichment: Evaluate the Build

Compare Thesis (Central Idea) A: “Both texts are about rights and people.”

Compare Thesis (Central Idea) B: “Both texts develop the idea that people want fairness and a voice by showing protection, fair laws, and participation in decisions.”

Answer Key: Thesis (Central Idea) B is stronger because it directly answers the prompt and previews focused ideas. Then compare two evidence choices and two explanation choices; defend the strongest match using CSI and a DEEP FACTS + E habit.

Module 1 - Independent Writing Opportunity

Prompt: Explain how the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” both develop the idea that people want fairness and a voice. Use evidence from both texts to support your answer.

Checklist:

- I analyzed the prompt.
- I wrote a clear thesis (central idea).
- I used evidence from both texts.
- I explained what the evidence proves.
- I organized my response with TREES.
- I revised and edited before I finished.

Module 1 - Auditory Engagement: Listen and Number

Teacher Script

"Pencils down while I read all six descriptions. Hear the complete set first. Then number the parts from 1 through 6 and be ready to explain why one step must come before the next."

- Evidence: specific proof from the text that passes CSI.
- Prompt: the sentence statement that names the writing and thinking job.
- TREES Response: the organized written product that brings the parts together.
- Thesis (Central Idea): the central sentence that answers the prompt.
- Explanation: the thinking that tells how evidence proves the reason or way.
- Reasons/Ways: the organized ideas that divide the thesis (central idea) into parts the body can develop.

Answer Key

1 Prompt; 2 Thesis (Central Idea); 3 Reasons/Ways; 4 CSI Evidence; 5 Explanation; 6 TREES Response.

Fresh Recall: Cover notes, orally rebuild the six-step sequence, then name one passage detail that could enter the process as evidence.

Module 1 - Pause Points

|| Pause Point - After the Clean Read

Ask: What conflict, right, or voice idea did you notice?

|| Pause Point - After Prompt Analysis

Ask: What exactly must the response explain, and what evidence is required?

|| Pause Point - After CSI Evidence

Ask: Does this detail connect, strongly support, and matter enough?

|| Pause Point - Before the Final Response

Ask: Did I add explanation, not merely another quote?

Module 1 - Student Progress Tracker

Checkpoint	I Can Track	Status
Day 1	identify conflict, rights, fairness, and voice ideas in both texts	Not yet / With help / Independently
Day 2	analyze a prompt, write a thesis (central idea), magnify ideas, choose CSI evidence, and explain proof	Not yet / With help / Independently
Day 3	build a complete informative ECR in order	Not yet / With help / Independently
Day 4	name one strength and one precise next-step goal	Not yet / With help / Independently
Day 5	teach the full ECR process to another writer	Not yet / With help / Independently

Module 1 - Closure

Teacher Inspiration Revisited

Teacher Script

“When students learn to move from prompt to thesis (central idea), from reasons to evidence, and from evidence to explanation, they begin to see that strong writing is built step by step—and they are fully capable of building it.”

Teacher Script

“At the beginning of this module, we asked how the parts of an ECR work together. Now we know that each part prepares the next. You can build clear, evidence-based writing one thoughtful step at a time.”

Module 1 - Remote Learning

Virtual Classroom Adjustment

Use a shared slide deck to keep the clean passages separate from the TRACKS-highlighted copies. Display one direction at a time, read it aloud, and pause before students write. Offer captions, selectable text, oral rehearsal, and a visible vocabulary bank so students can participate through speech, chat, annotation, or handwritten work held to the camera.

For the prompt-to-TREES build, including draggable prompt, thesis (central idea), reason/way, evidence, and explanation cards, assign Reader, Evidence Finder, Recorder, and Explainer roles in breakout rooms. Post the expected product and the sentence frame before rooms open. Students first rehearse their decision aloud, then move or type their response; a partner must name the passage detail or framework word that supports the choice. If breakout rooms are unavailable, use chat responses, reaction choices, and a rotating student share-out.

Ask students to submit the complete ECR organizer one checkpoint at a time. Give brief feedback on one specific strength and one next step before the final partner teach-back. End with a chat-based goal, an oral Fresh Recall without notes, and a reminder that the same close-reading and writing HABIT applies whether the work is on paper or on screen.

GRADE 5 • CLUSTER 3 • ECR - INFORMATIONAL

M O D U L E

2

Hidden WHY and HOW Prompt Clues

Week 2 • Medium Stamina

Module 2: Hidden WHY and HOW Prompt Clues

Week 2 - Medium Stamina - Cluster 3 (ECR Poetry and Drama)

Module Overarching Question

How can clue words reveal whether an informative ECR prompt is asking for WHY thinking or HOW thinking?

Module Writing Prompt - Sentence Statement

Explain the significance of the rights named in “Our Rights, Our Voices.”

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

Today We Will Look For

- clue words that signal hidden WHY thinking and hidden HOW thinking
- the deeper thinking job a sentence-statement prompt requires
- a thesis (central idea) that matches the correct WHY or HOW relationship
- ways to avoid summary by staying aligned to the prompt

Module Passage Set - Medium Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
Our Rights, Our Voices	Poetry	Passage 5	295
A Voice of Their Own	Drama	Passage 6	412

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Module Independent Product

Independently classify a new sentence-statement prompt as hidden WHY or hidden HOW, underline its clue word, and write a thesis (central idea) that performs the same thinking job.

Teacher Inspiration

Teacher Script

"Sometimes the strongest teaching happens when students learn to notice what is hidden in plain sight. When they can uncover the true job of a prompt, they begin to write with clarity, confidence, and purpose."

Module 2 - Family Communication

This Week at a Glance

- The big skill: use clue words to identify the hidden WHY or HOW job in a prompt.
- The catch phrase: Underline the clue, name the job, sort, and defend.
- The passages: “Our Rights, Our Voices,” a poem about rights and fair laws, and “A Voice of Their Own,” a drama about representation and self-government.

One Question to Ask at Home

Teacher Script

“What word in this prompt tells you whether to explain why something matters or how an idea develops?”

One Way to Help

Teacher Script

“a sentence-statement prompt, have your child underline the clue word, label WHY or HOW, and explain the choice using the clue.”

Family Letter

Dear Families,

This week, your child is learning how to be a prompt detective. Students will read the Medium Stamina versions of the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own.” Both texts ask students to think about rights, fair laws, representation, self-government, and having a voice in decisions.

In class, students will use clue words to identify whether a prompt asks for WHY or HOW thinking. We will emphasize that strong writing is not only longer writing. A strong response gives a clear idea, chooses details that fit, and explains how those details support the idea.

Please try this at home: Share a prompt such as ‘Explain the significance of having a voice’ and ask your child to underline the clue word. Then ask, “What detail from one of the passages could support your thinking?” Invite your child to answer in a complete sentence and to explain why the detail is a strong match.

Thank you for helping your child talk, read, and think like a writer.

With appreciation,

Your child’s teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su hijo o hija está aprendiendo a ser detective de enunciados. Los estudiantes leerán las versiones de resistencia media del poema “Our Rights, Our Voices” y del drama “A Voice of Their Own.” Los dos textos invitan a pensar en derechos, leyes justas, representación, autogobierno y tener voz en las decisiones.

En clase, los estudiantes van a usar palabras clave para identificar si un enunciado pide pensamiento de POR QUÉ o de CÓMO. Enfatizaremos que escribir mejor no significa solamente escribir más. Una respuesta fuerte presenta una idea clara, elige detalles que corresponden y explica cómo esos detalles apoyan la idea.

Por favor, prueben esto en casa: Compartan un enunciado como ‘Explica la importancia de tener una voz’ y pidan a su hijo o hija que subraye la palabra clave. Después pregunten: “¿Qué detalle de uno de los pasajes podría apoyar tu pensamiento?” Inviten a su hijo o hija a responder con una oración completa y a explicar por qué el detalle es una buena elección.

Gracias por ayudar a su hijo o hija a conversar, leer y pensar como escritor o escritora.

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 family letter, or post them in the class stream. None can be answered with only yes or no.

- Which words can signal that a prompt wants WHY thinking?
- Which words can signal that a prompt wants HOW thinking?
- How does the poem show the importance of rights or fair treatment?
- What does the drama reveal about the colonists' wish for representation?

Simple Family Activities

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

Family Activity - Prompt Detective

Write two prompts together. Include a WHY clue such as importance or purpose in one and a HOW clue such as reveal or develop in the other. Take turns underlining the clue and defending the thinking job.

Family Activity - Passage Talk

Read one short section of either passage together. Ask your child to name one important idea, point to a detail that supports it, and explain how the detail connects. Finish by asking what question the text leaves them thinking about.

Module 2 - Lesson Overview and Standards

Students use the Medium Stamina versions of “Our Rights, Our Voices” and “A Voice of Their Own” to identify hidden WHY and HOW clue words, then align a thesis (central idea) to the true prompt job. The literary thread is problem/conflict; the response work stays grounded in rights, fair laws, representation, self-government, and voice.

Standards in Four Required Groups

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts
TEKS 5.11(B)(v)	develop a focused, structured, coherent draft with specific details

Writing Genre TEKS

Standard	Compact cluster expectation
TEKS 5.12(B)(i)	compose informational texts with a clear central idea
TEKS 5.12(B)(ii)	use informational genre characteristics
TEKS 5.12(B)(iii)	use craft

Revising TEKS

Standard	Compact cluster expectation
TEKS 5.11(C)(i)	improve sentence structure
TEKS 5.11(C)(ii)	improve word choice
TEKS 5.11(C)(iii)	add ideas for coherence
TEKS 5.11(C)(iv)	delete ideas for coherence
TEKS 5.11(C)(v)	combine ideas for coherence

Editing TEKS

Standard	Compact cluster expectation
TEKS 5.11(D)(x)	conjunctive adverbs
TEKS 5.11(D)(xiv)	indefinite pronouns
TEKS 5.11(D)(xv)	subordinating conjunctions in complex sentences
TEKS 5.11(D)(xxi)	commas in complex sentences

Module 2 - TEKS and ELPS

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts
TEKS 5.11(B)(v)	develop a focused, structured, coherent draft with specific details

Writing Genre TEKS

Standard	Compact cluster expectation
TEKS 5.12(B)(i)	compose informational texts with a clear central idea
TEKS 5.12(B)(ii)	use informational genre characteristics
TEKS 5.12(B)(iii)	use craft

Revising TEKS

Standard	Compact cluster expectation
TEKS 5.11(C)(i)	improve sentence structure
TEKS 5.11(C)(ii)	improve word choice
TEKS 5.11(C)(iii)	add ideas for coherence
TEKS 5.11(C)(iv)	delete ideas for coherence
TEKS 5.11(C)(v)	combine ideas for coherence

Editing TEKS

Standard	Compact cluster expectation
TEKS 5.11(D)(x)	conjunctive adverbs
TEKS 5.11(D)(xiv)	indefinite pronouns
TEKS 5.11(D)(xv)	subordinating conjunctions in complex sentences
TEKS 5.11(D)(xxi)	commas in complex sentences

ELPS Addressed in This Module

Standard	Observable language action
ELPS 1(E)(i)	listen, restate, respond, paraphrase, summarize, or ask for clarification
ELPS 2(B)(i)	use content-area vocabulary during formal classroom interactions
ELPS 2(E)(i)	explain, justify, discuss, and elaborate with specificity
ELPS 3(G)(ii)	paraphrase content-area text
ELPS 3(G)(iii)	summarize content-area text
ELPS 4(C)(i)	write with high-frequency and content-area vocabulary
ELPS 4(D)(ii)	write content-area texts using varied sentence types
ELPS 4(F)(ix)	write to explain, respond, or justify with supporting evidence

Module 2 - Language Domains

Language Domain	Student Action	Access Support
Listening	hear a full prompt before labeling it	Hear the complete direction before recording.
Speaking	defend a WHY or HOW clue-word decision	Use a partner frame and precise vocabulary.
Reading	reread each prompt for its relationship word	Use clean copies first and TRACKS copies second.
Writing	write a prompt-aligned thesis (central idea)	Use the organizer, word bank, and gradual release.

Module 2 - Learning Destination

I Can Statements

- I can identify clue words that signal hidden WHY thinking and hidden HOW thinking.
- I can classify a statement prompt and defend the thinking job with the prompt language.
- I can analyze a new prompt and align my thesis (central idea) to its correct WHY or HOW job.
- I can teach another student how clue words reveal the real thinking job of a prompt.

I Will Statements

- I will underline only the clue word or clue phrase that matters.
- I will sort prompts into hidden WHY and hidden HOW families.
- I will explain why my thesis (central idea) stays aligned to the prompt.

Module 2 - Rigor and Misconceptions

Rigor and Cognitive Demand

Thinking Demand	Student Work	Teacher Look-For
Notice	Underline a clue word or phrase.	Marks only language that signals a relationship.
Classify	Sort a prompt as hidden WHY or HOW.	Defends with the actual clue.
Analyze	Explain the prompt's thinking job.	Distinguishes importance from development.
Apply	Write a prompt-aligned thesis (central idea).	Thesis (Central Idea) performs the prompt's job.

Misconceptions and Responsive Moves

Likely Misconception	What It Can Sound Like	Responsive Teacher Move
Topic and reason are the same thing.	"Rights is my reason."	Ask the student to finish the idea with why rights matter in this response.
Any related detail is strong evidence.	"It is about rights, so this quote works."	Return to CSI: Does it connect directly, strongly support, and matter enough?
Explanation repeats the quotation.	"This means the text says the same thing."	Ask the student to name what the quotation proves about the exact reason.
A longer response is automatically stronger.	"I wrote more, so it is better."	Point to one precise, connected sentence and ask what makes its thinking clear.

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

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
fair	treating people in a just way	A fair rule is ____.
voice	a chance to share an idea or choice	My voice matters when ____.
rule	a direction people are expected to follow	One rule I follow is ____.
right	a freedom or protection people have	One right protects ____.
law	an official rule for a community	A law can ____.
safe	protected from harm	I feel safe when ____.
choose	decide between options	I choose ____ because ____.
hear	listen to someone's ideas	People should hear ____.
build	put parts together to make something	I can build ____.
guide	help show the way	This guide helps me ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	an idea that explains why something is true or important	One reason is ____.
way	a method that explains how something happens	One way is ____.
evidence	specific proof from a text	My evidence is ____.
explanation	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	study parts closely to understand them	I analyze by ____.
classify	sort ideas by shared features	I classify these by ____.
coherent	clear and logically connected	My response is coherent because ____.
response	a written answer to a prompt	My response explains ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
amendment	uh-MEND-muhnt	an official change or addition to a governing document	An amendment can ____.
religion	rih-LIJ-uhn	a set of beliefs about faith or worship	Religion is mentioned when ____.
jury	JOO-ree	a group that listens in a court case	A jury helps ____.
punishments	PUN-ish-ments	consequences for breaking a law	Punishments should be ____.
colonists	KOL-uh-nists	people who lived in colonies	The colonists wanted ____.
Parliament	PAR-luh-ment	the lawmaking group in England	Parliament made ____.
representation	rep-rih-zen-TAY-shuhn	having people speak or decide for a group	Representation means ____.
self-government	self-GUV-ern-ment	people taking part in governing themselves	Self-government gives people ____.
apprentice	uh-PREN-tiss	a young person learning a trade from an expert	An apprentice learns ____.
conflict	KON-flikt	a problem or disagreement	The conflict grows when ____.



Teacher Resource

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

Module 2 - Background Knowledge

The poem presents the Bill of Rights as a set of protections that help make laws fair and protect freedoms. The drama shows colonists questioning laws made far away and considering representation, self-government, and a voice in decisions. Students use these texts only as they practice reading prompts accurately: WHY clues point to importance, purpose, meaning, value, significance, and reasons; HOW clues point to ways, reveal, influence, show, develop, and shape.

Module 2 - Materials and Preparation

Category	Materials	Preparation
Passages	Medium Stamina copies of both passages	Prepare paired copies.
Writing tools	Notebooks, scissors, glue, highlighters, colored pencils	Set at tables.
Prompt tools	12 prompt cards, pocket, WHY/HOW flip-flap	Cut and sort.
Review tools	Clue-word worksheet, anchor pieces, thinking charts, reflection strips, slides	Keep key nearby.



Teacher Script

"Prepare the materials before students arrive so they can move from seeing each part to using it independently."

