

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 1

Leveling Up the Short Constructed Response



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 Cluster 1

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Grade 5 Cluster 1

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to a module where the words you choose show the depth of your thinking. You will read "From Tension to Revolution" and "The Ocean Lesson." You will listen closely, hunt for exact evidence, and practice upgrading a WHY response and a HOW response one thinking level at a time.

You do not need to make an answer longer to make it stronger. You will learn to choose precise words that connect a thesis, evidence, and explanation.

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

Your friends at The Writing Academy®

How This Book Helps Me Think

Use these routines and visual cues in every module.

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Five Thinking Levels

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

Level	Student Meaning	My Next Cognitive Move
 Foundational	I use basic words like says, shows, or tells; I mostly restate the text.	FIND IT - locate, name, identify.
 Emergent	I begin using words like suggests or means and add a little explanation.	CONNECT IT - link a clue to an idea.
 Visible	I use words like indicates or demonstrates and connect evidence to an idea.	EXPLAIN IT - show what evidence proves.
 Independent	I use words like establishes and show a pattern that strengthens an inference.	USE IT - apply the thinking on my own.
 Reflective	I synthesize ideas, reframe the meaning, and connect to a bigger idea or setting.	EXTEND IT - defend, evaluate, connect, or teach.

REMEMBER THE TRIANGLES

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

MOVE YOUR THINKING


Foundational
 RECALL


Emergent
 CONNECT


Visible
 EXPLAIN


Independent
 USE


Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

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

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 1



M O D U L E

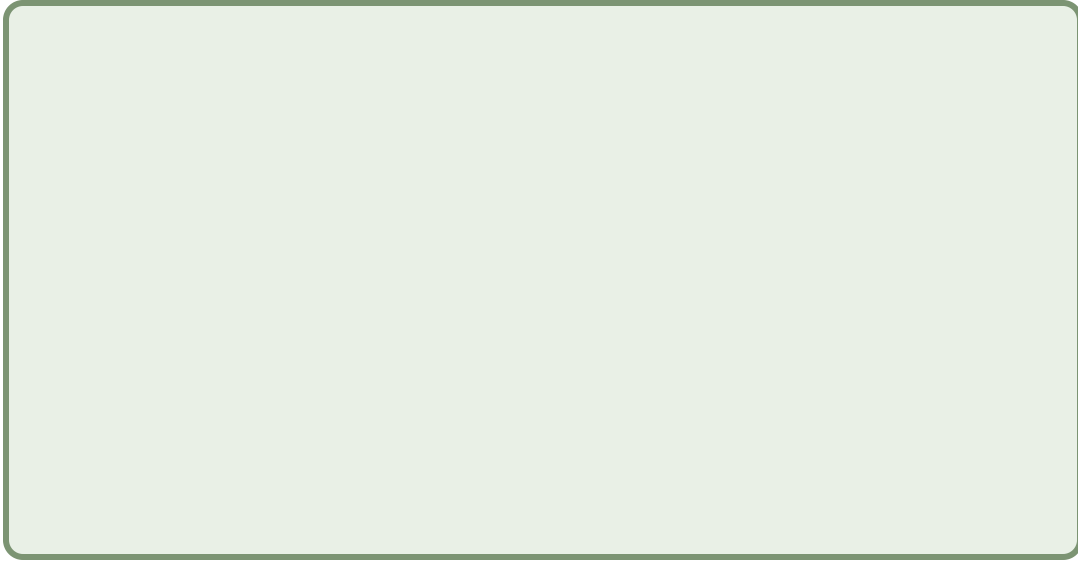


Level Up Your Thinking

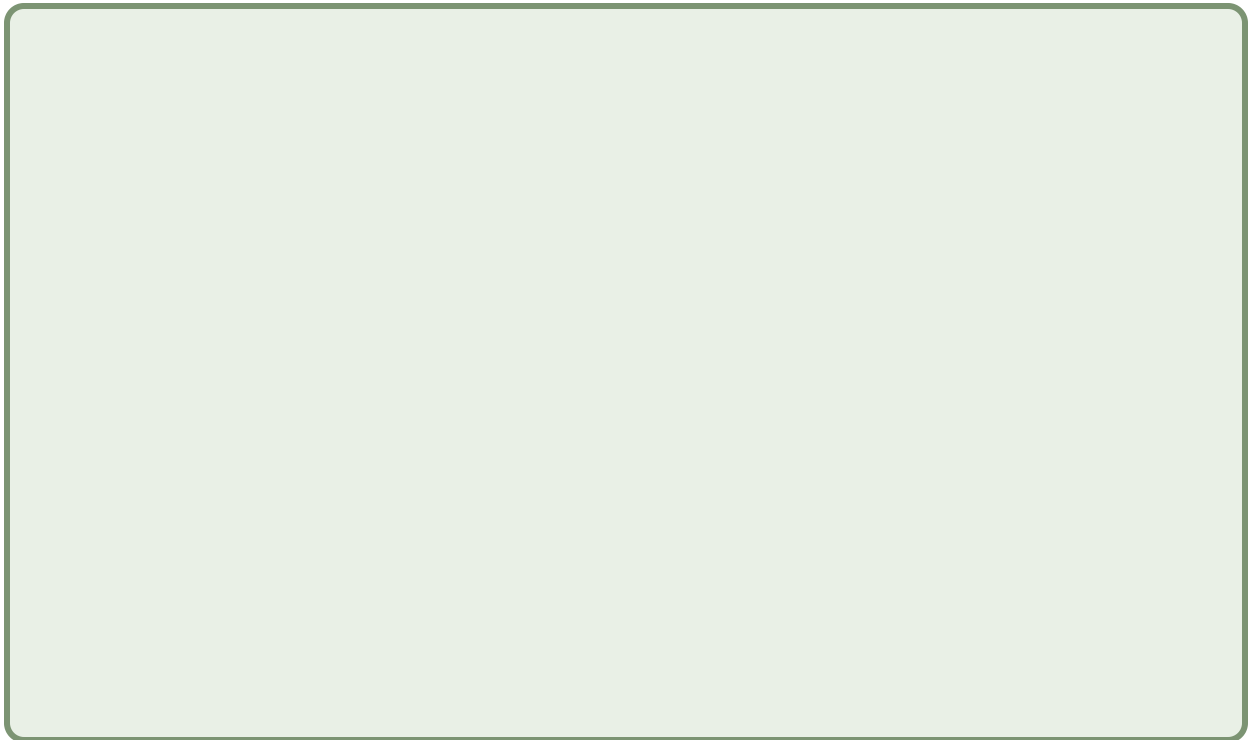
Upgrading WHY and HOW Responses



Pocket Practice



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



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

Why This Module Matters

Your words show your thinking level.

WHY THIS MODULE MATTERS

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

Essential Question

How do I upgrade my WHY and HOW responses so my words show deeper thinking?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

Visual Conventions You Will See

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The Standards I Am Learning - Part 1

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

TEKS 5.11(A)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write a brief response with one clear central idea, or thesis.

TEKS 5.12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can include the parts of a short constructed response: thesis, evidence, and explanation.

TEKS 5.12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use precise words and sentence choices to make my response work well.

The Standards I Am Learning - Part 2

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 5.11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can show I understand what I hear by restating, responding, or asking a clarifying question.