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 laws, rights, representatives, colonists, and self-government 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 - Prompt Detective Mentor Move

The Prompt Detective Routine

1. Read the full sentence-statement prompt.
2. Underline the clue word or phrase.
3. Ask whether the clue signals importance/reasons (WHY) or ways/development (HOW).
4. Say the hidden thinking job aloud.
5. Draft a thesis (central idea) that performs the same job.

Model: “Explain the significance of the rights named in the poem.” The clue significance signals WHY thinking, so a thesis (central idea) should explain why those rights matter rather than list every right.

Module 2 - TRACKS Close Reading

TRACKS Key

Mark	Meaning	What to Notice
T	Time	when an idea or event occurs
R	Reactions	feelings, opinions, and responses
A	Actions	what people do
C	Character / Concept / Creature	an important person or idea
K	Key Knowledge	information needed for meaning
S	Scenery / Setting	where an event happens

Student Annotation Guide

1. Read each clean passage first; do not highlight yet.
2. Reread the TRACKS-highlighted copy and locate one detail for each mark.
3. Put a star beside a detail about rights, fairness, voice, representation, or self-government.
4. In the margin, label whether the detail could support WHY thinking or HOW thinking.
5. Use the passage's exact words when you explain your choice.



Teacher Script

"TRACKS helps us collect text details. Today we will also practice noticing the words in a prompt that tell us what kind of thinking those details must support."

Module 2 - Daily Deck

M2-01 - Prompt Detective Launch

★ Daily Deck Slide

A PROMPT CAN HIDE ITS TRUE JOB IN ONE IMPORTANT WORD.

M2-02 - WHY Clue Family

★ Daily Deck Slide

WHY clues: importance, significance, reasons, meaning, value, purpose.

M2-03 - HOW Clue Family

★ Daily Deck Slide

HOW clues: ways, reveal, influence, show, develop, shape.

M2-04 - Flip Flap Sort

★ Daily Deck Slide

UNDERLINE THE CLUE -> NAME THE JOB -> SORT -> DEFEND.

M2-05 - Thesis (Central Idea) Alignment Check

★ Daily Deck Slide

Does my thesis (central idea) do the same thinking job as the prompt?

Module 2 - Activity Cards and Answer Key

Flip Flap Prompt Sort

Cut apart the twelve cards. Students underline the clue word, place each card under the WHY or HOW flap, and defend the choice aloud.

Card	Prompt	Answer
1	Explain the importance of the rights listed in Our Rights, Our Voices.	WHY - importance
2	Describe the significance of the Bill of Rights in the poem.	WHY - significance
3	State the reasons the rights in the poem matter to people.	WHY - reasons
4	Explain the meaning of fair treatment in Our Rights, Our Voices.	WHY - meaning
5	Describe the purpose of the rights named in the poem.	WHY - purpose
6	Explain the value of having a voice in A Voice of Their Own.	WHY - value
7	Describe the ways the poem shows the need for rights.	HOW - ways
8	Explain what the dialogue reveals about the colonists' feelings.	HOW - reveals
9	Describe how the colonists' wish for self-government influences the drama.	HOW - influences
10	Explain what the scenes show about the growing conflict in A Voice of Their Own.	HOW - show
11	Describe how the poem develops the idea of protection through its lines.	HOW - develops
12	Explain what the characters' words shape in the reader's understanding of conflict.	HOW - shape

🔑 Teacher Answer Key / Look-Fors

- WHY flap: importance, significance, reasons, meaning, purpose, value.
- HOW flap: ways, reveals, influences, show, develops, shape.
- A correct label includes the clue word that caused the decision.

Sentence stems: "I placed this under WHY because the clue word is ____." "I placed this under HOW because the clue word is ____."

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 5 — Our Rights, Our Voices

[1] Long ago, when a nation was new,
[2] Leaders asked, “What should we do?”
[3] They wanted rules that all could know,
[4] To help the young country safely grow.
[5] They wrote down rights to make things fair,
[6] So people’s freedoms would be there.
[7] These promises would help explain
[8] How laws should work across the land.
[9] The First says you can speak your mind,
[10] Practice religion of any kind,
[11] Write your thoughts and gather too,
[12] And transmit ideas as others do.
[13] The Second says you have a right
[14] To keep yourself safe day or night,
[15] The Third says soldiers cannot stay,
[16] Inside your home in any way.
[17] Each amendment has an important role.
[18] Together they help protect the whole.
[19] They remind the government what it can do,
[20] While protecting the rights of me and you.
[21] The Fourth is protective of things and space,
[22] No searches happen without a case,
[23] The Fifth says courts must treat you fair,
[24] And follow laws with proper care.
[25] The Sixth gives you a trial that’s fair,
[26] With a jury there to listen and care,
[27] The Seventh keeps your right to sue,
[28] In certain cases brought to court too.
[29] The Eighth says punishments must be fair,
[30] Not too harsh or hard to bear,
[31] The Ninth reminds us rights still exist,

[32] Even ones not on the list.
[33] The Tenth says powers not written down
[34] Belong to states and people around,
[35] These rights protect us every day,
[36] And help guide laws in every way.
[37] When people learn these rights at school,
[38] They better understand each rule.
[39] Knowing freedoms, big and small,
[40] Helps us respect the rights of all.
[41] The Bill of Rights has stood the test,
[42] Helping our nation do its best.
[43] Though many years have passed us by,
[44] Its freedoms still reach you and I.

Student Annotation Guide — Our Rights, Our Voices

T — Time

Long ago, when a nation was new,

R — Reactions

They wanted rules that all could know,

A — Actions

They wrote down rights to make things fair,

C — Character/Concept/Creature

The First says you can speak your mind,

K — Key Knowledge

These rights protect us every day,

S — Scenery/Setting

Inside your home in any way.

TRACKS EVIDENCE HIGHLIGHTING — Our Rights, Our Voices

- [1] Long ago, when a nation was new,
- [2] Leaders asked, “What should we do?”
- [3] They wanted rules that all could know,
- [4] To help the young country safely grow.
- [5] They wrote down rights to make things fair,
- [6] So people’s freedoms would be there.
- [7] These promises would help explain
- [8] How laws should work across the land.
- [9] The First says you can speak your mind,
- [10] Practice religion of any kind,
- [11] Write your thoughts and gather too,
- [12] And transmit ideas as others do.
- [13] The Second says you have a right
- [14] To keep yourself safe day or night,
- [15] The Third says soldiers cannot stay,
- [16] Inside your home in any way.
- [17] Each amendment has an important role.
- [18] Together they help protect the whole.
- [19] They remind the government what it can do,
- [20] While protecting the rights of me and you.
- [21] The Fourth is protective of things and space,
- [22] No searches happen without a case,
- [23] The Fifth says courts must treat you fair,
- [24] And follow laws with proper care.
- [25] The Sixth gives you a trial that’s fair,
- [26] With a jury there to listen and care,
- [27] The Seventh keeps your right to sue,
- [28] In certain cases brought to court too.
- [29] The Eighth says punishments must be fair,
- [30] Not too harsh or hard to bear,
- [31] The Ninth reminds us rights still exist,

[32] Even ones not on the list.
[33] The Tenth says powers not written down
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[36] And help guide laws in every way.
[37] When people learn these rights at school,
[38] They better understand each rule.
[39] Knowing freedoms, big and small,
[40] Helps us respect the rights of all.
[41] The Bill of Rights has stood the test,
[42] Helping our nation do its best.
[43] Though many years have passed us by,
[44] Its freedoms still reach you and I.

PASSAGE 6 — A Voice of Their Own

[1] Characters:

[2] NARRATOR

[3] THOMAS (a young apprentice)

[4] MR. HARRIS (a shop owner)

[5] Scene 1: Outside the Shop

[6] (Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. People walk past carrying baskets and supplies.)

[7] NARRATOR: In the colonies, most laws were made far away in England. Over time, some colonists began to question this.

[8] THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

[9] MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

[10] THOMAS: But it doesn't seem fair.

[11] MR. HARRIS: Many people have started asking that same question.

[12] THOMAS: I hear people talking in the market, but I never know what they mean.

[13] MR. HARRIS: They are wondering if the colonies should have more of a voice.

[14] THOMAS: I think I would want someone nearby making decisions for us.

[15] (Thomas finishes sweeping and looks down the street as more people pass by.)

[16] Scene 2: Later That Day

[17] (Thomas stops sweeping and leans on the broom. Mr. Harris looks thoughtful.)

[18] NARRATOR: As more laws were passed, colonists began to think differently.

[19] MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

[20] THOMAS: (interested) So people there have a voice?

[21] MR. HARRIS: Yes. It's called self-government.

[22] THOMAS: That sounds better than having no say at all.

[23] MR. HARRIS: The representatives listen to the people who live there.

[24] THOMAS: Then they understand what families need.

[25] MR. HARRIS: That is the idea. Many colonists hoped more places would have that chance.

[26] NARRATOR: The more people talked about self-government, the more the idea spread from town to town.

[27] Scene 3: A New Understanding

[28] (Both stand facing each other, more serious now.)

[29] NARRATOR: Slowly, ideas about self-government began to grow.

[30] MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

[31] THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

[32] MR. HARRIS: And once people start thinking that way, it's hard to go back.

[33] THOMAS: Maybe one day every colony will have a stronger voice.

[34] MR. HARRIS: Change does not happen all at once, but every conversation matters.

[35] THOMAS: Then I will keep listening and learning.

[36] NARRATOR: These ideas continued to spread and helped shape the future of the colonies. As more people shared their thoughts, the desire for self-government became stronger and helped lead to important changes in American history.

Student Annotation Guide — A Voice of Their Own

T — Time

Scene 2: Later That Day

R — Reactions

But it doesn't seem fair.

A — Actions

Thomas finishes sweeping

C — Character/Concept/Creature

THOMAS

K — Key Knowledge

It's called self-government.

S — Scenery/Setting

Scene 1: Outside the Shop

TRACKS EVIDENCE HIGHLIGHTING — A Voice of Their Own

[1] Characters:

[2] NARRATOR

[3] THOMAS (a young apprentice)

[4] MR. HARRIS (a shop owner)

[5] Scene 1: Outside the Shop

[6] (Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. People walk past carrying baskets and supplies.)

[7] NARRATOR: In the colonies, most laws were made far away in England. Over time, some colonists began to question this.

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[12] THOMAS: I hear people talking in the market, but I never know what they mean.

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[17] (Thomas stops sweeping and leans on the broom. Mr. Harris looks thoughtful.)

[18] NARRATOR: As more laws were passed, colonists began to think differently.

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[33] THOMAS: Maybe one day every colony will have a stronger voice.

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[35] THOMAS: Then I will keep listening and learning.

[36] NARRATOR: These ideas continued to spread and helped shape the future of the colonies. As more people shared their thoughts, the desire for self-government became stronger and helped lead to important changes in American history.

Day 1 - Gather and Reveal



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(i)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 1(E)(i) and ELPS 2(E)(i)	Students listen, speak, read, and write using the module language target.

Purpose

Launch prompt-detective habits and reveal that hidden clue words identify the deeper WHY or HOW thinking job.

★ Daily Deck Slide (M2-06 - Mystery Prompt Jobs)

Write on the board: WHAT IS THIS PROMPT REALLY ASKING ME TO EXPLAIN?

G - Gather: Mystery Prompt Jobs

Teacher Script

"I will show two prompt cards. One asks for reasons or importance; one asks for ways or development. You may not see the words why or how. Listen for the important word that tells you the real job."

Students compare: "Explain the significance of the Bill of Rights in the poem." and "Explain what the dialogue reveals about the colonists' feelings." They name the clues significance and reveals.

R - Reveal: Hidden WHY and Hidden HOW

Teacher Script

"A hidden WHY prompt asks for reasons, importance, meaning, significance, purpose, or value. A hidden HOW prompt asks in what ways something develops, reveals, shapes, or influences something else. Always ask: What is this prompt really asking me to explain?"

Notebook Capture

- WHY clues: importance, significance, reasons, meaning, purpose, value.
- HOW clues: ways, reveal, influence, show, develop, shape.
- Careful readers underline the clue before they plan an answer.

Passage Connection

Read both clean copies. Students listen for rights, fairness, voice, representation, and conflict. Do not highlight until the second TRACKS reading.

Exit Check

I can name one hidden WHY clue and one hidden HOW clue.

Teacher Script Rehearsal



Teacher Script

"Do not rush to answer. First, underline the word that tells you what kind of thinking the prompt requires."



Teacher Script

"A hidden WHY prompt asks why an idea matters; a hidden HOW prompt asks how a relationship develops."



Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 2 - Attempt: Flip Flap Prompt Sort

A

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(ii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(B)(i) and ELPS 3(G)(ii)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M2-08 - Flip Flap Prompt Sort)

Write on the board: READ -> UNDERLINE THE CLUE -> LABEL WHY OR HOW -> DEFEND.

Whole-Group / Pair Activity: Flip Flap Prompt Sort

Students make a notebook flip flap labeled WHY and HOW. They use all 12 prompt cards, underline the clue word, sort the card, and defend the label with a sentence stem.

🔊 Teacher Script

"You are not looking for the words why or how. You are looking for clue words that reveal the real job of the prompt. Keep your cards in your notebook pocket because strong prompt readers return to these clues again and again."

Teacher Directions

1. Read one prompt card aloud.
2. Underline the clue word.
3. Decide whether it asks for reasons or importance (WHY) or ways or development (HOW).
4. Place it under the correct flap.
5. Defend your choice aloud.

🔑 Answer Key

WHY: importance, significance, reasons, meaning, purpose, value. HOW: ways, reveals, influences, show, develops, shape.

Student Product

Students correctly classify all 12 cards and record one oral defense using a clue-word sentence stem.

Teacher Script Rehearsal

Teacher Script

"A hidden WHY prompt asks why an idea matters; a hidden HOW prompt asks how a relationship develops."

Teacher Script

"Defend your label with the clue word, not with a guess."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 3 - Discuss and Use the Knowledge Again



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(E)(i) and ELPS 3(G)(iii)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M2-10 - Align the Thinking Job)

Write on the board: A CORRECT LABEL MUST INCLUDE THE CLUE THAT CAUSED THE DECISION.

D - Discuss

Teacher Script

"What made some prompts belong under the WHY flap even though why never appeared? What clues helped you know a prompt belonged under HOW? Why is it important not to rush?"

Possible responses: importance and significance point to reasons; reveal, ways, and influence point to development; rushing can lead to answering the wrong kind of question; correct classification helps choose a thesis (central idea) and evidence.

U - Use: Prompt Clue Word Sort

Students use the same cards to isolate exact clue words on an independent worksheet.

1. Read each card again.
2. Isolate its clue word or phrase.
3. Write it in the hidden WHY or hidden HOW column.
4. Color-code the two families.
5. Complete: "One prompt clue I will remember is ____ because ____."

Thesis (Central Idea) Alignment Model

Prompt: “Explain the significance of the rights named in the poem.” Model thesis (central idea): “The rights named in the poem are significant because they protect freedoms and help make laws fair.”

Teacher Script

“A strong thesis (central idea) performs the prompt’s actual thinking job instead of retelling everything that happened.”

Teacher Script Rehearsal

Teacher Script

“Defend your label with the clue word, not with a guess.”

Teacher Script

“Your thesis (central idea) must do the prompt’s real job instead of retelling what happened in the passages.”

Teacher Script

“Pause and ask yourself: What does this step help the writer do next?”

Day 4 - Award and Target Their Goals



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(ii) and ELPS 4(C)(i)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M2-13 - Award Yourself)

Write on the board: I STAYED ALIGNED TO THE PROMPT BY ____.

A - Award Yourself for a Job Well Done

Students draw a Prompt Detective Badge, place a star beside the clue word that will help them most, and complete: "Today I learned to uncover hidden prompt jobs by noticing ____."

🔊 Teacher Script

"You learned to read beyond obvious words and notice the true thinking job of a prompt. That is a strong writer habit worth celebrating."

T - Target Prompt Alignment

Students select one target: noticing clue words, distinguishing WHY/HOW, avoiding summary, or writing an aligned thesis (central idea).

Revising and Editing Connection

Combine "The dialogue reveals frustration. The characters want a voice." into one coherent sentence. Use a subordinating conjunction to explain why representation matters; when the dependent clause comes first, use a comma. Revise an indefinite-pronoun sentence for agreement. Use a conjunctive adverb correctly: "The colonists wanted fair treatment; however, they also wanted representation."

Teacher look-for: students explain how their revision keeps the thesis (central idea) aligned to the prompt's hidden job.

Teacher Script Rehearsal

Teacher Script

"Your thesis (central idea) must do the prompt's real job instead of retelling what happened in the passages."

Teacher Script

"When you teach a partner, name the clue word and the kind of thinking it unlocks."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 5 - Explain to Others and Extend

E

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(iii) and ELPS 4(D)(ii)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M2-15 - Explain to Others)

Write on the board: THIS PROMPT IS REALLY A ____ PROMPT BECAUSE THE CLUE WORD ____ TELLS ME TO THINK ABOUT ____.

E - Explain to Others

Partners teach what makes a hidden WHY prompt, what makes a hidden HOW prompt, one clue from each category, and one sample prompt from the lesson.

Teacher Script

"Turn and teach someone near you. Be clear, kind, and confident. Teaching your thinking helps it grow."

Intervention: One Word at a Time

Use six cards first: importance, significance, reasons, ways, reveals, develops. Students highlight the clue, name the job, sort, and orally finish: "This prompt really asks me to explain ____."

Enrichment: Prompt Architect

Students create two hidden WHY prompts and two hidden HOW prompts using only the poem and drama. Every prompt must use a precise clue word and be defended aloud.

✓ **Overarching Question - Answer**

Clue words reveal the thinking job by signaling the relationship the response must explain. Importance, significance, reasons, meaning, value, and purpose point toward WHY thinking. Ways, develop, reveal, influence, show, and shape point toward HOW thinking. Once students identify that job, they can build a thesis (central idea), evidence choices, and explanations that stay aligned to the prompt instead of drifting into summary.

Teacher Script Rehearsal

Teacher Script

"When you teach a partner, name the clue word and the kind of thinking it unlocks."

Teacher Script

"Do not rush to answer. First, underline the word that tells you what kind of thinking the prompt requires."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Module 2 - Low, Medium, and High Exemplars

Low Exemplar

Student response: The rights are important. People have rights.

What is working: The response names a related idea.

What Needs Improvement: Add a precise claim, a selected detail, and thinking that explains the connection.

Medium Exemplar

Student response: The rights in the poem are important because they help protect people and make laws fair.

What is working: The response moves beyond a bare topic and begins to make a focused claim.

What Needs Improvement: Make the relationship more precise and show how accurate text evidence proves it.

High Exemplar

Student response: The rights named in “Our Rights, Our Voices” are significant because they protect people’s freedoms, require fair treatment in courts, and guide laws that affect everyone. The poet says, “These rights protect us every day,” which shows why the protections matter beyond one situation.

What is working: The response is focused, passage-grounded, and explains the evidence-to-idea connection.

Module 2 - Assessment Opportunities

Field	Detail
Purpose	Determine whether students can identify and use hidden WHY and HOW prompt clues.
Materials	Prompt cards, flip flap, clue-word worksheet, and both Medium Stamina passages.
Task	Classify statement prompts, underline clue words, defend choices, and write one aligned thesis (central idea).
Expected response	Correct WHY/HOW labels supported by the exact clue language.

Formative Rubric

Component	Student Requirement
Identify	Underline a meaningful clue word or phrase.
Classify	Sort each prompt into hidden WHY or hidden HOW.
Defend	State why the clue led to the decision.
Align	Write a thesis (central idea) that answers the prompt's thinking job.

Check the Learning

- Auditory: Listen and Label. Students hear a complete prompt, signal W or H, and name the clue word.
- Collaborative: Flip Flap Prompt Sort. Students classify all 12 cards and defend each category.
- Written: Prompt Clue Word Sort. Students isolate clue words, organize them by family, and write one aligned thesis (central idea).
- Retrieval: Fresh Recall. Students list three WHY clues and three HOW clues without notes.

Teacher look-for: students name the relationship signaled by the clue rather than guessing from the passage topic.

Intervention - Clue Word Rescue

Use six cards at first: three hidden WHY and three hidden HOW. Highlight the clue word before students sort.



Teacher Script

"We are going to slow the task down and focus on one important word at a time. That word helps unlock the whole prompt."

1. Read the prompt.
2. Highlight the clue word.
3. Ask: Does this word ask for reasons/importance or ways/development?
4. Sort it under WHY or HOW.

Goal: Students correctly sort six prompts and explain one clue-word choice aloud.

Module 2 - Embedded Checks and Student Support

Check	Evidence	If Students Need Support
Identify a clue	Student underlines a relevant word.	Reduce the choice to one WHY and one HOW clue family.
Sort a card	Student places the prompt under the correct flap.	Read the prompt aloud and ask whether it wants importance or development.
Defend a choice	Student uses the clue-word sentence stem.	Provide: "This is a ____ prompt because ____."
Align a thesis (central idea)	Student writes to the prompt's true job.	Compare a summary with an answer that explains the relationship.

Enrichment - Prompt Architect

Students create two hidden WHY prompts and two hidden HOW prompts using only “Our Rights, Our Voices” and “A Voice of Their Own.” Each sentence statement must have one precise clue word and students must defend the classification.

Sample starters:

- Explain the significance of ____.
- Describe the ways ____.
- Explain what the dialogue reveals about ____.
- State the reasons ____.



Teacher Script

“You are ready to move from reading prompts to crafting them. Hide why or how, but make the correct thinking job clear through a precise clue word.”

Module 2 - Additional Writing Opportunity

Prompt Bank - Sentence Statements

- Explain the importance of the rights listed in “Our Rights, Our Voices.”
- Describe the significance of fair treatment in the poem.
- Explain what the dialogue reveals about the colonists’ feelings.
- Describe how self-government influences the drama.

Planning Support

1. Read the statement prompt slowly.
2. Underline the word that signals the relationship.
3. Label the prompt hidden WHY or hidden HOW.
4. Say what the prompt is really asking you to explain.
5. Write one thesis (central idea) that performs that thinking job.

Revise and Edit

Read your thesis (central idea) aloud. Check that it explains importance/reasons for a WHY prompt or ways/development for a HOW prompt. Improve sentence structure, word choice, coherence, commas in complex sentences, and pronoun agreement.

Drafting Space

Module 2 - Auditory Engagement: Listen and Label

Teacher Script

"Pencils down. Listen to the whole prompt. After I finish, hold up W for WHY or H for HOW, then say the clue word that directed your thinking. Do not guess from the topic; listen for the relationship."

Read aloud:

- Explain the value of having a voice in the drama. -> WHY, value
- Describe the ways the poem shows the need for rights. -> HOW, ways
- Explain what the dialogue reveals about the colonists' feelings. -> HOW, reveals

Fresh Recall: Students cover notes, name three WHY clues and three HOW clues from memory, then explain one classification to a partner.

Pause Points

|| Pause Point - Name the Hidden Job

Ask: “Which one word helped you decide? Does this prompt want reasons/importance or ways/development?”

|| Pause Point - Guard Against Summary

Ask: “Will your thesis (central idea) answer the relationship named by the clue, or will it only retell the text?”

|| Pause Point - Fresh Recall

Students close notebooks and orally list three WHY clues and three HOW clues.

Module 2 - My Progress Tracker

Checkpoint	I can...	Not Yet	With Help	Independently
Gather / Reveal	identify clue words that signal hidden WHY and hidden HOW thinking			
Attempt	classify statement prompts and defend the thinking job with prompt language			
Discuss / Use	analyze a new prompt and align a thesis (central idea) to the correct WHY/HOW job			
Award / Target	identify a prompt-analysis strength and one clue-word habit to strengthen			
Explain	teach another student how clue words reveal the real prompt job			

Module 2 - Teacher Closure and Reflection

Teacher Script

"At the beginning of this module, we asked how clue words reveal whether a prompt is asking for WHY thinking or HOW thinking. Now we know that the clue word signals the relationship the response must explain. We can identify the true job, choose aligned evidence, and write a thesis (central idea) that does not drift into summary."

Overarching Question - Answer

Clue words reveal the thinking job by signaling the relationship the response must explain. Importance, significance, reasons, meaning, value, and purpose point to WHY thinking. Ways, reveal, influence, show, develop, and shape point to HOW thinking.

Module 2 - Remote Learning

Virtual Classroom Adjustment

Use a shared slide deck to keep the clean passages separate from the TRACKS-highlighted copies. Display one direction at a time, read it aloud, and pause before students write. Offer captions, selectable text, oral rehearsal, and a visible vocabulary bank so students can participate through speech, chat, annotation, or handwritten work held to the camera.

For the hidden WHY/HOW prompt sort with draggable flaps and color-coded clue words, assign Reader, Evidence Finder, Recorder, and Explainer roles in breakout rooms. Post the expected product and the sentence frame before rooms open. Students first rehearse their decision aloud, then move or type their response; a partner must name the passage detail or framework word that supports the choice. If breakout rooms are unavailable, use chat responses, reaction choices, and a rotating student share-out.

Ask students to submit one classified prompt and a thesis (central idea) aligned to its true job. Give brief feedback on one specific strength and one next step before the final partner teach-back. End with a chat-based goal, an oral Fresh Recall without notes, and a reminder that the same close-reading and writing HABIT applies whether the work is on paper or on screen.

MODULE

3

**Magnifying WHY Reasons into
Topic Sentences**

Week 3 • High Stamina

Module 3: Magnifying WHY Reasons into Topic Sentences

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

Module Overarching Question

How does a writer magnify WHY reasons into three distinct topic sentences for an informative ECR?

Module Writing Prompt - Sentence Statement

Explain why the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” show that fairness and voice are important.

Today We Will Look For

- how to brainstorm many reasons before choosing
- how to sort like-minded reasons into baskets or buckets
- how to narrow each group to one strong idea
- how to turn three distinct reasons into topic sentences

Module Passage Set - High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
Our Rights, Our Voices	Poetry	Passage 5	418
A Voice of Their Own	Drama	Passage 6	1102

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Module Independent Product

Independently brainstorm at least eight WHY reasons, group them by shared meaning, narrow to the three strongest distinct reasons, and write three connected topic sentences.

Teacher Inspiration

Teacher Script

“When students learn to magnify their thinking instead of settling for the first idea, they begin to write with depth, intention, and power. Great writing grows when young thinkers learn how to sort, narrow, and choose with purpose.”

Module 3 - Family Communication

This Week at a Glance

- The big skill: magnifying WHY reasons into three distinct topic sentences.
- The catch phrase: Brainstorm wide, group with pride, narrow with care, choose the best three.
- The passages: “Our Rights, Our Voices,” a poem about rights and fair laws, and “A Voice of Their Own,” a drama about representation and self-government.

One Question to Ask at Home



Teacher Script

“Which of your ideas are truly different, and which ideas repeat the same reason?”

One Way to Help

Ask your child to name several reasons an idea matters, sort the reasons that are alike, and choose three strong reasons that would make three different paragraphs.

Family Letter

Dear Families,

This week, your child is learning how to magnify WHY reasons for an informative ECR. Students will read the High Stamina versions of the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own.” Both texts ask students to think about rights, fair laws, representation, self-government, and having a voice in decisions.

In class, students will brainstorm widely, group similar ideas, and choose three distinct topic sentences. We will emphasize that strong writing is not only longer writing. A strong response gives a clear idea, chooses details that fit, and explains how those details support the idea.

Please try this at home: Ask your child to name several reasons an idea matters, group the ideas that sound alike, and choose the three most different reasons. Then ask, “What detail from one of the passages could support your thinking?” Invite your child to answer in a complete sentence and to explain why the detail is a strong match.

Thank you for helping your child talk, read, and think like a writer.

With appreciation,

Your child’s teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su hijo o hija está aprendiendo a ampliar razones de POR QUÉ para una respuesta informativa extensa. Los estudiantes leerán las versiones de alta resistencia del poema “Our Rights, Our Voices” y del drama “A Voice of Their Own.” Los dos textos invitan a pensar en derechos, leyes justas, representación, autogobierno y tener voz en las decisiones.

En clase, los estudiantes van a hacer una lluvia de ideas, agrupar ideas semejantes y elegir tres oraciones temáticas diferentes. Enfatizaremos que escribir mejor no significa solamente escribir más. Una respuesta fuerte presenta una idea clara, elige detalles que corresponden y explica cómo esos detalles apoyan la idea.

Por favor, prueben esto en casa: Pidan a su hijo o hija que nombre varias razones por las que una idea importa, agrupe las ideas parecidas y elija las tres más diferentes. Después pregunten: “¿Qué detalle de uno de los pasajes podría apoyar tu pensamiento?” Inviten a su hijo o hija a responder con una oración completa y a explicar por qué el detalle es una buena elección.

Gracias por ayudar a su hijo o hija a conversar, leer y pensar como escritor o escritora.

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 family letter, or post them in the class stream. None can be answered with only yes or no.

- Why do writers brainstorm many reasons before choosing their best ones?
- How can grouping ideas into baskets make writing more organized?
- How does the poem show that rights protect people or make laws fairer?
- How does the drama show that people want a voice in decisions?

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

Choose a big idea, list several reasons, group the reasons that belong together, and choose three that are truly different. Explain why repeated ideas belong in the same basket.

Family Activity - Passage Talk

Read one short section of either passage together. Ask your child to name one important idea, point to a detail that supports it, and explain how the detail connects. Finish by asking what question the text leaves them thinking about.

Module 3 - Lesson Overview and Standards

Students use the High Stamina versions of “Our Rights, Our Voices” and “A Voice of Their Own” to magnify WHY reasons by brainstorming, grouping, narrowing, and writing distinct topic sentences. The literary thread is problem/conflict; the response work stays grounded in rights, fair laws, representation, self-government, and voice.

Standards in Four Required Groups

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts
TEKS 5.11(B)(v)	develop a focused, structured, coherent draft with specific details

Writing Genre TEKS

Standard	Compact cluster expectation
TEKS 5.12(B)(i)	compose informational texts with a clear central idea
TEKS 5.12(B)(ii)	use informational genre characteristics
TEKS 5.12(B)(iii)	use craft

Revising TEKS

Standard	Compact cluster expectation
TEKS 5.11(C)(i)	improve sentence structure
TEKS 5.11(C)(ii)	improve word choice
TEKS 5.11(C)(iii)	add ideas for coherence
TEKS 5.11(C)(iv)	delete ideas for coherence
TEKS 5.11(C)(v)	combine ideas for coherence

Editing TEKS

Standard	Compact cluster expectation
TEKS 5.11(D)(x)	conjunctive adverbs
TEKS 5.11(D)(xiv)	indefinite pronouns
TEKS 5.11(D)(xv)	subordinating conjunctions in complex sentences
TEKS 5.11(D)(xxi)	commas in complex sentences

Module 3 - TEKS and ELPS

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts
TEKS 5.11(B)(v)	develop a focused, structured, coherent draft with specific details

Writing Genre TEKS

Standard	Compact cluster expectation
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Revising TEKS

Standard	Compact cluster expectation
TEKS 5.11(C)(i)	improve sentence structure
TEKS 5.11(C)(ii)	improve word choice
TEKS 5.11(C)(iii)	add ideas for coherence
TEKS 5.11(C)(iv)	delete ideas for coherence
TEKS 5.11(C)(v)	combine ideas for coherence

Editing TEKS

Standard	Compact cluster expectation
TEKS 5.11(D)(x)	conjunctive adverbs
TEKS 5.11(D)(xiv)	indefinite pronouns
TEKS 5.11(D)(xv)	subordinating conjunctions in complex sentences
TEKS 5.11(D)(xxi)	commas in complex sentences

ELPS Addressed in This Module

Standard	Observable language action
ELPS 1(E)(i)	listen, restate, respond, paraphrase, summarize, or ask for clarification
ELPS 2(B)(i)	use content-area vocabulary during formal classroom interactions
ELPS 2(E)(i)	explain, justify, discuss, and elaborate with specificity
ELPS 3(G)(ii)	paraphrase content-area text
ELPS 3(G)(iii)	summarize content-area text
ELPS 4(C)(i)	write with high-frequency and content-area vocabulary
ELPS 4(D)(ii)	write content-area texts using varied sentence types
ELPS 4(F)(ix)	write to explain, respond, or justify with supporting evidence

Module 3 - Language Domains

Language Domain	Student Action	Access Support
Listening	listen for ideas that belong together	Hear the complete direction before recording.
Speaking	explain why ideas share a bucket	Use a partner frame and precise vocabulary.
Reading	collect passage details for three reason families	Use clean copies first and TRACKS copies second.
Writing	write distinct topic sentences	Use the organizer, word bank, and gradual release.