ELPS 2(B)(i) - Official Standard

speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

HOW I SAY THE STANDARD!

I can use new content-area words when I speak in class.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain and discuss my thinking out loud with more and more detail.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can use different sentence types when I write about content.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

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

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

- read, decide, defend, plan, write, revise, edit, and explain my decisions.
- choose precise words that show stronger thinking, not just a longer answer.
- match a complex sentence to a WHY prompt and a preposition to a HOW prompt.
- connect my responses to historical, cultural, and environmental setting.

LEARNING DESTINATION

I will upgrade a WHY response and a HOW response so their thesis, evidence, and explanation show stronger, more precise thinking.

MY LAUNCHPAD PROMISE

The thinking move I will practice first is _____ because

My Module 1 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name a level from its words	a lot / a little / new	a lot / a little / new	a lot / a little / new
Upgrade a response on purpose	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match a WHY sentence and a HOW sentence to their prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check my sentence for conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

answer

Say it: AN-ser

What it means: what you write or say to respond to a question or prompt

Try the frame: When I answer a prompt, I start by ____.

choose

Say it: CHOOZ

What it means: to pick the best evidence or detail to support your thinking

Try the frame: I choose this detail because ____.

clear

Say it: KLEER

What it means: easy to understand, so the reader does not have to guess

Try the frame: A clear response helps the reader ____.

deeper

Say it: DEE-per

What it means: going past the surface to think about what something means or why it matters

Try the frame: To go deeper, I ask ____.

explain

Say it: ek-SPLAYN

What it means: to tell why something happened or how it works, not just what happened

Try the frame: To explain, I tell ____.

Tier 1 Vocabulary - Everyday Words

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

level

Say it: LEV-uhl

What it means: a step that shows how deep the thinking is

Try the frame: This response is at level ____.

reason

Say it: REE-zun

What it means: the “why” behind an idea; the cause or support for it

Try the frame: The reason is ____.

stronger

Say it: STRAWNNG-er

What it means: more convincing because it uses precise words and real evidence

Try the frame: A stronger response uses ____.

upgrade

Say it: UP-grayd

What it means: to make a response better by adding stronger thinking or wording

Try the frame: I can upgrade my answer by ____.

word

Say it: WURD

What it means: a single unit of meaning; the right word makes thinking sharper

Try the frame: I will swap this word for ____.

Tier 2 Vocabulary - Academic Words

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

demonstrates

Say it: DEM-uhn-strayts

What it means: shows an idea clearly through evidence and reasoning

Try the frame: This demonstrates that ____.

establishes

Say it: ih-STAB-lih-shiz

What it means: builds firm support for an idea through clear evidence

Try the frame: The text establishes that ____.

evidence

Say it: EV-uh-duhns

What it means: specific text proof used to support an answer

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

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

Try the frame: My explanation shows ____.

indicates

Say it: IN-duh-kayts

What it means: points toward a conclusion supported by the text

Try the frame: The text indicates that ____.

Tier 2 Vocabulary - Academic Words

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

infer

Say it: in-FUR

What it means: to combine text clues with reasoning to reach a supported idea

Try the frame: I can infer that ____.

suggests

Say it: suhg-JESTS

What it means: signals an idea that the evidence reasonably points toward

Try the frame: The evidence suggests ____.

supports

Say it: suh-PORTS

What it means: provides proof that strengthens a thesis (central idea) or explanation

Try the frame: This detail supports ____.

synthesizes

Say it: SIN-thuh-syz-iz

What it means: combines multiple details or ideas into a larger understanding

Try the frame: My response synthesizes ____.

thesis (central idea)

Say it: THEE-sis

What it means: the sentence that directly answers the SCR prompt

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

Tier 3 Vocabulary - Passage Words

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

Boston Massacre

Say it: BAW-stun MAS-uh-ker

What it means: the 1770 killing of colonists by British soldiers that increased anger toward Britain

Try the frame: The Boston Massacre showed that ____.

coordinated

Say it: koh-OR-di-nay-tid

What it means: working together in an organized way

Try the frame: The orcas swam in coordinated ____.

instinct

Say it: IN-stinkt

What it means: a behavior an animal is born with and does not learn

Try the frame: The sea turtles followed instinct by ____.

Intolerable Acts

Say it: in-TOL-er-uh-bul AKTS

What it means: the harsh laws Britain passed after the Boston Tea Party to punish the colonies

Try the frame: The Intolerable Acts angered colonists because ____.

orcas

Say it: OR-kuhz

What it means: large ocean animals, also called killer whales, that hunt in groups

Try the frame: The orcas relied on learned behavior, which meant ____.

Tier 3 Vocabulary - Passage Words

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

Parliament

Say it: PAR-luh-ment

What it means: the British law-making body that passed taxes and laws affecting the American colonies

Try the frame: Parliament passed the Stamp Act, and the colonists felt ____.

representation

Say it: rep-ri-zen-TAY-shun

What it means: having someone speak for you in government

Try the frame: The colonists wanted representation because ____.

revolution

Say it: rev-uh-LOO-shun

What it means: a long fight to break away from a ruler or government

Try the frame: The American Revolution began because ____.

Sons of Liberty

Say it: SUNZ uv LIB-er-tee

What it means: the group that, with Samuel Adams, helped organize resistance and spread ideas

Try the frame: Samuel Adams and the Sons of Liberty helped ____.

taxation

Say it: tak-SAY-shun

What it means: the act of collecting money through taxes

Try the frame: The colonists opposed taxation because ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

AS YOU READ

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Words Reveal Thinking: The SCR

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

THE SCR STRUCTURE

Thesis	the sentence that directly answers the SCR prompt
Evidence	specific text proof used to support the answer
Explanation	what the evidence means and why it matters

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

WHY THESIS HABIT

Use a complex sentence with a subordinating word such as because, since, when, after, so that, although, even though, due to, given that, or in light of.

HOW THESIS HABIT

Use a simple sentence with a preposition such as by, through, in, with, during, through the use of, in response to, or based on.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will upgrade a WHY response and a HOW response so their thesis, evidence, and explanation show stronger, more precise thinking.

SUCCESS CRITERIA

- I name a thinking level and point to the words that reveal it.
- I upgrade the thinking, not just the sound of a word.
- I build a thesis, add exact evidence, and explain what it proves.
- I match a complex sentence to a WHY prompt and a preposition to a HOW prompt.

INDEPENDENT PRODUCT

I will independently identify the level of a WHY response and a HOW response, then rewrite each one level higher using accurate evidence, a clearer citation stem, and a more precise explanation.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

How can writers upgrade WHY and HOW SCR responses so their word choice shows deeper thinking?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The top and bottom edges of the paper have rounded corners. The paper appears to be a standard notebook page.

My thinking level before we begin:

MOVE YOUR THINKING

Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
Writers can upgrade a response by ____.
Then write your own thinking.

Say your answer first or use this starter:
Writers can upgrade a response by ____.
Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

From Tension to Revolution

Passage 1 - Low Stamina - approximately 258 words • Nonfiction

AS YOU READ

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

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king. However, this began to change after the French and Indian War. Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers and legal documents. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.”

[3] Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. This event increased anger and distrust toward British authority. A few years later, the Tea Act was passed, leading to the Boston Tea Party. After the Tea Act was passed, trouble was brewing in the colonies. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas.

[4] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. Instead of ending the conflict, these actions brought the colonies closer together. The colonists learned that there is strength in numbers.

[5] Over time, many colonists wanted to remove British control. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation.

From Tension to Revolution - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Before the American Revolution; In 1770"	It fits because _____
R ■ Reactions	"Colonists strongly opposed this law; This event increased anger and distrust toward British authority"	It fits because _____
A ▲ Actions	"Parliament placed new taxes on the colonies; British soldiers fired into a crowd of colonists"	It fits because _____
C ★ Character, Concept, Creature	"Parliament; the Stamp Act; Samuel Adams and the Sons of Liberty"	It fits because _____
K ♦ Key Knowledge	"taxation without representation; The colonists learned that there is strength in numbers"	It fits because _____
S ▼ Scenery / Setting	"the thirteen colonies were part of Great Britain"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Ocean Lesson

Passage 2 - Low Stamina - approximately 272 words • Fiction

AS YOU READ

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

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. One by one, they broke through their shells and started moving toward the ocean.

[2] “How do they know where to go?” Nyla asked.

[3] “They don’t need to be taught,” her guide explained. “It’s an instinct. They are born with that behavior.”

[4] Nyla watched closely. The turtles moved slowly but with determination. Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment.

[5] The guide smiled and said, “Slow and steady wins the race.”

[6] Later that day, Nyla visited a marine biology exhibit at an aquarium. She stopped in front of a large tank where a group of orcas swam together in coordinated patterns. A trainer explained how they hunt in the wild.

[7] “Orcas rely on learned behavior,” he said. “Young orcas observe older members of their group. Over time, they learn strategies and practice working together.”

[8] The trainer smiled and said, “These orcas are a whale of a team.”

[9] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful.

[10] “So they have to learn how to survive?” Nyla asked.

[11] “Yes,” the trainer replied. “Their success depends on learning and cooperation.”

[12] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

The Ocean Lesson - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Later that day"	It fits because _____
R ■ Reactions	"The turtles moved slowly but with determination; Nyla noticed how the orcas stayed close and moved as a team"	It fits because _____
A ▲ Actions	"they broke through their shells and started moving toward the ocean; Their instinct guided them through the transition from sand to ocean"	It fits because _____
C ★ Character, Concept, Creature	"Nyla; orcas"	It fits because _____
K ♦ Key Knowledge	"They are born with that behavior; Orcas rely on learned behavior; Their success depends on learning and cooperation"	It fits because _____
S ▼ Scenery / Setting	"on the beach; a marine biology exhibit at an aquarium"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER

Stronger Thinking or Weaker Thinking? Do not choose based on length.

MY DAY 1 LEARNING TARGET

I will decide which response shows stronger thinking and defend my choice with exact words.

PROMPT

Why did colonists protest British laws?

RESPONSE A

The colonists protested because they were taxed. The text says, "It required colonists to pay taxes on printed materials..." This shows they were upset.

RESPONSE B

The colonists protested British laws because they were taxed without representation and believed the treatment was unfair. According to the text, "They argued that it was unfair to be taxed without a voice..." This suggests the colonists wanted fairness and a say in decisions that affected them.

MY DECISION

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL

Words = Thinking Level.

YOUR WORDS SHOW YOUR THINKING LEVEL

A response at a lower level often uses simple words like says, shows, or tells. A response at a stronger level uses words like suggests, indicates, demonstrates, and establishes. The strongest responses do not just answer - they synthesize ideas and explain them clearly.

SENTENCE STRUCTURE MATTERS TOO

A WHY response usually uses a complex sentence with a subordinating word like because. A relational HOW response usually uses a simple sentence with a preposition like through or by. Historical, cultural, and environmental setting can shape the ideas we explain in our responses.

NOTICE AND DEFEND

If a student writes "The text says," what does that tell you about the level of thinking? If a student writes "The text establishes" or "The evidence converges on," what changes?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT

Level Up Showdown - Cluster 1 Edition - how to play.

MY DAY 2 LEARNING TARGET

I will make the thinking stronger, not merely replace one word with a harder word.

THE GOAL

Identify the current thinking level. Upgrade the response one level higher. Explain what you changed and why - not just the vocabulary.

HOW TO PLAY

1. Spin to land on a level from 1 to 5.
2. Draw and read a task card completely.
3. Name the card's current level using the Thinking Levels Chart.
4. Upgrade the response one level higher.
5. Explain what changed and move your marker.
6. Record at least two upgraded responses.

SUCCESS CHECK

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

BEFORE YOU CUT

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Level Up Showdown Cards 1

Cut only on the dashed lines.

TASK CARD 1 • CURRENT LEVEL 1

The text says, “It required colonists to pay taxes on printed materials...” This shows the colonies had taxes.

Upgrade this response one level higher.

TASK CARD 2 • CURRENT LEVEL 1

The author says, “They are born with that behavior.” This means turtles use instinct.

Upgrade this response one level higher.

TASK CARD 3 • CURRENT LEVEL 2

According to the text, “They argued that it was unfair to be taxed without a voice...” This suggests the colonists were upset.

Upgrade this response one level higher.

TASK CARD 4 • CURRENT LEVEL 2

According to the text, “Young orcas observe older members of their group.” This reveals they learn from others.

Upgrade this response one level higher.

Card Backs - Level Up Showdown Cards

1

Check only after the group commits.

L1**LEVEL UP SHOWDOWN****Task Card 2****Identify • Upgrade • Explain****L1****LEVEL UP SHOWDOWN****Task Card 1****Identify • Upgrade • Explain****L2****LEVEL UP SHOWDOWN****Task Card 4****Identify • Upgrade • Explain****L2****LEVEL UP SHOWDOWN****Task Card 3****Identify • Upgrade • Explain**

✂ CUT PAGE - Level Up Showdown Cards 2

Cut only on the dashed lines.

TASK CARD 5 • CURRENT LEVEL 3

The text indicates that “This event increased anger and distrust toward British authority.” This implies the conflict was growing.

Upgrade this response one level higher.

TASK CARD 6 • CURRENT LEVEL 3

The text indicates that “Their instinct guided them in the right direction...” This underscores survival.

Upgrade this response one level higher.

TASK CARD 7 • CURRENT LEVEL 4

The text establishes that “Samuel Adams and the Sons of Liberty helped organize resistance...” This pattern strengthens the inference that colonists worked together against British control.

Upgrade this response one level higher.

TASK CARD 8 • CURRENT LEVEL 4

The text establishes that “Young orcas observe older members of their group.” Consequently, the group's survival depends on learning.

Upgrade this response one level higher.

Card Backs - Level Up Showdown Cards

2

Check only after the group commits.

L3**LEVEL UP SHOWDOWN****Task Card 6****Identify • Upgrade • Explain****L3****LEVEL UP SHOWDOWN****Task Card 5****Identify • Upgrade • Explain****L4****LEVEL UP SHOWDOWN****Task Card 8****Identify • Upgrade • Explain****L4****LEVEL UP SHOWDOWN****Task Card 7****Identify • Upgrade • Explain**

✂ CUT PAGE - Level Up Showdown Cards 3

Cut only on the dashed lines.

TASK CARD 9 • CURRENT LEVEL 5

The evidence converges on the idea that colonists resisted because they were “taxed without a voice.” Ultimately, this reframes the conflict as a struggle over fairness and freedom.