Module 3 - Learning Destination

I Can Statements

- I can brainstorm many reasons connected to a WHY thesis (central idea).
- I can group similar reasons into a clear basket or bucket.
- I can narrow a group to its strongest reason.
- I can write a topic sentence that is different from my other topic sentences.

I Will Statements

- I will use the three layers: brainstorm, group, and narrow.
- I will choose three reasons from separate groups.
- I will explain why each reason supports my thesis (central idea).

Module 3 - Rigor and Misconceptions

Rigor and Cognitive Demand

Thinking Demand	Student Work	Teacher Look-For
Literal	List ideas connected to a thesis (central idea).	Generates several relevant ideas.
Inferential	Group ideas into distinct baskets.	Sorts and keeps a strong leader.
Evaluative	Narrow to three different reasons.	Justifies why each is distinct.
Create	Write focused topic sentences.	Avoids repeated reasons.

Misconceptions and Responsive Moves

Likely Misconception	What It Can Sound Like	Responsive Teacher Move
Topic and reason are the same thing.	"Rights is my reason."	Ask the student to finish the idea with why rights matter in this response.
Any related detail is strong evidence.	"It is about rights, so this quote works."	Return to CSI: Does it connect directly, strongly support, and matter enough?
Explanation repeats the quotation.	"This means the text says the same thing."	Ask the student to name what the quotation proves about the exact reason.
A longer response is automatically stronger.	"I wrote more, so it is better."	Point to one precise, connected sentence and ask what makes its thinking clear.

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

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
fair	treating people in a just way	A fair rule is ____.
voice	a chance to share an idea or choice	My voice matters when ____.
rule	a direction people are expected to follow	One rule I follow is ____.
right	a freedom or protection people have	One right protects ____.
law	an official rule for a community	A law can ____.
safe	protected from harm	I feel safe when ____.
choose	decide between options	I choose ____ because ____.
hear	listen to someone's ideas	People should hear ____.
build	put parts together to make something	I can build ____.
guide	help show the way	This guide helps me ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	an idea that explains why something is true or important	One reason is ____.
way	a method that explains how something happens	One way is ____.
evidence	specific proof from a text	My evidence is ____.
explanation	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	study parts closely to understand them	I analyze by ____.
classify	sort ideas by shared features	I classify these by ____.
coherent	clear and logically connected	My response is coherent because ____.
response	a written answer to a prompt	My response explains ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
amendment	uh-MEND-muhnt	an official change or addition to a governing document	An amendment can ____.
religion	rih-LIJ-uhn	a set of beliefs about faith or worship	Religion is mentioned when ____.
jury	JOO-ree	a group that listens in a court case	A jury helps ____.
punishments	PUN-ish-ments	consequences for breaking a law	Punishments should be ____.
colonists	KOL-uh-nists	people who lived in colonies	The colonists wanted ____.
Parliament	PAR-luh-ment	the lawmaking group in England	Parliament made ____.
representation	rep-rih-zen-TAY-shuhn	having people speak or decide for a group	Representation means ____.
self-government	self-GUV-ern-ment	people taking part in governing themselves	Self-government gives people ____.
apprentice	uh-PREN-tiss	a young person learning a trade from an expert	An apprentice learns ____.
conflict	KON-flikt	a problem or disagreement	The conflict grows when ____.



Teacher Resource

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

Module 3 - Background Knowledge

The poem presents the Bill of Rights as protection, fairness in laws, and a safeguard for people's freedoms. The drama shows colonists questioning laws made far away and considering self-government, representation, and a voice in decisions. Students do not list every text detail. They learn to grow many WHY reasons, discover which ones belong together, and select three different ideas that can organize body paragraphs.

Module 3 - Materials and Preparation

Category	Materials	Preparation
Passages	High Stamina copies of both passages	Prepare paired copies.
Writing tools	Notebooks, scissors, glue, colored pencils, highlighters	Set at tables.
Sorting tools	Three to five colored baskets, reason cards, sentence strips	Color-code sets.
Practice tools	Magnifying glasses, foldable, topic page, key, reflections, slides	Stage before class.

Teacher Script

"Prepare the materials before students arrive so they can move from seeing each part to using it independently."

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 laws, rights, representatives, colonists, and self-government 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.

Passage-Grounded Reason Buckets

Both passages provide details for the module's three reason buckets: protection and safety, fairness in laws, and voice and representation. The poem states that rights protect people and that laws should be fair. In the drama, Thomas and Mr. Harris discuss self-government and the need for people to be heard.

Teacher Script

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

Module 3 - TRACKS Close Reading

TRACKS Key

Mark	Meaning	What to Notice
T	Time	when an idea or event occurs
R	Reactions	feelings, opinions, and responses
A	Actions	what people do
C	Character / Concept / Creature	an important person or idea
K	Key Knowledge	information needed for meaning
S	Scenery / Setting	where an event happens

Student Annotation Guide

1. Read each clean passage first; do not highlight yet.
2. Reread the TRACKS-highlighted copy and locate one detail for each mark.
3. Put a star beside details that support protection, fair laws, or voice.
4. In the margin, write the larger basket each starred detail could support.
5. Use the passage's exact words when you explain your choice.



Teacher Script

"TRACKS helps us collect evidence, but today our job is first to organize the reasons that evidence may later prove."

Module 3 - Daily Deck

M3-01 - Royal Reason Parade

★ Daily Deck Slide

HEAR YE! HEAR YE! REASONS ARE NEAR ME!

M3-02 - Magnifying Process

★ Daily Deck Slide

BRAINSTORM WIDE -> GROUP WITH PRIDE -> NARROW WITH CARE -> CHOOSE THE BEST THREE.

M3-03 - Why Prompt Thinking

★ Daily Deck Slide

WHY prompts ask for reasons, importance, significance, purpose, meaning, or value.

M3-04 - Bucket Labels

★ Daily Deck Slide

Blue: Protection and Safety | Green: Fairness in Laws | Yellow: Voice and Representation.

M3-05 - Topic-Sentence Check

★ Daily Deck Slide

Does this sentence name one reason, connect to my thesis (central idea), and differ from the other two?

Module 3 - Activity Cards and Answer Key

Magnify the Reasons: Activity Cards

Cut apart the cards. Students sort each reason into a basket, select one leader per basket, and build a topic sentence.

Card	Reason
1	rights protect freedoms
2	homes should be protected
3	trials should be fair
4	punishments should not be too harsh
5	laws should be fair
6	rules affect everyone
7	people need fairness every day
8	people want to be heard
9	colonists wanted a voice
10	self-government lets people help make decisions
11	representation matters
12	people need to speak their minds

Answer Key / Teacher Look-Fors

- Blue Bucket — Protection and Safety: cards 1–4. Leader: Rights protect people from unfair treatment.
- Green Bucket — Fairness in Laws: cards 5–7. Leader: Fair laws help people live justly.
- Yellow Bucket — Voice and Representation: cards 8–12. Leader: People need a voice in decisions that affect them.

Strong Topic-Sentence Key

1. One reason fairness and voice are important is that rights protect people from unfair treatment.
2. Another reason these ideas matter is that fair laws help people live more justly.
3. A third reason the poem and drama are significant is that people need a voice in decisions that affect them.

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 5 — Our Rights, Our Voices

[1] Long ago, when a nation was new,
[2] Leaders asked, “What should we do?”
[3] They wanted rules that all could know,
[4] To help the young country safely grow.
[5] They wrote down rights to make things fair,
[6] So people’s freedoms would be there.
[7] These promises would help explain
[8] How laws should work across the land.
[9] They knew the country still would grow,
[10] And future generations needed to know
[11] That everyone should have a voice,
[12] And freedoms should protect each choice.
[13] The First says you can speak your mind,
[14] Practice religion of any kind,
[15] Write your thoughts and gather too,
[16] And transmit ideas as others do.
[17] People also have the right to meet
[18] Peacefully along a town or street.
[19] They can ask leaders to hear their plea,
[20] And work together respectfully.
[21] The Second says you have a right
[22] To keep yourself safe day or night,
[23] The Third says soldiers cannot stay,
[24] Inside your home in any way.
[25] Each amendment has an important role.
[26] Together they help protect the whole.
[27] They remind the government what it can do,
[28] While protecting the rights of me and you.
[29] The Fourth is protective of things and space,
[30] No searches happen without a case,
[31] The Fifth says courts must treat you fair,

[32] And follow laws with proper care.
[33] The Sixth gives you a trial that's fair,
[34] With a jury there to listen and care,
[35] The Seventh keeps your right to sue,
[36] In certain cases brought to court too.
[37] The people who wrote these rights believed
[38] Fairness should always be achieved.
[39] They wanted justice to guide the land,
[40] With equal laws that would always stand.
[41] The Eighth says punishments must be fair,
[42] Not too harsh or hard to bear,
[43] The Ninth reminds us rights still exist,
[44] Even ones not on the list.
[45] The Tenth says powers not written down
[46] Belong to states and people around.
[47] This helps divide authority,
[48] Creating balance for you and me.
[49] These rights protect us every day,
[50] And help guide laws in every way.
[51] They shape the choices leaders make,
[52] And the responsibilities we all take.
[53] When people learn these rights at school,
[54] They better understand each rule.
[55] Knowing freedoms, big and small,
[56] Helps us respect the rights of all.
[57] The Bill of Rights has stood the test,
[58] Helping our nation do its best.
[59] Though many years have passed us by,
[60] Its freedoms still reach you and I.
[61] As new generations learn these rights,
[62] They help keep fairness shining bright.
[63] By understanding what they mean,
[64] We can build a future strong and free.

Student Annotation Guide — Our Rights, Our Voices

T — Time

Long ago, when a nation was new,

R — Reactions

They wanted rules that all could know,

A — Actions

They wrote down rights to make things fair,

C — Character/Concept/Creature

The First says you can speak your mind,

K — Key Knowledge

These rights protect us every day,

S — Scenery/Setting

Inside your home in any way.

TRACKS EVIDENCE HIGHLIGHTING — Our Rights, Our Voices

- [1] Long ago, when a nation was new,
[2] Leaders asked, “What should we do?”
[3] They wanted rules that all could know,
[4] To help the young country safely grow.
[5] They wrote down rights to make things fair,
[6] So people’s freedoms would be there.
[7] These promises would help explain
[8] How laws should work across the land.
[9] They knew the country still would grow,
[10] And future generations needed to know
[11] That everyone should have a voice,
[12] And freedoms should protect each choice.
[13] The First says you can speak your mind,
[14] Practice religion of any kind,
[15] Write your thoughts and gather too,
[16] And transmit ideas as others do.
[17] People also have the right to meet
[18] Peacefully along a town or street.
[19] They can ask leaders to hear their plea,
[20] And work together respectfully.
[21] The Second says you have a right
[22] To keep yourself safe day or night,
[23] The Third says soldiers cannot stay,
[24] Inside your home in any way.
[25] Each amendment has an important role.
[26] Together they help protect the whole.
[27] They remind the government what it can do,
[28] While protecting the rights of me and you.
[29] The Fourth is protective of things and space,
[30] No searches happen without a case,
[31] The Fifth says courts must treat you fair,

[32] And follow laws with proper care.
[33] The Sixth gives you a trial that's fair,
[34] With a jury there to listen and care,
[35] The Seventh keeps your right to sue,
[36] In certain cases brought to court too.
[37] The people who wrote these rights believed
[38] Fairness should always be achieved.
[39] They wanted justice to guide the land,
[40] With equal laws that would always stand.
[41] The Eighth says punishments must be fair,
[42] Not too harsh or hard to bear,
[43] The Ninth reminds us rights still exist,
[44] Even ones not on the list.
[45] The Tenth says powers not written down
[46] Belong to states and people around.
[47] This helps divide authority,
[48] Creating balance for you and me.
[49] These rights protect us every day,
[50] And help guide laws in every way.
[51] They shape the choices leaders make,
[52] And the responsibilities we all take.
[53] When people learn these rights at school,
[54] They better understand each rule.
[55] Knowing freedoms, big and small,
[56] Helps us respect the rights of all.
[57] The Bill of Rights has stood the test,
[58] Helping our nation do its best.
[59] Though many years have passed us by,
[60] Its freedoms still reach you and I.
[61] As new generations learn these rights,
[62] They help keep fairness shining bright.
[63] By understanding what they mean,
[64] We can build a future strong and free.

PASSAGE 6 — A Voice of Their Own

[1] Characters:

[2] NARRATOR

[3] THOMAS (a young apprentice)

[4] MR. HARRIS (a shop owner)

[5] Scene 1: Outside the Shop

[6] (Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. The street is busy with people carrying baskets, tools, and supplies. A wagon rolls past as neighbors stop to talk.)

[7] NARRATOR: In the colonies, most laws were made far away in England. The king and Parliament decided what rules the colonists had to follow. Many people accepted those rules because they believed that was simply the way things worked. Over time, however, some colonists began to wonder if there could be a better way.

[8] THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

[9] MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

[10] THOMAS: But it doesn't seem fair.

[11] MR. HARRIS: You're not the first person to say that.

[12] THOMAS: Really?

[13] MR. HARRIS: I've heard customers talking about it almost every day. Some wonder why people far away decide what happens here.

[14] THOMAS: If they have never seen our town, how do they know what we need?

[15] MR. HARRIS: That is the question many people are beginning to ask.

[16] (Thomas sweeps for another moment before stopping to think.)

[17] THOMAS: I thought everyone agreed with the king.

[18] MR. HARRIS: Many people still do. They respect the king and want peace. But they also believe their opinions should matter.

[19] THOMAS: Can both things be true?

[20] MR. HARRIS: Sometimes they can. People can be loyal and still hope for change.

[21] NARRATOR: Across the colonies, conversations like this happened in homes, shops, and meeting places. People shared ideas with neighbors and family members. Some agreed, while others believed England should continue making all the decisions.

[22] Scene 2: Customers Arrive

[23] (Two customers enter the shop. Thomas steps aside while Mr. Harris greets them. The customers quietly discuss news from another colony before leaving.)

[24] NARRATOR: News traveled slowly from one colony to another. Riders carried letters,

and travelers shared stories wherever they stopped. Even though the colonies were far apart, people often talked about the same problems.

[25] THOMAS: They sounded worried.

[26] MR. HARRIS: They were talking about new laws.

[27] THOMAS: Do the new laws affect everyone?

[28] MR. HARRIS: Many of them do. Shop owners, farmers, workers, and families all feel the effects.

[29] THOMAS: So everyone is paying attention now.

[30] MR. HARRIS: More people are listening than ever before.

[31] THOMAS: I never noticed how much people talk about government.

[32] MR. HARRIS: Sometimes people don't think about government until a new law changes their daily lives.

[33] THOMAS: I guess that's true.

[34] NARRATOR: As new laws were announced, more colonists began asking questions. They wanted to understand why the rules were changing and whether they should have a voice in those decisions.

[35] Scene 3: Later That Day

[36] (Thomas stops sweeping and leans on the broom. Mr. Harris looks thoughtful as he folds the papers.)

[37] NARRATOR: As more laws were passed, colonists began to think differently.

[38] MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

[39] THOMAS: (interested) So people there have a voice?

[40] MR. HARRIS: Yes. It's called self-government.

[41] THOMAS: That sounds better than having no say at all.

[42] MR. HARRIS: The people choose representatives to speak for them.

[43] THOMAS: Then those representatives understand what life is like here.

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[49] THOMAS: I would rather have someone nearby speaking for us than someone far away who has never visited.

[50] MR. HARRIS: Many colonists began thinking the same way.

[51] NARRATOR: Ideas about self-government spread from colony to colony. Some people learned about representative government by reading newspapers. Others heard about it through conversations with travelers or neighbors. Slowly, more colonists began to believe they should help shape the laws they followed.

[52] Scene 4: Thinking About the Future

[53] (The afternoon sun begins to set. Thomas places the broom against the shop wall. Both look down the quiet street.)

[54] THOMAS: Do you think things will ever change?

[55] MR. HARRIS: Change usually takes time.

[56] THOMAS: Why?

[57] MR. HARRIS: Because people have different opinions. Some welcome new ideas. Others believe it is safer to keep things the same.

[58] THOMAS: That makes sense.

[59] MR. HARRIS: Before people make big changes, they often spend a long time talking and listening.

[60] THOMAS: I suppose everyone wants what they think is best.

[61] MR. HARRIS: Exactly.

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[66] MR. HARRIS: Sometimes one question leads to many others.