Challenge Downgrade: Rewrite this response one or two levels LOWER and explain what thinking gets lost.

TASK CARD 10 • CURRENT LEVEL 5

Critically, the passage frames survival differently for each animal. The evidence converges on the idea that turtles are “born with that behavior” while young orcas “observe older members of their group.” Synthesizing these details reveals that survival may depend on instinct or learning, depending on the setting.

Challenge Downgrade: Rewrite this response one or two levels LOWER and explain what thinking gets lost.

RECORD CARD A

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

COACH CARD B

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

Card Backs - Level Up Showdown Cards

3

Check only after the group commits.

L5

LEVEL UP SHOWDOWN

Task Card 10

Identify • Upgrade • Explain

L5

LEVEL UP SHOWDOWN

Task Card 9

Identify • Upgrade • Explain

B

Coach Card

Level Up Showdown

A

Record Card

Level Up Showdown

Level Up Showdown - My Recording Sheet

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

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

SAMPLE ROUND

Original: According to the text, "Young orcas observe older members of their group." This reveals they learn from others.

Upgrade: The text indicates that "Young orcas observe older members of their group." This demonstrates that orcas depend on learning within their social group.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What changed when we leveled up?

DISCUSSION QUESTIONS

- What words showed the level of thinking?
- How did the citation stem change from one level to the next?
- What happened to the explanation as the level increased?
- How does setting matter in the responses from these passages?

MY DISCUSSION NOTES

A word or phrase we examined:

The change made the thinking stronger because:

Historical, cultural, or environmental setting mattered here because:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: WHY Practice

Determine the level, then rewrite the response one level higher.

PROMPT

Why did colonists protest British laws?

GIVEN RESPONSE

The colonists protested because they had taxes. The text says, "It required colonists to pay taxes on printed materials..." This means they did not like the law.

UPGRADE PLAN

Current level and proof:

My precise WHY thesis:

Citation stem I will use:

What the evidence proves:

STUDENT SUPPORT - Another Way to Show What You Know

Use the WHY thesis habit and the Level-Up Language Ladder. Underline the citation stem and circle the explanation words. You choose the stronger relationship to explain.

Ready to Stretch? Take Your Thinking Further!

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

WHY Response - Draft Space

Keep the answer accurate. Upgrade the citation stem and explanation.

SUCCESS CHECK

- ☐ Precise WHY thesis (complex sentence with because) ☐ Exact evidence
☐ Explanation proves the idea ☐ Stronger thinking, not just harder words

[illegible]

Day 3 - USE AGAIN: HOW Practice

Use the HOW chart to choose a preposition.

PROMPT

How does setting influence behavior in both passages?

GIVEN RESPONSE

Setting influences behavior by making people and animals act differently. The text says, "They argued that it was unfair to be taxed without a voice..." and "Young orcas observe older members of their group." This shows behavior changes.

UPGRADE PLAN

Current level and proof:

My precise HOW thesis:

Preposition I will use (by / through / in / with / during):

Explanation language I will use:

STUDENT SUPPORT - Another Way to Show What You Know

Use the HOW thesis habit. Name the setting as the method, then explain how it shapes behavior in both passages.

Ready to Stretch? Take Your Thinking Further!

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

HOW Response - Draft Space

Make the setting-behavior relationship clear.

SUCCESS CHECK

- ☐ Precise HOW thesis (preposition) ☐ Two exact quotes
☐ Historical and environmental setting named ☐ Explanation reaches beyond "changes"

[illegible]

Module 1 Conventions Sweep

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

COPY ONE SIMPLE SENTENCE FROM YOUR RESPONSE

MARK AND CHECK

1. Underline the subject once.
2. Underline the verb twice.
3. Check that the subject and verb agree.
4. Check the spelling of any high-frequency words.
5. Check capitalization of proper nouns (Parliament, Boston, Nyla).
6. Read aloud: Is this a complete sentence?

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

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

MY DAY 4 LEARNING TARGET

I will name what I did well, point to proof, and choose one specific thing to strengthen next.

CHOOSE AN EVIDENCE-BASED AWARD

- Citation Stem Upgrade - I changed says or shows to a more precise word.
- Precise Explanation - I made the meaning clearer, not just longer.
- Setting Connection - I connected evidence to historical, cultural, or environmental setting.
- Thinking-Level Word - I used and understood a word from the ladder.

MY AWARD

I award myself the _____ Award because I

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

This shows growth because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - TARGET Your Next Level

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

CHOOSE ONE TARGET

- ☐ Move from one level to the next ☐ Use stronger explanation language
☐ Use a better citation stem ☐ Connect my answer more clearly to setting

BUILD A PRECISE TARGET

My next thinking-level goal is _____ because

The word or citation stem I still need to practice is

I will know I improved when

PARTNER RESPONSE FRAME

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

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: name how you could synthesize, reframe, defend, or connect the idea to a bigger picture next time.

Day 5 - EXPLAIN or Educate Others

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

MY DAY 5 LEARNING TARGET

I will name the original level, show the revealing words, give an upgrade, and explain why it is stronger.

TEACH-BACK FRAME

This response is at Level _____ because it uses the words _____. I can upgrade it by changing _____ to _____. The new version is stronger because _____. This response connects to setting by _____.

MY TEACHING CARD

Original response and level:

Words that revealed the level:

My upgraded version:

Why it shows stronger thinking:

LISTENER RESPONSIBILITIES

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

MY THINKING NOW

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

How can writers upgrade WHY and HOW SCR responses so their word choice shows deeper thinking?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Name the thinking level of a response	☐	☐	☐
Point to the exact words that show the level	☐	☐	☐
Upgrade a citation stem and explanation one level higher	☐	☐	☐
Match a complex sentence to a WHY prompt	☐	☐	☐
Match a preposition to a HOW prompt	☐	☐	☐

Additional Writing Opportunity

Choose one prompt and build a response, then level it up.

CHOOSE ONE PROMPT

- ☐ Why did colonists protest British laws?
- ☐ How did British actions push the colonies toward revolution?
- ☐ Why do sea turtles rely on instinct?
- ☐ How do orcas learn to survive in their group?
- ☐ How does setting influence behavior in both passages?

SUCCESS CRITERIA

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

MY FIRST DECISION

Prompt I chose:

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

The passage page I will use is:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Plan My Short Constructed Response

Build meaning before you draft.

1. THESIS - My clear answer

2. EVIDENCE - The author's exact words

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

4. LEVEL-UP CHOICE - Citation stem or explanation word I will use

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Additional SCR Draft - Page 1

Keep your thesis, evidence, and explanation connected.

MEANING CHECK

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

[illegible]

Additional SCR Draft - Page 2

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

PRECISION CHECK

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Revise, Edit, and Share

Upgrade meaning, check conventions, then explain one decision.

REVISE

Copy one phrase you will upgrade.

Before:

After:

Why the change makes thinking clearer:

EDIT

- ☐ Complete sentence / subject-verb agreement
 ☐ High-frequency spelling
☐ Capitalization of proper nouns
 ☐ Punctuation

SHARE

My partner heard stronger thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent response show a stronger, clearer relationship? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

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

PROOF OF TRANSFER

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

Study Three WHY-Response Exemplars

Notice how the same answer moves from a low to a high thinking level.

PROMPT

Why did colonists protest British laws?