[67] Scene 5: A New Understanding

[68] (Both stand facing each other, more serious now. The shop is quiet as the day comes to an end.)

[69] NARRATOR: Slowly, ideas about self-government began to grow. More colonists believed that people who lived in the colonies should help make the laws that affected their daily lives.

[70] MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

[71] THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

[72] MR. HARRIS: Every family, every worker, and every shop owner is affected by the choices leaders make.

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[74] MR. HARRIS: That was becoming an important belief throughout the colonies.

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[83] NARRATOR: These ideas continued to spread and helped shape the future of the colonies. As more people discussed representative government and self-government, they began thinking differently about leadership and fairness. Their conversations did not solve every problem right away, but they encouraged people to ask questions, share ideas, and work toward a government in which citizens had a voice. Those beliefs would become an important part of American history.

Student Annotation Guide — A Voice of Their Own

T — Time

Scene 3: Later That Day

R — Reactions

But it doesn't seem fair.

A — Actions

People shared ideas with neighbors and family members.

C — Character/Concept/Creature

THOMAS

K — Key Knowledge

It gives people a chance to be heard.

S — Scenery/Setting

Scene 1: Outside the Shop

TRACKS EVIDENCE HIGHLIGHTING — A Voice of Their Own

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Day 1 - Gather and Reveal



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(i)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 1(E)(i) and ELPS 2(E)(i)	Students listen, speak, read, and write using the module language target.

Purpose

Launch the magnifying process for WHY prompts and connect the High Stamina poem and drama to three possible reason families.

★ Daily Deck Slide (M3-06 - Royal Reason Parade)

Write on the board: HEAR YE! HEAR YE! REASONS ARE NEAR ME!

G — Gather Their Attention: Royal Reason Parade

Hold up a magnifying glass and three colorful baskets.

Teacher Script

"Readers and writers, today we are not grabbing the first reason we see. We are going to magnify our thinking. Strong writers brainstorm, sort, narrow, and choose with care. By the end of today, a messy pile of reasons will become three powerful topic sentences."

Students echo the chant, clap its rhythm, and hold up three fingers when they hear the number of reasons to keep.

R — Reveal: The Magnifying Process for WHY Prompts

Teacher Script

"When writers answer a WHY prompt, they give strong reasons. First, brainstorm many reasons. Second, place like-minded reasons into groups or buckets. Third, narrow each group to one strong idea. Finally, keep the best three and turn them into topic sentences."

Notebook Capture

1. Brainstorm many reasons.
2. Group like-minded reasons.
3. Narrow each group.
4. Keep the best three.
5. Turn them into topic sentences.

Passage Connection

Read both clean copies. Students listen for details that could belong in Protection and Safety, Fairness in Laws, or Voice and Representation. Do not highlight until the second TRACKS reading.

Exit Check

I can name the three layers: brainstorm, group, and narrow.

Teacher Script Rehearsal

Teacher Script

"Strong writers do not stop at the first idea. We brainstorm widely so we have choices worth comparing."

Teacher Script

"Put ideas that would make the same paragraph into the same bucket."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 2 - Attempt: Magnify the Reasons

A

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(ii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(B)(i) and ELPS 3(G)(ii)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M3-07 - Thesis (Central Idea) and Brainstorm)

Write on the board: Brainstorm wide. Do not choose yet.

Whole-Group Activity: Magnify the Reasons

Thesis (Central Idea): Both the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” show that fairness and voice are important because people need protection, representation, and the freedom to be heard.

Teacher Script

“We will not jump straight into body paragraphs. First, grow many possibilities. At this layer, we gather ideas without judging too quickly.”

Sample Brainstormed Reasons

- rights protect freedoms
- people need to speak their minds
- laws should be fair
- punishments should not be too harsh
- people want to be heard
- colonists wanted a voice
- self-government lets people help make decisions
- representation matters
- homes should be protected
- trials should be fair

★ Daily Deck Slide (M3-08 - Sort the Buckets)

Write on the board: Group ideas that belong together; repeats do not make new reasons.

Color-Coded Buckets

- Blue — Protection and Safety: rights protect freedoms; homes should be protected; trials should be fair; punishments should not be too harsh.
- Green — Fairness in Laws: laws should be fair; people need fairness every day; rules affect everyone.
- Yellow — Voice and Representation: people want to be heard; colonists wanted a voice; self-government lets people help make decisions; representation matters.

Teacher Script

"Ask: Which reasons belong together? If two reasons sound alike, point to the same kind of importance, or would make the same paragraph, they belong in one basket."

Student Product

Complete the left and middle panels of the tri-fold organizer: brainstormed reasons and grouped buckets.

Teacher Script Rehearsal

Teacher Script

"Put ideas that would make the same paragraph into the same bucket."

Teacher Script

"Choose one leader from each different bucket so every topic sentence has its own job."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 3 - Discuss and Use the Knowledge Again



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(E)(i) and ELPS 3(G)(iii)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M3-09 - Narrow and Build)

Write on the board: Keep one leader from each basket, then write a topic sentence.

D — Discuss

Teacher Script

"Why is brainstorming many reasons better than stopping at the first one? How did baskets help you see ideas more clearly? Why must our final topic sentences come from separate groups?"

Possible student responses: brainstorming gives more choices; buckets show which ideas are alike; repeated ideas would make repeated paragraphs; separate groups create different directions.

U — Use: Narrowing and Topic Sentences

Choose one group leader:

- Protection: Rights protect people from unfair treatment.
- Fairness: Fair laws help people live justly.
- Voice: People need a voice in decisions that affect them.

Teacher Script

"A thesis (central idea) tells the whole answer. A topic sentence names one part of that answer. We choose one leader from each separate group so each paragraph has a clear job."

Topic-Sentence Key

1. One reason fairness and voice are important is that rights protect people from unfair treatment.
2. Another reason these ideas matter is that fair laws help people live more justly.
3. A third reason the poem and drama are significant is that people need a voice in decisions that affect them.

Independent Notebook Task: Magnify My Reasons

Use the thesis (central idea): The poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” are important because both texts show that people need fairness, protection, and a voice.

Write at least eight reasons; sort them into groups; narrow each group; then write three topic sentences.

Teacher Script Rehearsal



Teacher Script

“Choose one leader from each different bucket so every topic sentence has its own job.”



Teacher Script

“A topic sentence should connect to the thesis (central idea) without repeating the thesis (central idea) word for word.”



Teacher Script

“Pause and ask yourself: What does this step help the writer do next?”

Day 4 - Award and Target Their Goals



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(ii) and ELPS 4(C)(i)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M3-10 - Award the Organizer)

Write on the board: Star the topic sentence you are proudest of.

A — Award Yourself for a Job Well Done

Students draw a Magnifying Master Badge, star their strongest topic sentence, and complete: "Today I learned how to turn many ideas into ____."

Teacher Script

"You did not settle for one quick answer. You grew your ideas, sorted them, narrowed them, and turned them into clear topic sentences. That is the work of a strong writer."

T — Target Their Goals

Students respond: One layer I understand well is _____. One layer I will strengthen is _____. One topic sentence I may revise is _____ because _____.

Revising and Editing Connection

Revise the three topic sentences so they are distinct, coherent, and syntactically strong. Add a clarifying phrase, delete repeated wording, and combine overlapping ideas into a stronger group leader. Write one topic sentence using although, because, since, or when; then check the comma rule and any indefinite pronoun or conjunctive adverb.

Teacher look-for: each topic sentence represents a different bucket, connects to the thesis (central idea), and avoids disguised repetition.

Teacher Script Rehearsal

Teacher Script

"A topic sentence should connect to the thesis (central idea) without repeating the thesis (central idea) word for word."

Teacher Script

"Explain your magnifying process as if you are training another thoughtful writer."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 5 - Explain to Others and Extend

E

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(iii) and ELPS 4(D)(ii)	Students listen, speak, read, and write using the module language target.

★ Daily Deck Slide (M3-11 - Turn and Teach)

Write on the board: First I brainstormed. Then I grouped. Next I narrowed. Finally I wrote this topic sentence.

E — Explain to Others

Partners teach the three layers, identify one group, name one narrowed reason, and read one topic sentence. Use the frame: "First, I brainstormed _____. Then I grouped _____. Next I narrowed _____. Finally, I turned my best idea into this topic sentence: _____."

Teacher Script

"Explain the magnifying process like you are training another writer. Be clear, encouraging, and confident. Teaching your thinking helps it grow."

Intervention: Three Steps, One Bucket at a Time

Use six cards: rights protect freedoms; fair laws; colonists wanted a voice; self-government gives people a say; punishments should be fair; people need protection from unfair power. Students sort, select one leader, and write one supported topic sentence.

Enrichment: Stronger Than, Weaker Than

Compare: A) One reason these texts matter is that people want a voice. B) One reason the poem and drama are important is that people need a voice in decisions that affect their lives.

Answer key: B is stronger because it is more precise and explains why voice matters.

Closing Words of Encouragement

Teacher Script

"You magnified your thinking. You gathered, grouped, narrowed, and chose with care. Every strong topic sentence you wrote came from thoughtful work, and those reasons are becoming powerful paragraphs."

Teacher Script Rehearsal

Teacher Script

"Explain your magnifying process as if you are training another thoughtful writer."

Teacher Script

"Strong writers do not stop at the first idea. We brainstorm widely so we have choices worth comparing."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Module 3 - Low, Medium, and High Exemplars

Low Exemplar

Student response: The texts are important because rights are good and people need a voice.

What is working: The response names a related idea.

What Needs Improvement: Add a precise claim, a selected detail, and thinking that explains the connection.

Medium Exemplar

Student response: The poem and drama are important because rights protect people and people want a voice in government.

What is working: The response moves beyond a bare topic and begins to make a focused claim.

What Needs Improvement: Make the relationship more precise and show how accurate text evidence proves it.

High Exemplar

Student response: The poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” are important because both texts show that people need protection, fair laws, and a voice in decisions. One reason these ideas matter is that rights protect people from unfair treatment. Another reason is that fair laws help communities live more justly. A third reason is that people need a voice in decisions that affect their lives.

What is working: The response is focused, passage-grounded, and explains the evidence-to-idea connection.

Module 3 - Assessment Opportunities

Field	Detail
Purpose	Determine whether students can magnify WHY reasons into three distinct topic sentences.
Materials	Both High Stamina passages, reason cards, bucket organizer, and notebook.
Task	Students brainstorm, group, narrow, and write three topic sentences.
Expected response	Three different groups, one leader from each, and topic sentences that connect to the thesis (central idea).

Formative Rubric

Component	Student Requirement
Brainstorm	Generate at least eight connected reasons.
Group	Sort like-minded reasons by shared meaning.
Narrow	Select a clear group leader.
Topic sentences	Write three distinct, thesis (central idea)-connected sentences.

Teacher look-for: students do not disguise repeated reasons with different wording.

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 - Three Steps, One Bucket at a Time

Use six cards: rights protect freedoms; people want fair laws; colonists wanted a voice; self-government gives people a say; punishments should be fair; people need protection from unfair power.



Teacher Script

"We will slow the process down. First we gather ideas. Then we notice which ideas belong together. Then we choose the strongest leader from each group."

Steps

1. Read the thesis (central idea) aloud.
2. Sort the six reason cards into mini groups.
3. Name one leader for each group.
4. Turn one narrowed leader into a complete topic sentence.

Goal: Students correctly sort the six reasons and write one strong topic sentence with support.

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 - Stronger Than, Weaker Than

★ Daily Deck Slide (M3-18 - Compare Topic Sentences)

Write on the board: Which topic sentence is more precise, and why?

Voice and Representation Group

- Topic Sentence A: One reason these texts matter is that people want a voice.
- Topic Sentence B: One reason the poem and drama are important is that people need a voice in decisions that affect their lives.

🔑 Answer Key

Topic Sentence B is stronger because it is more precise and shows exactly why voice matters. Students revise A by adding the decisions people live under.

Module 3 - Additional Writing Opportunity

Prompt Bank - Sentence Statements

- Explain why rights are important in “Our Rights, Our Voices.”
- Explain why colonists in “A Voice of Their Own” wanted representation.
- Explain why fair laws matter to a community.
- Explain why people need a voice in decisions that affect them.

Planning Support

1. Write a WHY thesis (central idea).
2. Brainstorm at least eight connected reasons.
3. Group similar reasons into baskets.
4. Narrow to three distinct group leaders.
5. Write one topic sentence for each leader.

Revise and Edit

Read your topic sentences aloud. Improve sentence structure, word choice, and coherence. Delete repeated wording. Check a complex sentence for its comma rule and check any indefinite pronoun or conjunctive adverb.

Drafting Space

Module 3 - Auditory Engagement: Listen for the Relationship

Teacher Script

"Pencils down. Listen to the whole reason. Then finish the frame: 'This belongs with ___ because ___.' If two ideas are almost the same, explain how they can be combined before we narrow."

Read aloud:

- Rights protect people from unfair treatment. -> Protection and Safety
- Courts and punishments should follow fair rules. -> Fairness in Laws
- People should have a part in making decisions they must live under. -> Voice and Representation

Fresh Recall: Students cover their notes, name the three strongest buckets from memory, and create one new reason for each bucket.

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

Use a shared slide deck to keep the clean passages separate from the TRACKS-highlighted copies. Display one direction at a time, read it aloud, and pause before students write. Offer captions, selectable text, oral rehearsal, and a visible vocabulary bank so students can participate through speech, chat, annotation, or handwritten work held to the camera.

For the magnifying process with color-coded buckets, reason cards, and a digital tri-fold organizer, assign Reader, Evidence Finder, Recorder, and Explainer roles in breakout rooms. Post the expected product and the sentence frame before rooms open. Students first rehearse their decision aloud, then move or type their response; a partner must name the passage detail or framework word that supports the choice. If breakout rooms are unavailable, use chat responses, reaction choices, and a rotating student share-out.

Ask students to submit brainstormed ideas, grouped buckets, narrowed leaders, and three topic sentences. Give brief feedback on one specific strength and one next step before the final partner teach-back. End with a chat-based goal, an oral Fresh Recall without notes, and a reminder that the same close-reading and writing HABIT applies whether the work is on paper or on screen.

MODULE

4

**Proving Reasons with
Evidence and Explanation**

Week 4 • Very High Stamina

Module 4: Proving Reasons with Evidence and Explanation

Week 4 - Very High Stamina - Cluster 3 (ECR Poetry and Drama Informative)

Module Overarching Question

How do CSI, signal markers, and purposeful explanation help a writer prove a reason?

Module Writing Prompt - Sentence Statement

Explain why the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” show that fairness and voice are important.

Today We Will Look For

- how a quotation connects directly to a reason, strongly supports it, and is important enough to prove it
- how signal markers introduce a quotation smoothly
- how explanation tells what evidence means and how it does its job
- how definition, expert testimony, and story/anecdote explanations sound different

Module Passage Set - Very High Stamina

Passage	Reading Genre	Scope and Sequence Reference	Student-Facing Word Count
Our Rights, Our Voices	Poetry	Passage 5	524
A Voice of Their Own	Drama	Passage 6	1991

Teacher Passage Use Note: Each passage appears first as a clean reading copy and again as a TRACKS-highlighted copy with a Student Annotation Guide.

Module Independent Product

Build three reason -> evidence -> explanation proof chains using a direct quotation, an accurate signal marker, CSI, and a purposeful explanation.

Teacher Inspiration

Teacher Script

“When students learn to connect a reason, a quote, and an explanation with confidence, they begin to sound like writers who know exactly what they are proving. Strong explanation is where writing starts to shine.”

Module 4 - Family Communication

This Week at a Glance

- The big skill: proving a reason with quoted evidence and explanation.
- The check: CSI—Connects, Strongly supports, Important enough.
- The texts: “Our Rights, Our Voices,” a poem about the Bill of Rights, and “A Voice of Their Own,” a drama about representation and self-government.

One Question to Ask at Home



Teacher Script

“How does your proof support your exact idea?”

One Way to Help

Ask your child to make a claim, choose the strongest supporting proof, and begin an explanation with “This means...” or “This shows....”

Family Letter

Dear Families,

This week, your child is learning how writers prove a reason with evidence and explanation. Students will read the Very High Stamina versions of the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own.” Both texts ask students to think about rights, fair laws, representation, self-government, and having a voice in decisions.

In class, students will use CSI to select a quotation and explain exactly how it proves a reason. We will emphasize that strong writing is not only longer writing. A strong response gives a clear idea, chooses details that fit, and explains how those details support the idea.