LOW

The text says, "It required colonists to pay taxes on printed materials." This shows the colonists had taxes.

Which words keep this response at a low thinking level?

MEDIUM

The text indicates that "They argued that it was unfair to be taxed without a voice." This demonstrates that the colonists wanted a say in the decisions that affected them.

What did the writer add to move from low to medium?

HIGH

The text establishes that "Samuel Adams and the Sons of Liberty helped organize resistance." The evidence converges on the idea that colonists protested because they were "taxed without a voice," which reframes the conflict as a struggle over fairness and freedom.

How do the citation stem and explanation prove deeper thinking here?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the citation stem and the explanation words in each response with a different color. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Multi-Level Response Lab

Write the same idea at more than one level and explain why your word choices fit each level.

CHOOSE ONE PROMPT

Why did colonists protest British laws? / How does setting influence behavior in both passages?

BUILD THREE VERSIONS

Level 3 response:

Level 4 response:

Level 5 response:

JUSTIFY

Explain why suggests fits one level, why demonstrates fits another, and why frames or reframes signals higher thinking.

EXTENSION

Create one original task card using a quote from either Cluster 1 passage.

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 1 CLOSING IDEA

I can upgrade my WHY and HOW responses by matching my sentence structure to the prompt type and replacing vague citation and explanation words with precise language that makes the relationship among my answer, evidence, setting, and reasoning clearer.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 1, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I upgrade my WHY and HOW responses so my words show deeper thinking?

My Answer

I match my sentence structure to the prompt type and swap vague words for precise ones that make the connection between my answer, my evidence, and my reasoning clear - so my words show deeper thinking, not just a longer answer.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 1



M O D U L E

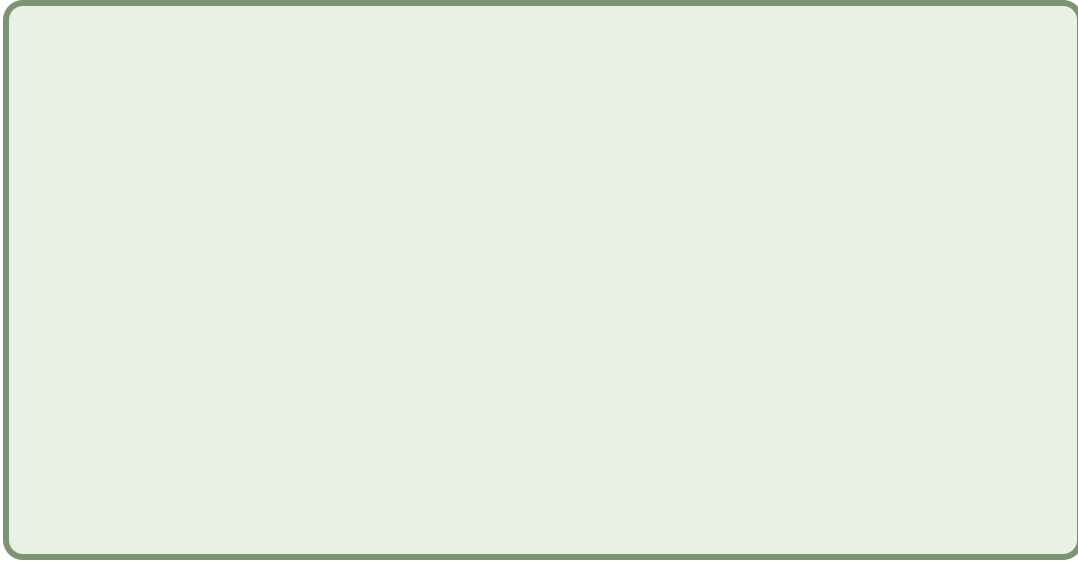


Writing a Strong Thesis (Central Idea)

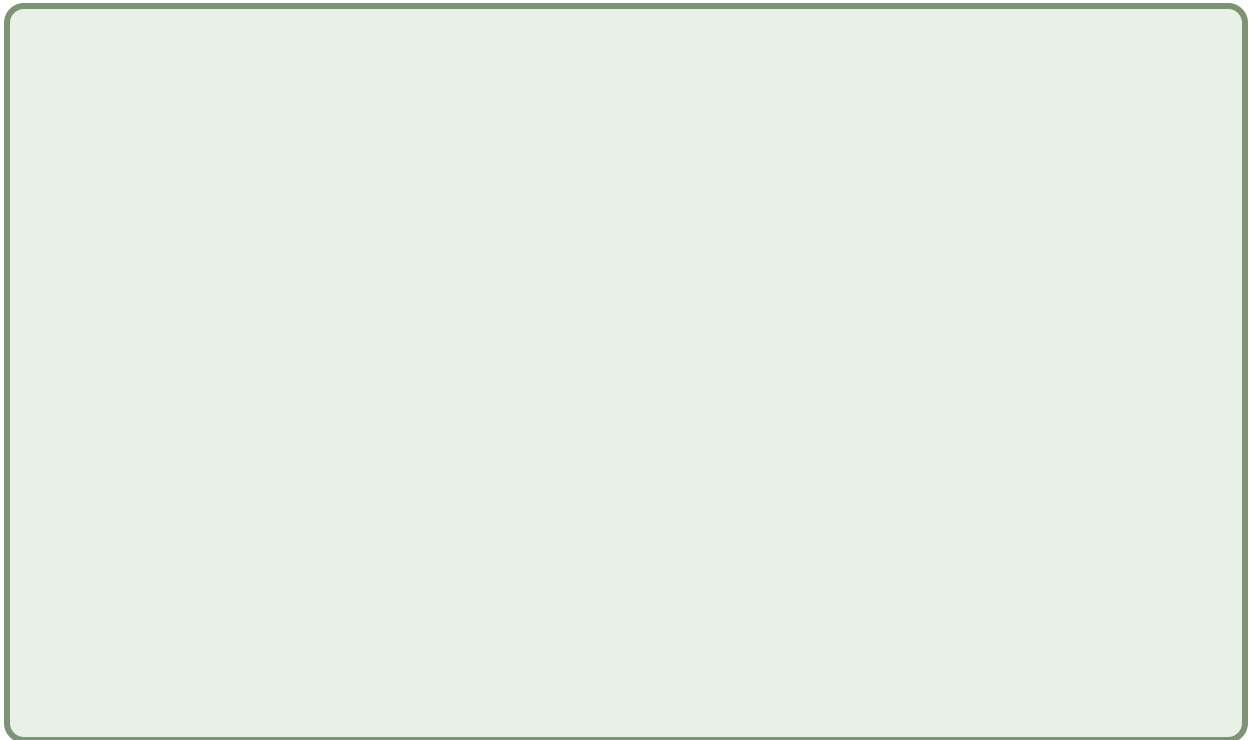
TOPIC, CHARGE, and ANSWER



Pocket Practice



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



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

Why This Module Matters

A strong thesis (central idea) is built from three pieces.

WHY THIS MODULE MATTERS

Students often confuse answering a question with writing a complete thesis (central idea). A strong thesis (central idea) combines three pieces - TOPIC, CHARGE, and ANSWER - and the WHAT, WHY, or HOW prompt type decides the sentence structure.

Essential Question

How do I build a strong thesis (central idea) using TOPIC, CHARGE, and ANSWER?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

TEKS 5.12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the parts readers expect in a short constructed response.

TEKS 5.12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 2

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my thesis (central idea) is clearer.

TEKS 5.11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can check that my sentences are complete and my subject and verb agree.

TEKS 5.11(D)(vi) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.11(D)(viii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use comparative adjectives correctly, such as angrier or lower.

TEKS 5.11(D)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can use superlative adjectives correctly, such as boldest or harshest.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and show I understand by restating or asking a question.

ELPS 2(F)(i) - Official Standard

restate, ask questions about, or respond to information during formal classroom interactions

HOW I SAY THE STANDARD!

I can restate or respond to what I hear in class.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write different kinds of sentences for this topic.

ELPS 4(E)(ii) - Official Standard

write content-area specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use the right sentence structure for my writing job.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details.

My Module 2 Learning Launchpad

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

I CAN

- build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER.
- identify the TOPIC, the CHARGE, and the ANSWER in a thesis (central idea).
- match a WHAT prompt to a simple sentence, a WHY prompt to a complex sentence with because, and a relational HOW prompt to a simple sentence with a preposition.
- find and add a missing thesis (central idea) part.

I WILL

- read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- label the three pieces of every thesis (central idea) I build.
- use stronger words from my Thinking Levels Chart to upgrade my thesis (central idea).
- make sure my sentence structure matches the prompt type.

LEARNING DESTINATION

I will build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER and matching the sentence structure to the prompt type.

MY LAUNCHPAD PROMISE

The thesis piece I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Find the TOPIC	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the CHARGE	a lot / a little / new	a lot / a little / new	a lot / a little / new
Build all three pieces	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match WHAT, WHY, or HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Upgrade my word choice	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

answer

Say it: AN-ser

What it means: the response you give to a question

Try the frame: My answer is ____.

ask

Say it: ASK

What it means: to put a question to someone

Try the frame: The prompt asks me to ____.

begin

Say it: bih-GIN

What it means: to start something

Try the frame: I begin my response with ____.

build

Say it: BILD

What it means: to put pieces together to make something

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

match

Say it: MACH

What it means: to pair things that go together

Try the frame: I can match the structure by ____.

Tier 1 Vocabulary

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

missing

Say it: MIS-ing

What it means: not there when it should be

Try the frame: The part that is missing is ____.

piece

Say it: PEES

What it means: one part of a bigger whole

Try the frame: The missing piece is ____.

sentence

Say it: SEN-tuhns

What it means: a group of words that shares a complete idea

Try the frame: My sentence has ____.

strong

Say it: STRONG

What it means: powerful and clear

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

topic

Say it: TAH-pik

What it means: the main subject the prompt is about

Try the frame: The topic of this prompt is ____.

Tier 2 Vocabulary

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

analyze

Say it: AN-uh-lyz

What it means: to examine parts closely in order to understand how they work

Try the frame: When I analyze the prompt, I see ____.

compare

Say it: kum-PAIR

What it means: to examine ideas or details for meaningful similarities or differences

Try the frame: I can compare ____ and ____.

connect

Say it: kuh-NEKT

What it means: to show how ideas or details belong together

Try the frame: I connect these ideas by ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof from the passage

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: the thinking that tells what the evidence means

Try the frame: My explanation shows ____.

Tier 2 Vocabulary

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

influence

Say it: IN-floo-uhns

What it means: the power to affect an action, idea, behavior, or result

Try the frame: Setting can influence ____.

relationship

Say it: rih-LAY-shun-ship

What it means: the connection between two ideas, events, details, or conditions

Try the frame: The relationship here is ____.

response

Say it: rih-SPONS

What it means: the written answer a student creates from a prompt and text

Try the frame: My response includes ____.

structure

Say it: STRUK-cher

What it means: the way ideas and sentence parts are organized

Try the frame: The structure of a WHY thesis (central idea) is ____.

thesis (central idea)

Say it: THEE-sis

What it means: a complete sentence that directly answers the prompt

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

Tier 3 Vocabulary

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

behavior

Say it: bi-HAY-vyur

What it means: the way a person or animal acts

Try the frame: Learned behavior means ____.

colonists

Say it: KOL-uh-nists

What it means: people who lived in the American colonies

Try the frame: The colonists reacted by ____.

coordinated

Say it: koh-OR-di-nay-tid

What it means: working together in an organized way

Try the frame: The orcas swam in coordinated ____.

instinct

Say it: IN-stinkt

What it means: a behavior an animal is born with and does not learn

Try the frame: The turtles used instinct to ____.

orcas

Say it: OR-kuhz

What it means: large ocean animals, also called killer whales

Try the frame: The orcas showed that ____.

Tier 3 Vocabulary

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

Parliament

Say it: PAR-luh-ment

What it means: the group in Great Britain that made laws and taxes for the colonies

Try the frame: Parliament decided to ____.

representation

Say it: rep-ri-zen-TAY-shun

What it means: having someone speak for you in government

Try the frame: The colonists wanted representation because ____.

resistance

Say it: ri-ZIS-tuns

What it means: the act of fighting against or opposing something

Try the frame: The resistance grew when ____.

revolution

Say it: rev-uh-LOO-shun

What it means: a fight to change who holds power

Try the frame: The revolution began because ____.

survival

Say it: sur-VY-vul

What it means: staying alive through a danger

Try the frame: Survival depended on ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Three Pieces to a Thesis (Central Idea)

A strong thesis (central idea) answers the prompt correctly and is structured based on the type of thinking required.

Piece	What It Is
TOPIC	the noun of importance; the main subject named in the prompt
CHARGE	the verb of importance; what the prompt asks the writer to do
ANSWER	the writer's own thinking that completes the sentence

SELF-CHECK

Can you point to all three pieces in your thesis (central idea)?

TOPIC + **CHARGE** + **ANSWER**

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Thesis Types: WHAT, WHY, HOW

The prompt type decides the structure.

Prompt	Sentence HABIT	Clue
WHAT	Simple sentence	facts / details
WHY	Complex sentence	subordinating word such as because + reason
HOW (relational)	Simple sentence	preposition such as through or by + connection

MODEL WHY

The colonists protested British laws because they were taxed without representation and felt it was unfair.

MODEL HOW

Setting influences behavior in both passages through the colonists' protests and the animals' survival methods.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Setting Shapes the ANSWER

Historical, cultural, and environmental setting can shape your ANSWER.

HISTORICAL / CULTURAL SETTING

In "From Tension to Revolution," the historical and cultural setting shapes why the colonists resisted.

ENVIRONMENTAL SETTING

In "The Ocean Lesson," the environmental setting shapes how the turtles and orcas survive.

Ready to Stretch? Take Your Thinking Further!

Choose one setting detail from either passage. Explain which kind of setting it shapes and how it could become part of an ANSWER.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will build a strong SCR thesis (central idea) by combining TOPIC, CHARGE, and ANSWER and matching the sentence structure to the prompt type.

SUCCESS CRITERIA

- I can name the three pieces of a strong thesis (central idea) and point to each one.
- I can build a complete thesis (central idea) that answers the prompt.
- I can match my sentence structure to a WHAT, WHY, or HOW prompt.
- I can upgrade my thesis (central idea) with stronger, more precise word choice.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How do I build a strong thesis using TOPIC, CHARGE, and ANSWER for WHAT, WHY, and HOW questions?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The left edge of the paper has rounded corners, while the right edge is straight. The paper appears to be a standard notebook page.