Please try this at home: Ask your child to make a claim about a familiar topic, give one piece of proof, and begin an explanation with ‘This means’ or ‘This shows.’ Then ask, “What detail from one of the passages could support your thinking?” Invite your child to answer in a complete sentence and to explain why the detail is a strong match.

Thank you for helping your child talk, read, and think like a writer.

With appreciation,

Your child’s teacher - The Writing Academy LLC

Carta para las Familias

Estimadas familias:

Esta semana, su hijo o hija está aprendiendo a probar una razón con evidencia y explicación. Los estudiantes leerán las versiones de resistencia muy alta del poema “Our Rights, Our Voices” y del drama “A Voice of Their Own.” Los dos textos invitan a pensar en derechos, leyes justas, representación, autogobierno y tener voz en las decisiones.

En clase, los estudiantes van a usar CSI para seleccionar una cita y explicar exactamente cómo prueba una razón. Enfatizaremos que escribir mejor no significa solamente escribir más. Una respuesta fuerte presenta una idea clara, elige detalles que corresponden y explica cómo esos detalles apoyan la idea.

Por favor, prueben esto en casa: Pidan a su hijo o hija que haga una afirmación sobre un tema familiar, dé una prueba y comience una explicación con ‘Esto significa’ o ‘Esto muestra.’ Después pregunten: “¿Qué detalle de uno de los pasajes podría apoyar tu pensamiento?” Inviten a su hijo o hija a responder con una oración completa y a explicar por qué el detalle es una buena elección.

Gracias por ayudar a su hijo o hija a conversar, leer y pensar como escritor o escritora.

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 family letter, or post them in the class stream. None can be answered with only yes or no.

- What makes one quotation a stronger match for a reason than another quotation?
- What are the three CSI questions?
- How does the poem show that rights protect people or make laws fairer?
- How does the drama show that people want a voice in decisions?

Simple Family Activities

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

Family Activity - CSI Proof Check

Make a claim about a familiar topic. Choose one piece of proof and ask whether it Connects, Strongly supports, and is Important enough. Then say, 'This means...' and explain the proof.

Family Activity - Passage Talk

Read one short section of either passage together. Ask your child to name one important idea, point to a detail that supports it, and explain how the detail connects. Finish by asking what question the text leaves them thinking about.

Module 4 - Lesson Overview and Standards

Students use the Very High Stamina versions of “Our Rights, Our Voices” and “A Voice of Their Own” to prove a reason by selecting CSI evidence and adding a purposeful explanation. The literary thread is problem/conflict; the response work stays grounded in rights, fair laws, representation, self-government, and voice.

Standards in Four Required Groups

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts
TEKS 5.11(B)(v)	develop a focused, structured, coherent draft with specific details

Writing Genre TEKS

Standard	Compact cluster expectation
TEKS 5.12(B)(i)	compose informational texts with a clear central idea
TEKS 5.12(B)(ii)	use informational genre characteristics
TEKS 5.12(B)(iii)	use craft

Revising TEKS

Standard	Compact cluster expectation
TEKS 5.11(C)(i)	improve sentence structure
TEKS 5.11(C)(ii)	improve word choice
TEKS 5.11(C)(iii)	add ideas for coherence
TEKS 5.11(C)(iv)	delete ideas for coherence
TEKS 5.11(C)(v)	combine ideas for coherence

Editing TEKS

Standard	Compact cluster expectation
TEKS 5.11(D)(i)	complete simple sentences with subject-verb agreement
TEKS 5.11(D)(vi)	past tense of irregular verbs
TEKS 5.11(D)(vii)	collective nouns
TEKS 5.11(D)(viii)	comparative adjectives
TEKS 5.11(D)(ix)	superlative adjectives
TEKS 5.11(D)(xi)	prepositions
TEKS 5.11(D)(xii)	prepositional phrases
TEKS 5.11(D)(xiii)	prepositional phrases and subject-verb agreement
TEKS 5.11(D)(x)	conjunctive adverbs
TEKS 5.11(D)(xiv)	indefinite pronouns
TEKS 5.11(D)(xv)	subordinating conjunctions in complex sentences
TEKS 5.11(D)(xxi)	commas in complex sentences
TEKS 5.11(D)(xxvii)	grade-appropriate spelling patterns
TEKS 5.11(D)(xxviii)	grade-appropriate spelling rules
TEKS 5.11(D)(xxix)	high-frequency words

Module 4 - TEKS and ELPS

Writing Process TEKS

Standard	Compact cluster expectation
TEKS 5.11(B)(iv)	develop a focused, structured, coherent draft with specific facts
TEKS 5.11(B)(v)	develop a focused, structured, coherent draft with specific details

Writing Genre TEKS

Standard	Compact cluster expectation
TEKS 5.12(B)(i)	compose informational texts with a clear central idea
TEKS 5.12(B)(ii)	use informational genre characteristics
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Revising TEKS

Standard	Compact cluster expectation
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Editing TEKS

Standard	Compact cluster expectation
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TEKS 5.11(D)(vii)	collective nouns
TEKS 5.11(D)(viii)	comparative adjectives
TEKS 5.11(D)(ix)	superlative adjectives
TEKS 5.11(D)(xi)	prepositions
TEKS 5.11(D)(xii)	prepositional phrases
TEKS 5.11(D)(xiii)	prepositional phrases and subject-verb agreement
TEKS 5.11(D)(x)	conjunctive adverbs
TEKS 5.11(D)(xiv)	indefinite pronouns
TEKS 5.11(D)(xv)	subordinating conjunctions in complex sentences
TEKS 5.11(D)(xxi)	commas in complex sentences
TEKS 5.11(D)(xxvii)	grade-appropriate spelling patterns
TEKS 5.11(D)(xxviii)	grade-appropriate spelling rules
TEKS 5.11(D)(xxix)	high-frequency words

ELPS Addressed in This Module

Standard	Observable language action
ELPS 1(E)(i)	listen, restate, respond, paraphrase, summarize, or ask for clarification
ELPS 2(B)(i)	use content-area vocabulary during formal classroom interactions
ELPS 2(E)(i)	explain, justify, discuss, and elaborate with specificity
ELPS 3(G)(ii)	paraphrase content-area text
ELPS 3(G)(iii)	summarize content-area text
ELPS 4(C)(i)	write with high-frequency and content-area vocabulary
ELPS 4(D)(ii)	write content-area texts using varied sentence types
ELPS 4(F)(ix)	write to explain, respond, or justify with supporting evidence

Module 4 - Language Domains

Language Domain	Student Action	Access Support
Listening	listen for the reason a quote must prove	Hear the complete direction before recording.
Speaking	orally test a quote with CSI	Use a partner frame and precise vocabulary.
Reading	read quotations closely in both passages	Use clean copies first and TRACKS copies second.
Writing	write a reason-evidence-explanation chain	Use the organizer, word bank, and gradual release.

Module 4 - Learning Destination

I Can Statements

- I can use CSI to choose a quotation that proves my reason.
- I can introduce evidence with a signal marker.
- I can explain what my quotation means and how it proves my reason.
- I can identify definition, expert testimony, and story/anecdote explanation styles.

I Will Statements

- I will build a complete reason -> evidence -> explanation chain.
- I will use a direct quote from one of the two module passages.
- I will begin my explanation with This and make the quote do a job.

Module 4 - Rigor and Misconceptions

Rigor and Cognitive Demand

Thinking Demand	Student Work	Teacher Look-For
Notice	Find a quotation connected to a reason.	Names the matching reason.
Compare	Test close quotation choices with CSI.	Explains why one is stronger.
Analyze	Explain how evidence proves a reason.	Moves beyond repeating the quote.
Create	Write a purposeful proof chain.	Uses a signal marker and explanation.

Misconceptions and Responsive Moves

Likely Misconception	What It Can Sound Like	Responsive Teacher Move
Topic and reason are the same thing.	"Rights is my reason."	Ask the student to finish the idea with why rights matter in this response.
Any related detail is strong evidence.	"It is about rights, so this quote works."	Return to CSI: Does it connect directly, strongly support, and matter enough?
Explanation repeats the quotation.	"This means the text says the same thing."	Ask the student to name what the quotation proves about the exact reason.
A longer response is automatically stronger.	"I wrote more, so it is better."	Point to one precise, connected sentence and ask what makes its thinking clear.

Thinking Levels Connection

Level	Evidence-and-Explanation Thinking
Notice	I can find a quotation.
Connect	I can tell which reason the quotation matches.
Analyze	I can use CSI to explain why it is the strongest proof.
Create	I can write a purposeful explanation in a chosen style.

Module 4 - Vocabulary

Tier 1 Vocabulary - Everyday Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
fair	treating people in a just way	A fair rule is ____.
voice	a chance to share an idea or choice	My voice matters when ____.
rule	a direction people are expected to follow	One rule I follow is ____.
right	a freedom or protection people have	One right protects ____.
law	an official rule for a community	A law can ____.
safe	protected from harm	I feel safe when ____.
choose	decide between options	I choose ____ because ____.
hear	listen to someone's ideas	People should hear ____.
build	put parts together to make something	I can build ____.
guide	help show the way	This guide helps me ____.

Tier 2 Vocabulary - Academic Words

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the statement that gives a writing job	The prompt asks me to ____.
thesis (central idea)	the central sentence that answers a prompt	My thesis (central idea) is ____.
reason	an idea that explains why something is true or important	One reason is ____.
way	a method that explains how something happens	One way is ____.
evidence	specific proof from a text	My evidence is ____.
explanation	thinking that tells how evidence proves an idea	My explanation shows ____.
analyze	study parts closely to understand them	I analyze by ____.
classify	sort ideas by shared features	I classify these by ____.
coherent	clear and logically connected	My response is coherent because ____.
response	a written answer to a prompt	My response explains ____.

Tier 3 Vocabulary - Passage-Specific Words

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
amendment	uh-MEND-muhnt	an official change or addition to a governing document	An amendment can ____.
religion	rih-LIJ-uhn	a set of beliefs about faith or worship	Religion is mentioned when ____.
jury	JOO-ree	a group that listens in a court case	A jury helps ____.
punishments	PUN-ish-ments	consequences for breaking a law	Punishments should be ____.
colonists	KOL-uh-nists	people who lived in colonies	The colonists wanted ____.
Parliament	PAR-luh-ment	the lawmaking group in England	Parliament made ____.
representation	rep-rih-zen-TAY-shuhn	having people speak or decide for a group	Representation means ____.
self-government	self-GUV-ern-ment	people taking part in governing themselves	Self-government gives people ____.
apprentice	uh-PREN-tiss	a young person learning a trade from an expert	An apprentice learns ____.
conflict	KON-flikt	a problem or disagreement	The conflict grows when ____.



Teacher Resource

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

Module 4 - Background Knowledge

The poem presents the Bill of Rights as protection, fairness in laws, and a safeguard for people's freedoms. The drama shows colonists questioning laws made far away and considering self-government, representation, and a voice in decisions. Students use these two texts only. Their work now is to select the quotation that most closely proves each reason and add explanation that moves beyond repeating the quotation.

Module 4 - Materials and Preparation

Category	Materials	Preparation
Passages	Very High Stamina copies of both passages	Prepare paired copies.
Writing tools	Notebooks, scissors, glue, colored pencils, highlighters	Set at tables.
Proof tools	Reason cards, evidence quote cards, signal markers, CSI strips	Keep matching sets.
Explanation tools	Style cards, game mats, anchor charts, response keys, slides	Stage before class.

Teacher Script

“Prepare the materials before students arrive so they can move from seeing each part to using it independently.”

Module 4 - Anchor Chart: CSI Proof Chain

CSI Evidence Check

- C — Connects directly to my reason.
- S — Strongly supports my idea.
- I — Is important enough to prove my point.

Proof Chain

Reason -> Quoted Evidence with Signal Marker -> Explanation



Teacher Script

"Do not let a quote sit there silently. Give it a job, then tell how it did that job."

Mentor Moment - Quotation into Explanation

Mentor Chain

Reason: People need a voice in decisions that affect them.

Evidence: The playwright said, “If we live here and follow these laws, we should have a part in making them.”

Explanation: This connects to what many trusted adults say about government: people should have a say in decisions that shape their lives.

Notice how the explanation does not repeat the quote. It tells the reader how the quote proves the reason.

Module 4 - TRACKS Close Reading

TRACKS Key

Mark	Meaning	What to Notice
T	Time	when an idea or event occurs
R	Reactions	feelings, opinions, and responses
A	Actions	what people do
C	Character / Concept / Creature	an important person or idea
K	Key Knowledge	information needed for meaning
S	Scenery / Setting	where an event happens

Student Annotation Guide

1. Read each clean passage first; do not highlight yet.
2. Reread the TRACKS-highlighted copy and locate one detail for each mark.
3. Star a quotation that could prove protection, fair laws, or voice.
4. Next to the star, write the reason it could prove.
5. Use CSI before choosing the quotation for your proof chain.



Teacher Script

"TRACKS helps us find possibilities. CSI helps us select the one that best proves our exact reason."

Module 4 - Daily Deck

M4-01 - Proof Parade



Daily Deck Slide

REASON -> EVIDENCE -> EXPLANATION.

M4-02 - CSI Check



Daily Deck Slide

CONNECTS - STRONGLY SUPPORTS - IMPORTANT ENOUGH.

M4-03 - Evidence Chant



Daily Deck Slide

HEY! HEY! HEY! EVIDENCE IS ON THE WAY!

M4-04 - Explanation Chant



Daily Deck Slide

WOW! WOW! WOW! I'M EXPLAINING NOW!

M4-05 - Signal Marker Smoothness



Daily Deck Slide

The poet said... | The playwright said... | The text stated...

Module 4 - Activity Cards and Answer Key

Reason, Evidence, Explanation Match-Up

Students begin with a reason, choose the best direct quotation with CSI, and then select an explanation that tells how the quotation proves the reason.

Reason Cards

1. One reason fairness and voice are important is that rights protect people from unfair treatment.
2. To begin, fair laws help people live more justly.
3. Another reason these ideas matter is that people need a voice in decisions that affect them.

Evidence Cards

- The poet said, "These rights protect us every day,"
- The poet said, "They wrote down rights to make things fair,"
- The playwright said, "If we live here and follow these laws, we should have a part in making them."
- The poet said, "Practice religion of any kind,"
- The playwright said, "People want to be heard."



Explanation Cards

- Definition: This means the rights were created to guard people and help prevent unfair treatment.
- Definition: This shows that fairness is not just an idea; laws must protect it in real situations.
- Expert Testimony: This connects to what many trusted adults say about government: people should have a say in decisions that shape their lives.
- Story/Anecdote: This reminds me of times when rules felt fairer because people could help shape them.



Reason	Best Evidence	Strong Explanation
rights protect people	Card 1	Explanation 1
fair laws matter	Card 2	Explanation 2
people need a voice	Card 3	Explanation 3 or 4

 Answer Key / Teacher Look-Fors

Cards 4 and 5 may be accurate quotations, but they are weaker CSI matches for these exact reasons. Students explain why before returning all cards to their Interactive Notebook pocket.

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 5 — Our Rights, Our Voices

[1] Long ago, when a nation was new,
[2] Leaders asked, “What should we do?”
[3] They wanted rules that all could know,
[4] To help the young country safely grow.
[5] They wrote down rights to make things fair,
[6] So people’s freedoms would be there.
[7] These promises would help explain
[8] How laws should work across the land.
[9] After the Constitution was complete,
[10] Many people thought one part was incomplete.
[11] They wanted written rights everyone could see,
[12] To help protect each person's liberty.
[13] They knew the country still would grow,
[14] And future generations needed to know
[15] That everyone should have a voice,
[16] And freedoms should protect each choice.
[17] The First says you can speak your mind,
[18] Practice religion of any kind,
[19] Write your thoughts and gather too,
[20] And transmit ideas as others do.
[21] People also have the right to meet
[22] Peacefully along a town or street.
[23] They can ask leaders to hear their plea,
[24] And work together respectfully.
[25] The Second says you have a right
[26] To keep yourself safe day or night,
[27] The Third says soldiers cannot stay,
[28] Inside your home in any way.
[29] These early rights helped people see
[30] How government should carefully be.
[31] Its powers have important limits too,

[32] To protect the rights of me and you.
[33] Each amendment has an important role.
[34] Together they help protect the whole.
[35] They remind the government what it can do,
[36] While protecting the rights of me and you.
[37] The Fourth is protective of things and space,
[38] No searches happen without a case,
[39] The Fifth says courts must treat you fair,
[40] And follow laws with proper care.
[41] The Sixth gives you a trial that's fair,
[42] With a jury there to listen and care,
[43] The Seventh keeps your right to sue,
[44] In certain cases brought to court too.
[45] The people who wrote these rights believed
[46] Fairness should always be achieved.
[47] They wanted justice to guide the land,
[48] With equal laws that would always stand.
[49] The Eighth says punishments must be fair,
[50] Not too harsh or hard to bear,
[51] The Ninth reminds us rights still exist,
[52] Even ones not on the list.
[53] The Tenth says powers not written down
[54] Belong to states and people around.
[55] This helps divide authority,
[56] Creating balance for you and me.
[57] The first ten changes, large and small,
[58] Are known as the Bill of Rights by all.
[59] Together they form an important guide
[60] That helps protect us nationwide.
[61] These rights protect us every day,
[62] And help guide laws in every way.
[63] They shape the choices leaders make,
[64] And the responsibilities we all take.

[65] When people learn these rights at school,
[66] They better understand each rule.
[67] Knowing freedoms, big and small,
[68] Helps us respect the rights of all.
[69] The Bill of Rights has stood the test,
[70] Helping our nation do its best.
[71] Though many years have passed us by,
[72] Its freedoms still reach you and I.
[73] As new generations learn these rights,
[74] They help keep fairness shining bright.
[75] By understanding what they mean,
[76] We can build a future strong and free.
[77] Our rights come with responsibility too.
[78] We should respect others in all we do.
[79] When everyone follows laws that are fair,
[80] Our voices and freedoms can all be shared.

Student Annotation Guide — Our Rights, Our Voices

T — Time

Long ago, when a nation was new,

R — Reactions

They wanted written rights everyone could see,

A — Actions

They wrote down rights to make things fair,

C — Character/Concept/Creature

The First says you can speak your mind,

K — Key Knowledge

These rights protect us every day,

S — Scenery/Setting

Inside your home in any way.

TRACKS EVIDENCE HIGHLIGHTING — Our Rights, Our Voices

- [1] Long ago, when a nation was new,
[2] Leaders asked, “What should we do?”
[3] They wanted rules that all could know,
[4] To help the young country safely grow.
[5] They wrote down rights to make things fair,
[6] So people’s freedoms would be there.
[7] These promises would help explain
[8] How laws should work across the land.
[9] After the Constitution was complete,
[10] Many people thought one part was incomplete.
[11] They wanted written rights everyone could see,
[12] To help protect each person's liberty.
[13] They knew the country still would grow,
[14] And future generations needed to know
[15] That everyone should have a voice,
[16] And freedoms should protect each choice.
[17] The First says you can speak your mind,
[18] Practice religion of any kind,
[19] Write your thoughts and gather too,
[20] And transmit ideas as others do.
[21] People also have the right to meet
[22] Peacefully along a town or street.
[23] They can ask leaders to hear their plea,
[24] And work together respectfully.
[25] The Second says you have a right
[26] To keep yourself safe day or night,
[27] The Third says soldiers cannot stay,
[28] Inside your home in any way.
[29] These early rights helped people see
[30] How government should carefully be.
[31] Its powers have important limits too,

[32] To protect the rights of me and you.
[33] Each amendment has an important role.
[34] Together they help protect the whole.
[35] They remind the government what it can do,
[36] While protecting the rights of me and you.
[37] The Fourth is protective of things and space,
[38] No searches happen without a case,
[39] The Fifth says courts must treat you fair,
[40] And follow laws with proper care.
[41] The Sixth gives you a trial that's fair,
[42] With a jury there to listen and care,
[43] The Seventh keeps your right to sue,
[44] In certain cases brought to court too.
[45] The people who wrote these rights believed
[46] Fairness should always be achieved.
[47] They wanted justice to guide the land,
[48] With equal laws that would always stand.
[49] The Eighth says punishments must be fair,
[50] Not too harsh or hard to bear,
[51] The Ninth reminds us rights still exist,
[52] Even ones not on the list.
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PASSAGE 6 — A Voice of Their Own

[1] Characters:

[2] NARRATOR

[3] THOMAS (a young apprentice)

[4] MR. HARRIS (a shop owner)

[5] Scene 1: Outside the Shop

[6] (Thomas sweeps outside a small shop. Mr. Harris stands nearby, looking over papers. People walk along the street carrying baskets, barrels, and tools. A horse pulls a wagon past the shop.)

[7] NARRATOR: In the colonies, most laws were made far away in England. The king and Parliament decided what rules the colonists had to follow. For many years, most people accepted those rules because they believed that was simply how government worked. Over time, however, some colonists began to ask questions. They wondered if people living in the colonies should have a larger part in making the laws they followed every day.

[8] THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

[9] MR. HARRIS: (sighs) Because the king and Parliament make the rules. That's how it has always been.

[10] THOMAS: But it doesn't seem fair.

[11] MR. HARRIS: You're not the first person to say that.

[12] THOMAS: Really?

[13] MR. HARRIS: I've heard customers talking about it almost every day. Some wonder why people far away make decisions for families they've never met.

[14] THOMAS: If they've never been here, how do they know what our town needs?

[15] MR. HARRIS: That is exactly what many people are beginning to ask.

[16] (Thomas sweeps quietly for a moment before speaking again.)

[17] THOMAS: I thought everyone agreed with the king.

[18] MR. HARRIS: Many people still respect the king. They want peace, and they want the colonies to succeed. But they also believe their opinions should matter.

[19] THOMAS: Can someone respect the king and still want things to change?

[20] MR. HARRIS: Of course. Wanting a stronger voice does not always mean wanting to argue. Sometimes people simply hope leaders will listen.

[21] THOMAS: I never thought about it that way.

[22] NARRATOR: Across the colonies, conversations like this happened in homes, taverns, churches, shops, and meeting places. Farmers talked while working in their fields. Merchants spoke with customers. Families discussed the news around the dinner table. Some people agreed with one another, while others believed England should continue

making every decision.

[23] Scene 2: News from Other Colonies

[24] (A traveler stops outside the shop to rest for a few moments. He greets Mr. Harris before continuing down the road.)

[25] THOMAS: That traveler looked tired.

[26] MR. HARRIS: He has been visiting several colonies.

[27] THOMAS: Did he bring news?

[28] MR. HARRIS: He did. Travelers often carry letters and stories from one town to another.

[29] THOMAS: So that's how people learn what's happening far away?

[30] MR. HARRIS: Before newspapers reached everyone, many people learned by listening to travelers. News moved slowly, but people shared what they heard.

[31] THOMAS: What did he say?

[32] MR. HARRIS: He said people in several colonies are asking the same questions we are asking.

[33] THOMAS: So we're not alone?

[34] MR. HARRIS: Not at all.

[35] THOMAS: That surprises me.

[36] MR. HARRIS: It surprised many people at first. Even though the colonies are spread out, families often face the same problems.

[37] NARRATOR: As news traveled from colony to colony, people realized they shared many of the same concerns. They wanted fair laws, safe communities, and leaders who understood their daily lives. Although they lived miles apart, their conversations often sounded very similar.

[38] (A customer enters the shop.)

[39] CUSTOMER: Good afternoon, Mr. Harris.

[40] MR. HARRIS: Good afternoon.

[41] CUSTOMER: Have you heard about another meeting in town next week?

[42] MR. HARRIS: I have.

[43] CUSTOMER: More people are planning to attend this time.

[44] MR. HARRIS: It seems many people want to learn more.

[45] CUSTOMER: They certainly do. Have a good day.

[46] (The customer leaves.)

[47] THOMAS: What kind of meeting?

[48] MR. HARRIS: A gathering where neighbors discuss local concerns.

[49]

THOMAS: Does everyone agree?

[50] MR. HARRIS: Hardly. Some people believe nothing should change. Others believe the colonies should have a stronger voice.

[51] THOMAS: Do people argue?

[52] MR. HARRIS: Sometimes. But many simply share their ideas and listen to others.

[53] THOMAS: That sounds important.

[54] MR. HARRIS: It is. Listening helps people understand different points of view.

[55] Scene 3: Later That Day

[56] (Thomas leans his broom against the wall while Mr. Harris folds several papers.)

[57] NARRATOR: As more laws were passed, colonists began to think differently. They talked with neighbors, read newspapers when they could, and listened carefully whenever new information arrived.

[58] MR. HARRIS: I've been hearing about Virginia. They have a group of representatives who help make decisions.

[59] THOMAS: (interested) So people there have a voice?

[60] MR. HARRIS: Yes. It's called self-government.

[61] THOMAS: That sounds better than having no say at all.

[62] MR. HARRIS: The people choose representatives to speak for them.

[63] THOMAS: So the representatives know what life is like here?

[64] MR. HARRIS: That's the idea. They understand local problems because they live among the people they represent.

[65] THOMAS: That seems fair.

[66] MR. HARRIS: Many colonists thought so.

[67] THOMAS: Do the representatives always agree?

[68] MR. HARRIS: No. They often discuss different ideas before making decisions.

[69] THOMAS: I guess that's part of working together.

[70] MR. HARRIS: Exactly.

[71] NARRATOR: The idea of representative government was not new, but more colonists began paying attention to it. They believed people who lived in the colonies understood local needs better than leaders who lived across the ocean. These conversations encouraged many people to think differently about government and leadership.

[72] Scene 4: Thinking About the Future

[73] (The afternoon sun begins to sink lower in the sky. Thomas carries a small box into the shop and returns to the doorway. Mr. Harris places the papers neatly on the counter. The street has become quieter than it was that morning.)

[74] NARRATOR: As the day went on, Thomas continued thinking about everything he had

heard. The more he learned, the more questions he had. He began to notice that many adults were talking about government whenever they gathered together.

[75] THOMAS: Mr. Harris, do you think things will ever change?

[76] MR. HARRIS: Change usually takes time.

[77] THOMAS: Why?

[78] MR. HARRIS: Because people have different opinions. Some welcome new ideas. Others believe it is safer to keep things the same.

[79] THOMAS: I suppose both sides think they are doing the right thing.

[80] MR. HARRIS: Most people do.

[81] THOMAS: Then how do they decide?

[82] MR. HARRIS: They ask questions, share ideas, and listen to one another before making choices.

[83] THOMAS: That sounds like hard work.

[84] MR. HARRIS: It can be. Good decisions are not always made quickly.

[85] NARRATOR: Many colonists wanted to understand what was happening before choosing a side. They listened carefully to neighbors, family members, and community leaders. They knew the choices being made could affect everyone.

[86] (A woman carrying a basket pauses outside the shop.)

[87] WOMAN: Good afternoon, Mr. Harris.

[88] MR. HARRIS: Good afternoon.

[89] WOMAN: My husband has been talking about the meeting next week. He says many families are planning to attend.

[90] MR. HARRIS: I have heard the same thing.

[91] WOMAN: People seem eager to learn more.

[92] MR. HARRIS: They do.

[93] WOMAN: Well, enjoy the rest of your day.

[94] (She walks away.)

[95] THOMAS: It seems everyone is talking about these meetings.

[96] MR. HARRIS: More people want to understand what is happening before they form an opinion.

[97] THOMAS: That seems wise.

[98] MR. HARRIS: It is always good to learn before making a decision.

[99] Scene 5: A Visit from a Neighbor

[100] (A neighbor walks into the shop carrying a small sack of flour.)

[101] NEIGHBOR: Hello, Mr. Harris.

- [102] MR. HARRIS: Welcome! What brings you by today?
- [103] NEIGHBOR: I stopped to pick up a few supplies before heading home.
- [104] (Thomas gathers the supplies while listening to the conversation.)
- [105] NEIGHBOR: Have you heard any more news from Virginia?
- [106] MR. HARRIS: Only that people continue meeting with their representatives.
- [107] NEIGHBOR: My cousin lives there. He says people feel proud that their voices can be heard.
- [108] THOMAS: Does everyone get exactly what they want?
- [109] NEIGHBOR: (smiles) No. That almost never happens.
- [110] THOMAS: Then why do they like it?
- [111] NEIGHBOR: Because they know someone is listening to the people who live there.
- [112] MR. HARRIS: That makes many people feel their community matters.
- [113] THOMAS: I think I understand.
- [114] NEIGHBOR: When leaders know the people they represent, they often understand local problems better.
- [115] THOMAS: That makes sense.
- [116] NEIGHBOR: Well, I'd better get home. Good day to both of you.
- [117] MR. HARRIS: Safe travels.
- [118] (The neighbor leaves.)
- [119] NARRATOR: Conversations like this happened often. One person would share something they had heard, and another person would ask a question. Little by little, people learned more about representative government and self-government.
- [120] Scene 6: Lessons from the Shop
- [121] (Thomas dusts the shelves while Mr. Harris organizes the day's sales.)
- [122] THOMAS: When I first started working here, I thought this shop was only about selling supplies.
- [123] MR. HARRIS: Shops can be places where people exchange ideas as well as goods.
- [124] THOMAS: I've learned more this week than I expected.
- [125] MR. HARRIS: Learning often begins with asking questions.
- [126] THOMAS: I'm glad I asked mine.
- [127] MR. HARRIS: So am I.
- [128] THOMAS: I used to think government had nothing to do with ordinary people.
- [129] MR. HARRIS: Many young people think that.
- [130] THOMAS: Now I see that laws affect families, businesses, farmers, and workers.
- [131] MR. HARRIS: They certainly do.

[132] THOMAS: If laws affect everyone, shouldn't everyone have someone to speak for them?

[133] MR. HARRIS: That became an important belief for many colonists.

[134] THOMAS: I can understand why.

[135] NARRATOR: As Thomas learned more, he realized that government was not just something discussed by important leaders. It affected the daily lives of people throughout the colonies. Many colonists believed those people deserved to have a voice.

[136] Scene 7: A New Understanding

[137] (The shop is quiet as evening approaches. Long shadows stretch across the street. Thomas places the broom beside the doorway. Mr. Harris locks the front door after the last customer leaves.)

[138] NARRATOR: Slowly, ideas about self-government continued to spread. More colonists believed that people who lived in the colonies should help make the laws they followed. Although many questions remained, the conversations themselves were changing the way people thought.

[139] MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

[140] THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

[141] MR. HARRIS: Every family, every worker, every farmer, and every shop owner is affected by the choices leaders make.

[142] THOMAS: Then it seems fair for those people to have a voice.

[143] MR. HARRIS: Many colonists believed the same thing.

[144] THOMAS: I think I finally understand what self-government means.

[145] MR. HARRIS: Tell me.

[146] THOMAS: It means people help choose representatives who speak for them and make decisions closer to home.

[147] MR. HARRIS: Well said.

[148] THOMAS: It doesn't mean everyone agrees.

[149] MR. HARRIS: No. People can disagree and still work together.

[150] THOMAS: But everyone has the chance to share ideas.

[151] MR. HARRIS: That is one of the most important parts.

[152] THOMAS: I wonder what the future will be like.

[153] MR. HARRIS: None of us can know for certain.

[154] THOMAS: Do you think people will keep talking about these ideas?

[155] MR. HARRIS: I do. Once people begin asking thoughtful questions, those conversations usually continue.

[156] THOMAS: Then perhaps more people will understand why having a voice matters.

[157] MR. HARRIS: I believe they will.

[158] (Thomas looks out the window at neighbors walking home. Several stop to speak with one another before continuing down the road.)

[159] THOMAS: It seems every conversation teaches someone something new.

[160] MR. HARRIS: That's often how change begins—not all at once, but one conversation at a time.

[161] NARRATOR: These ideas continued to spread throughout the colonies. Neighbors shared news, families discussed important events, and community members gathered to listen and learn. Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas. Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

Student Annotation Guide — A Voice of Their Own

T — Time

Scene 3: Later That Day

R — Reactions

But it doesn't seem fair.

A — Actions

People can disagree and still work together.

C — Character/Concept/Creature

THOMAS (a young apprentice)

K — Key Knowledge

The people choose representatives to speak for them.

S — Scenery/Setting

Scene 1: Outside the Shop

TRACKS EVIDENCE HIGHLIGHTING — A Voice of Their Own

[1] Characters:

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[8] THOMAS: (curious) Mr. Harris, why do we follow laws from people who don't live here?

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[13] MR. HARRIS: I've heard customers talking about it almost every day. Some wonder why people far away make decisions for families they've never met.