MOVE YOUR THINKING

Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know
Say your answer first, then write your own thinking.

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

From Tension to Revolution

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

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, reactions, actions, key knowledge, and setting.

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Many colonists considered themselves loyal to the king and were proud to be British subjects. They followed British laws, traded with British merchants, and depended on Great Britain for protection. However, this began to change after the French and Indian War. Although Great Britain gained land, it also gained significant debt. To recover money, Parliament placed new taxes on the colonies.

[2] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, and playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.” Many colonists began to meet together, write letters, and speak out against the tax. Some refused to buy stamped paper, while others protested in the streets. These actions showed that the colonists were beginning to challenge British authority.

[3] Tensions continued to rise. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs and other objects. The event shocked many people and increased anger and distrust toward British authority. Leaders such as Samuel Adams used the event to remind colonists that British soldiers were a threat to their rights.

[4] A few years later, the Tea Act was passed, leading to the Boston Tea Party. The Tea Act allowed one British company to sell tea at a lower price, but many colonists still saw it as another way for Parliament to control them. After the Tea Act was passed, trouble was brewing in the colonies. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities as they threw the tea into the water. This protest showed that many colonists were willing to take bold action.

From Tension to Revolution - Continued

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

AS YOU CONTINUE READING

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

[5] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for. Another part allowed British officials to have more control over the colony of Massachusetts. Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem. The colonists learned that there is strength in numbers.

[6] Over time, many colonists wanted to remove British control. They believed they should have a government that protected their rights and listened to their voices. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation. What began as anger over taxes grew into a larger struggle for freedom, self-government, and independence.

From Tension to Revolution - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T ● Time	"Before the American Revolution"	It fits because _____
R ■ Reactions	"Colonists strongly opposed this law"	It fits because _____
A ▲ Actions	"Parliament placed new taxes on the colonies"	It fits because _____
C ★ Character, Concept, Creature	"Parliament"	It fits because _____
K ♦ Key Knowledge	"taxation without representation"	It fits because _____
S ▼ Scenery / Setting	"the thirteen colonies were part of Great Britain"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Ocean Lesson

Passage 2 — Medium Stamina • Fiction • Part 1 of 2

AS YOU READ

Use the DOT HABIT. TAP the TRACKS. Pay special attention to time, reactions, actions, key knowledge, and setting.

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. The morning air was cool, and small waves rolled onto the shore. At first, the sand looked still. Then tiny movements appeared near the nest. One by one, they broke through their shells and started moving toward the ocean.

[2] “How do they know where to go?” Nyla asked.

[3] “They don’t need to be taught,” her guide explained. “It’s an instinct. They are born with that behavior.”

[4] Nyla watched closely. The turtles moved slowly but with determination. Their small flippers pushed against the sand again and again. Some turtles slipped into shallow footprints, and others had to crawl around pieces of seaweed. Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment.

[5] The guide smiled and said, “Slow and steady wins the race.”

[6] Nyla understood what the guide meant. The turtles were not the fastest animals on the beach, but they kept moving. They did not stop to look for help. They did not wait for an older turtle to show them the way. Their bodies and brains already knew what to do. Reaching the ocean quickly helped protect them from danger on the beach.

[7] Later that day, Nyla visited a marine biology exhibit at an aquarium. She stopped in front of a large tank where a group of orcas swam together in coordinated patterns. A trainer explained how they hunt in the wild.

The Ocean Lesson - Continued

Passage 2 — Medium Stamina • Fiction • Part 2 of 2

AS YOU CONTINUE READING

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

[8] “Orcas rely on learned behavior,” he said. “Young orcas observe older members of their group. Over time, they learn strategies and practice working together.”

[9] The trainer smiled and said, “These orcas are a whale of a team.”

[10] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful. One orca turned, and the others followed. Another slowed down, and the group changed direction together. The trainer explained that young orcas spend a long time watching and practicing. They learn which signals to follow and how to stay with the group.

[11] “So they have to learn how to survive?” Nyla asked.

[12] “Yes,” the trainer replied. “Their success depends on learning and cooperation.”

[13] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

[14] As Nyla left the aquarium, she realized that survival could look different for different animals. Some behaviors were present from birth, like the turtles moving toward the sea. Other behaviors developed through practice, like the orcas hunting in a group. Instinct helped one animal act right away, while learning helped another animal improve over time. Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.

The Ocean Lesson - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"Later that day"	It fits because _____
R ■ Reactions	"Nyla noticed how the orcas stayed close and moved as a team"	It fits because _____
A ▲ Actions	"broke through their shells and started moving toward the ocean"	It fits because _____
C ★ Character, Concept, Creature	"Nyla"	It fits because _____
K ♦ Key Knowledge	"Orcas rely on learned behavior"	It fits because _____
S ▼ Scenery / Setting	"a marine biology exhibit at an aquarium"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: What's Missing?

Examine an incomplete answer. What is missing?

MY DAY 1 LEARNING TARGET

I will identify which thesis (central idea) part is missing from an incomplete answer.

DAILY DECK SLIDE

"The colonists protested."

- "It does not say why."
- "It is missing the reason."
- "It does not have the answer part."

FRESH RECALL

This answer is missing the most important part - the writer's own thinking, the ANSWER.

STUDENT SUPPORT - Another Way to Show What You Know

Show your idea with a hand signal or a card, then say which part is missing.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: TOPIC + CHARGE + ANSWER

Listen carefully and fill in the missing words.

INTERACTIVE NOTEBOOK FILL-IN

- A thesis (central idea) has THREE pieces.
- The TOPIC is the main idea from the question.
- The CHARGE is what the question asks you to do.
- The ANSWER is your thinking.
- WHAT = SIMPLE sentence.
- WHY = COMPLEX sentence with BECAUSE.
- HOW = SIMPLE sentence with a PREPOSITION.
- Use your THINKING LEVEL chart to upgrade word choice.

BOARD TEXT

TOPIC + CHARGE + ANSWER = a strong thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Point to TOPIC, CHARGE, and ANSWER as your teacher reads each piece.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - Listen and Label

Label what you hear as TOPIC, CHARGE, or ANSWER.

Round	What You Hear	Answer / Look-For
1	"the colonists"	TOPIC - the important subject.
2	"explain why they protested British laws"	CHARGE - what the writer must do.
3	"because they were taxed without representation and believed the treatment was unfair"	ANSWER - the writer's direct thinking.
4	"through instinct in turtles and learned behavior in orcas"	ANSWER - the relationship that completes a HOW thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Point to your head for TOPIC, your hands for CHARGE, and your heart for ANSWER as a partner names each part from memory.

Ready to Stretch? Take Your Thinking Further!

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

Thesis (Central Idea) Builder Showdown - Cluster 1 Edition

Build and explain before moving your marker.

MY DAY 2 LEARNING TARGET

I will build a complete thesis (central idea) by playing Thesis (Central Idea) Builder Showdown.

HOW TO PLAY

1. Work in a group of 3-4.
2. Spin the spinner (1 = WHAT, 2 = WHY, 3 = HOW).
3. Draw a Prompt Card.
4. As a group, build a complete thesis (central idea) using the three pieces.
5. Make sure your sentence matches the type of prompt.