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[15] MR. HARRIS: That is exactly what many people are beginning to ask.

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[46] (The customer leaves.)

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THOMAS: Does everyone agree?

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[70] MR. HARRIS: Exactly.

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[73] (The afternoon sun begins to sink lower in the sky. Thomas carries a small box into the shop and returns to the doorway. Mr. Harris places the papers neatly on the counter. The street has become quieter than it was that morning.)

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[75] THOMAS: Mr. Harris, do you think things will ever change?

[76] MR. HARRIS: Change usually takes time.

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[80] MR. HARRIS: Most people do.

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[82] MR. HARRIS: They ask questions, share ideas, and listen to one another before making choices.

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[86] (A woman carrying a basket pauses outside the shop.)

[87] WOMAN: Good afternoon, Mr. Harris.

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[91] WOMAN: People seem eager to learn more.

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[94] (She walks away.)

[95] THOMAS: It seems everyone is talking about these meetings.

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[97] THOMAS: That seems wise.

[98] MR. HARRIS: It is always good to learn before making a decision.

[99] Scene 5: A Visit from a Neighbor

[100] (A neighbor walks into the shop carrying a small sack of flour.)

[101] NEIGHBOR: Hello, Mr. Harris.

- [102] MR. HARRIS: Welcome! What brings you by today?
- [103] NEIGHBOR: I stopped to pick up a few supplies before heading home.
- [104] (Thomas gathers the supplies while listening to the conversation.)
- [105] NEIGHBOR: Have you heard any more news from Virginia?
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- [116] NEIGHBOR: Well, I'd better get home. Good day to both of you.
- [117] MR. HARRIS: Safe travels.
- [118] (The neighbor leaves.)
- [119] NARRATOR: Conversations like this happened often. One person would share something they had heard, and another person would ask a question. Little by little, people learned more about representative government and self-government.
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- [121] (Thomas dusts the shelves while Mr. Harris organizes the day's sales.)
- [122] THOMAS: When I first started working here, I thought this shop was only about selling supplies.
- [123] MR. HARRIS: Shops can be places where people exchange ideas as well as goods.
- [124] THOMAS: I've learned more this week than I expected.
- [125] MR. HARRIS: Learning often begins with asking questions.
- [126] THOMAS: I'm glad I asked mine.
- [127] MR. HARRIS: So am I.
- [128] THOMAS: I used to think government had nothing to do with ordinary people.
- [129] MR. HARRIS: Many young people think that.
- [130] THOMAS: Now I see that laws affect families, businesses, farmers, and workers.
- [131] MR. HARRIS: They certainly do.

[132] THOMAS: If laws affect everyone, shouldn't everyone have someone to speak for them?

[133] MR. HARRIS: That became an important belief for many colonists.

[134] THOMAS: I can understand why.

[135] NARRATOR: As Thomas learned more, he realized that government was not just something discussed by important leaders. It affected the daily lives of people throughout the colonies. Many colonists believed those people deserved to have a voice.

[136] Scene 7: A New Understanding

[137] (The shop is quiet as evening approaches. Long shadows stretch across the street. Thomas places the broom beside the doorway. Mr. Harris locks the front door after the last customer leaves.)

[138] NARRATOR: Slowly, ideas about self-government continued to spread. More colonists believed that people who lived in the colonies should help make the laws they followed. Although many questions remained, the conversations themselves were changing the way people thought.

[139] MR. HARRIS: (firmly) If we live here and follow these laws, we should have a part in making them.

[140] THOMAS: (nodding) I didn't understand before, but now I do. People want to be heard.

[141] MR. HARRIS: Every family, every worker, every farmer, and every shop owner is affected by the choices leaders make.

[142] THOMAS: Then it seems fair for those people to have a voice.

[143] MR. HARRIS: Many colonists believed the same thing.

[144] THOMAS: I think I finally understand what self-government means.

[145] MR. HARRIS: Tell me.

[146] THOMAS: It means people help choose representatives who speak for them and make decisions closer to home.

[147] MR. HARRIS: Well said.

[148] THOMAS: It doesn't mean everyone agrees.

[149] MR. HARRIS: No. People can disagree and still work together.

[150] THOMAS: But everyone has the chance to share ideas.

[151] MR. HARRIS: That is one of the most important parts.

[152] THOMAS: I wonder what the future will be like.

[153] MR. HARRIS: None of us can know for certain.

[154] THOMAS: Do you think people will keep talking about these ideas?

[155] MR. HARRIS: I do. Once people begin asking thoughtful questions, those conversations usually continue.

[156] THOMAS: Then perhaps more people will understand why having a voice matters.

[157] MR. HARRIS: I believe they will.

[158] (Thomas looks out the window at neighbors walking home. Several stop to speak with one another before continuing down the road.)

[159] THOMAS: It seems every conversation teaches someone something new.

[160] MR. HARRIS: That's often how change begins—not all at once, but one conversation at a time.

[161] NARRATOR: These ideas continued to spread throughout the colonies. Neighbors shared news, families discussed important events, and community members gathered to listen and learn. Many colonists came to believe that representative government gave people a stronger voice in the decisions that affected their daily lives. Their conversations encouraged others to ask questions, think carefully, and share their own ideas. Although change did not happen overnight, these discussions helped shape the future of the colonies and became an important step in the growth of American self-government.

Day 1 - Gather: The Proof Parade



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(i)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 1(E)(i) and ELPS 2(E)(i)	Students listen, speak, read, and write using the module language target.

Goal

Students name the three parts of a proof chain and rehearse the two chants.

Teacher Script

"Yesterday we built strong reasons. Today we ask: how do we prove them? A reason is a claim. It needs proof, support, and explanation."

Reveal cards in order: Reason -> Evidence -> Explanation. Students chant, "Hey! Hey! Hey! Evidence is on the way!" then "Wow! Wow! Wow! I'm explaining now!"

Check: Students orally complete, "After a reason comes ____; after evidence comes ____."

Teacher Script Rehearsal

Teacher Script

"A reason is a claim. Evidence gives it proof, and explanation tells the reader why that proof matters."

Teacher Script

"Test the quotation against the exact reason: connects directly, strongly supports, and is important enough."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 2 - Reveal: CSI and Signal Markers

A

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(ii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(B)(i) and ELPS 3(G)(ii)	Students listen, speak, read, and write using the module language target.

Goal

Students select direct quotations with CSI and introduce them smoothly.

Teacher Script

"The C means connects directly. The S means strongly supports. The I means important enough to prove the point."

Students test three quotations against one reason, then orally practice: "The poet said....," "The playwright said....," and "The text stated...."

Notebook: Glue the CSI checklist and write one selected quote with a signal marker.

Teacher Script Rehearsal

Teacher Script

"Test the quotation against the exact reason: connects directly, strongly supports, and is important enough."

Teacher Script

"Lead into a quotation with a signal marker so your reader knows whose words are doing the proving."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 3 - Attempt: Reason, Evidence, Explanation Match-Up



TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 2(E)(i) and ELPS 3(G)(iii)	Students listen, speak, read, and write using the module language target.

Goal

Students build a three-way match using a reason card, evidence card, and explanation card.

Teacher Script

"Your job is not to match cards that sound nice. Your job is to build a chain that proves a point."

Pairs complete three match sets, say the evidence chant when selecting a quote, and say the explanation chant before selecting an explanation. Use the key in the Activity Cards section for immediate feedback.

Teacher Script Rehearsal

Teacher Script

"Lead into a quotation with a signal marker so your reader knows whose words are doing the proving."

Teacher Script

"Begin your explanation with This, then tell how the quotation proves the reason rather than repeating it."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 4 - Discuss: Make the Quote Do Its Job

A

T

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(ii) and ELPS 4(C)(i)	Students listen, speak, read, and write using the module language target.

Goal

Students compare explanation styles and explain why a matching quote is stronger than another accurate quote.

Discuss: Why can't any quote work? How did CSI improve a choice? Why does beginning with *This* help the reader? How are definition, expert testimony, and story/anecdote different?

Teacher Script

"A quote may be true and still not be the best evidence for this reason. Strong explanation points back to the quote and tells how it proves the reason."

Teacher Script Rehearsal

Teacher Script

"Begin your explanation with This, then tell how the quotation proves the reason rather than repeating it."

Teacher Script

"A strong proof chain is clear enough that another writer can follow and explain every choice."

Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Day 5 - Use, Award, Target, Explain

E

TEKS + ELPS for Today

Standards	Today's student evidence
TEKS 5.11(B)(iv) and TEKS 5.12(B)(iii)	Students apply the module writing move with a focused, passage-grounded response.
ELPS 3(G)(iii) and ELPS 4(D)(ii)	Students listen, speak, read, and write using the module language target.

Goal

Students independently complete proof chains, reflect, and teach a partner.

Independent task: For each reason, select a direct quote, add a signal marker, write an explanation beginning with This, and label the style.

Turn-and-teach frame: "My reason is _____. My evidence is _____. It passes CSI because _____. My explanation says _____. I used the _____ style."

Celebrate: Students make an Evidence Expert badge and complete the brag strip: "Today I learned how to make evidence do the job of _____."

Teacher Script Rehearsal



Teacher Script

"A strong proof chain is clear enough that another writer can follow and explain every choice."



Teacher Script

"A reason is a claim. Evidence gives it proof, and explanation tells the reader why that proof matters."



Teacher Script

"Pause and ask yourself: What does this step help the writer do next?"

Evidence Decision Conference

Before students submit a proof chain, confer with one writer at a time. Ask the student to point to the reason, read the quotation aloud, and name the exact words that make the match strong. Then ask the student to read the explanation and tell whether it adds new thinking or only repeats the quotation.



Teacher Script

"Read your reason first. What must your quotation prove?"



Teacher Script

"Show me the words in the quotation that connect directly to your reason."



Teacher Script

"Now use CSI aloud. Tell me why this quotation strongly supports the idea and why it is important enough."



Teacher Script

"Your explanation begins with This. What does This point back to, and how does your sentence help the reader understand the proof?"

Conference Look-For	Student Evidence	Next Step if Needed
Reason is focused	Student can state one claim in a complete sentence.	Narrow a broad topic into one reason.
Quotation passes CSI	Student names the direct connection, strong support, and importance.	Compare two accurate quotations and defend the stronger one.
Explanation adds thinking	Student explains what the quotation proves.	Begin with This and add the why or how of the proof.
Signal marker is accurate	Student names the poet, playwright, or text before the quotation.	Rehearse the marker orally, then reread the sentence smoothly.

Module 4 - Low, Medium, and High Exemplars

Low Exemplar

Student response: Rights are important. The poet said, "These rights protect us every day," This is good.

What is working: The response names a related idea.

What Needs Improvement: Add a precise claim, a selected detail, and thinking that explains the connection.

Medium Exemplar

Student response: Rights are important because they protect people. The poet said, "These rights protect us every day," This means rights help people.

What is working: The response moves beyond a bare topic and begins to make a focused claim.

What Needs Improvement: Make the relationship more precise and show how accurate text evidence proves it.

High Exemplar

Student response: One reason the poem is important is that rights protect people from unfair treatment. The poet said, "These rights protect us every day," This means the Bill of Rights was designed to guard people and help prevent unfair treatment in their daily lives. The quotation passes CSI because it directly connects to protection, strongly supports the reason, and is important enough to prove it.

What is working: The response is focused, passage-grounded, and explains the evidence-to-idea connection.

Module 4 - Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a reason-evidence-explanation proof chain.
Materials	Both Very High Stamina passages, CSI strip, and notebook.
Task	Choose a direct quotation, add a signal marker, explain how it proves the reason, and name the style.
Expected response	A close CSI match and an explanation that adds thinking rather than repeating the quote.

Formative Rubric

Component	Student Requirement
Reason	Names one focused claim.
Evidence	Is a direct quotation that passes CSI.
Signal marker	Accurately identifies poet, playwright, or text.
Explanation	Begins with This and tells how the quote proves the reason.

Check for Learning

Quick Checks

- Hold up one, two, or three fingers for definition, expert testimony, or story/anecdote.
- Point to C, S, or I when explaining why a quotation is strong.
- Read a reason and have students choose the best evidence card, then defend the choice orally.



Teacher Script

"Tell me not only which quote you chose, but why it does the best job of proving this exact reason."

Intervention - CSI Mini Match

Use one reason, two possible quotations, and one explanation card.

Reason: One reason people need rights is that they protect against unfair treatment.

- Better evidence: The poet said, "These rights protect us every day,"
- Weaker evidence: The poet said, "Practice religion of any kind,"
- Strong explanation: This means the rights are meant to guard people daily and keep treatment fair.



Teacher Script

"First choose the reason. Next test the quote with CSI. Then say how the quote proves the reason." Goal: students complete one accurate proof chain with support."

Embedded Support

Sentence Frames

- My reason is ____.
- The poet/playwright said, “____.”
- This quote connects because ____.
- This means ____.

Partner Support

Partner A reads the reason. Partner B tests a quote with CSI. Both agree on an explanation style before writing.

Enrichment - Which Explanation Works Best?

Students compare these responses to “These rights protect us every day,”

- A: This is about rights.
- B: This means rights protect people every day, so people have more safety from unfair treatment.
- C: This is a good quote.

Answer Key

B is strongest because it explains the evidence’s meaning and links it back to protection. Students revise A and C so each begins with This and does the quotation’s proving job.

Module 4 - Additional Writing Opportunity

Prove My Reason

1. Read each reason sentence.
2. Select a direct quote from the poem or drama that passes CSI.
3. Add a signal marker before the quote.
4. Write one explanation sentence that begins with This.
5. Label the explanation: definition, expert testimony, or story/anecdote.

Reason Sentences

- One reason the poem is important is that rights protect people from unfair treatment.
- Another reason fair laws matter is that they help people live more justly.
- A third reason the drama is significant is that people need a voice in decisions that affect them.

Module 4 - Auditory Engagement: Catch the Example



Teacher Script

"I will tell you the reason and read three possibilities. Do not choose because a line sounds interesting. Catch the example that passes CSI most completely, then defend it."

Round 1 - Protection

Reason: Rights matter because they protect people from unfair treatment.

- A: "Practice religion of any kind,"
- B: "These rights protect us every day,"
- C: "Long ago, when a nation was new."

Answer Key: B most directly states protection, making it the clearest CSI match.

Round 2 - Voice

Reason: The drama shows that people want a voice in decisions that affect them.

- A: "People want to be heard."
- B: "People want to be heard."
- C: "And once people start thinking that way, it's hard to go back."

Answer Key: A is the most direct proof. Fresh Recall: Cover the choices; students state the three CSI questions from memory.

Module 4 - 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 - After the Reason

Stop and think: What claim am I proving?

|| Pause Point - After the Quotation

Stop and think: Does it pass CSI?

|| Pause Point - After the Explanation

Stop and think: Did I tell what the quotation means and how it proves the reason?

|| Pause Point - Before Sharing

Stop and think: Did I use a signal marker and complete sentences?

Student Progress Tracking - Module 4

Skill	Not Yet	Growing	Got It
I can name CSI.			
I can choose a direct quote that passes CSI.			
I can introduce a quote with a signal marker.			
I can explain how a quote proves my reason.			

Closure - Evidence Expert Exit Ticket

Complete this sentence: “A quotation proves my reason when it __, __, and __.”

Then choose one explanation starter—This means, This shows, or This proves—and say how it helps a writer make evidence do its job.

Module 4 - Remote Learning

Virtual Classroom Adjustment

Use a shared slide deck to keep the clean passages separate from the TRACKS-highlighted copies. Display one direction at a time, read it aloud, and pause before students write. Offer captions, selectable text, oral rehearsal, and a visible vocabulary bank so students can participate through speech, chat, annotation, or handwritten work held to the camera.

For the CSI proof chain with draggable reason, quotation, signal-marker, and explanation cards, assign Reader, Evidence Finder, Recorder, and Explainer roles in breakout rooms. Post the expected product and the sentence frame before rooms open. Students first rehearse their decision aloud, then move or type their response; a partner must name the passage detail or framework word that supports the choice. If breakout rooms are unavailable, use chat responses, reaction choices, and a rotating student share-out.

Ask students to submit one reason-evidence-explanation chain with its CSI defense. Give brief feedback on one specific strength and one next step before the final partner teach-back. End with a chat-based goal, an oral Fresh Recall without notes, and a reminder that the same close-reading and writing HABIT applies whether the work is on paper or on screen.