QUICK CHECK

All three pieces? Exact prompt type? Matching structure?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Thesis (Central Idea) Prompt Cards

Cut only on the dashed lines.

CARD 1 • WHAT

What caused tension between Great Britain and the colonies?

CARD 2 • WHY

Why did colonists protest British laws?

CARD 3 • HOW

How does setting influence behavior in both passages?

Card Backs - Thesis (Central Idea) Prompt Cards

Check only after the group commits.

WHY

THESIS BUILDER SHOWDOWN

Prompt Card 2

TOPIC • CHARGE • ANSWER

WHAT

THESIS BUILDER SHOWDOWN

Prompt Card 1

TOPIC • CHARGE • ANSWER

HOW

THESIS BUILDER SHOWDOWN

Prompt Card 3

TOPIC • CHARGE • ANSWER

Thesis (Central Idea) Builder Showdown - Recording

Record a thesis (central idea) for each card you draw.

ROUND 1

Type: WHAT / WHY / HOW Card: ____

TOPIC:

CHARGE:

Thesis (central idea):

ROUND 2

Type: WHAT / WHY / HOW Card: ____

TOPIC:

CHARGE:

Thesis (central idea):

Day 3 - DISCUSS

How did the prompt tell you which sentence structure to use?

MY DAY 3 LEARNING TARGET

I will independently write and label a WHAT, WHY, and relational HOW thesis (central idea).

- How did the prompt tell you which sentence structure to use?
- Which of the three thesis (central idea) pieces was easiest to miss?
- What made your thesis (central idea) strong?
- How can stronger words improve your thinking?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis (Central Idea) Builder

- WHAT

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

What event increased tension between colonists and British soldiers?

TOPIC:

CHARGE:

ANSWER:

MY WHAT THESIS

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis (Central Idea) Builder

- WHY

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

Why do sea turtles rely on instinct?

TOPIC:

CHARGE:

ANSWER:

MY WHY THESIS

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis (Central Idea) Builder - Relational HOW

Box TOPIC. Underline CHARGE. Add ANSWER.

PROMPT

How does setting influence survival in both passages?

TOPIC:

CHARGE:

ANSWER:

MY RELATIONAL HOW THESIS

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Module 2 Conventions Sweep

Apply four checks using the passage itself.

READ

Parliament placed new taxes on the colonies. The Tea Act allowed one British company to sell tea at a lower price. The Boston Tea Party was the boldest protest of the three.

1. Label one proper noun.
2. Label one comparative adjective (lower).
3. Label one superlative adjective (boldest).
4. Check subject-verb agreement in each sentence.

TRANSFER TO MY SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

Point to each feature in the model before checking your own thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

Point to evidence in your own work.

MY DAY 4 LEARNING TARGET

I will award my strongest thesis (central idea) and target one next goal.

CHOOSE

- Notebook Recognition: my strongest thesis (central idea) today was _____.
- Highlight the Pieces: highlight TOPIC, CHARGE, and ANSWER in my strongest thesis (central idea).
- Self-Check: I used the correct structure for my prompt.
- Peer Recognition: one strong thing I saw in your thesis (central idea) was _____.

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

Choose one goal.

- ☐ I want to use stronger vocabulary.
- ☐ I want to match the correct structure.
- ☐ I want to include all three pieces.
- ☐ I want to make my ANSWER clearer.

MY TARGET

My goal for my next thesis (central idea) is

The prompt type that is hardest for me is

One word I want to start using is

Ready to Stretch? Take Your Thinking Further!

How does setting shape the ANSWER part of your thesis (central idea)? Explain.

Day 5 - Turn and Teach

Teach a partner how to build a thesis (central idea).

MY DAY 5 LEARNING TARGET

I will teach a partner how TOPIC, CHARGE, and ANSWER build a strong thesis (central idea).

TURN AND TEACH

Turn to your partner and explain how to build a thesis (central idea) using the three pieces. Then give an example.

SENTENCE STEMS

- "The TOPIC of my thesis (central idea) is ____."
- "The CHARGE asks me to ____."
- "My ANSWER is ____."
- "This is a ____ prompt, so I used a ____ sentence."

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How do I build a strong thesis using TOPIC, CHARGE, and ANSWER for WHAT, WHY, and HOW questions?

WHAT CHANGED?

MOVE YOUR THINKING



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EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

TARGET

EXPLAIN

The page that best proves my growth is ____ because

Additional Writing Opportunity

Build a thesis (central idea) from the prompt bank.

PROMPT

How do orcas learn to survive in their group?

TOPIC:

CHARGE:

ANSWER:

MY THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

Mark TOPIC and CHARGE. You still choose ANSWER and build the thesis (central idea).

Ready to Stretch? Take Your Thinking Further!

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

Plan My Thesis (Central Idea)

Gather setting evidence and explain it.

SETTING DETAIL 1

WHAT IT SHOWS

SETTING DETAIL 2

WHAT IT SHOWS

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Thesis (Central Idea) Draft - Page 1

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

DRAFTING FOCUS

Use a purposeful thesis (central idea), accurate setting details, and precise word choice.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the page.

Thesis (Central Idea) Draft - Page 2

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

DRAFTING FOCUS

Use a purposeful thesis (central idea), accurate setting details, and precise word choice.

[illegible]

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

- ☐ read my thesis (central idea) aloud ☐ match a complex sentence to a WHY prompt
- ☐ match a preposition to a relational HOW prompt

EDIT

- ☐ complete simple sentence with subject-verb agreement ☐ correct spelling of high-frequency words
- ☐ proper nouns capitalized (Parliament, Boston, Nyla)

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to all three thesis (central idea) pieces. Use proof.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your structure matches the prompt.

Study Three Thesis (Central Idea) Exemplars

Notice how a thesis (central idea) grows from incomplete to complete and precise.

PROMPT

Why did colonists protest British laws?

LOW

The colonists protested.

Which thesis (central idea) pieces are missing here - TOPIC, CHARGE, or ANSWER?

MEDIUM

The colonists protested British laws because they were upset.

Which piece is present but still vague, and why?

HIGH

The colonists protested British laws because they were taxed without representation and believed the treatment was unfair.

How do the TOPIC, CHARGE, and ANSWER work together, and why does the WHY structure fit?

STUDENT SUPPORT - Another Way to Show What You Know

Box the TOPIC, underline the CHARGE, and highlight the ANSWER in each version. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Advanced Thesis (Central Idea) Challenge

Write a thesis (central idea), then upgrade it and build a second accurate version.

DIRECTIONS

1. Choose one prompt.
2. Write a thesis (central idea).
3. Rewrite it using stronger vocabulary.
4. Add a second version using a different structure.

EXAMPLE

Original: Setting influences behavior in both passages.

Upgraded: Setting significantly shapes behavior in both passages through historical conflict and environmental survival demands.

MY THESIS (CENTRAL IDEA)

MY UPGRADED VERSION

STUDENT SUPPORT - Another Way to Show What You Know

Explain why your upgraded verb is stronger and why the structure still matches the prompt type.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

I build a strong thesis by naming my TOPIC, naming my CHARGE, and adding my own ANSWER. Together, these three pieces make a complete thesis, and the WHAT, WHY, or HOW prompt tells me which sentence structure to use.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 2, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I build a strong thesis (central idea) using TOPIC, CHARGE, and ANSWER?

My Answer

I name my TOPIC, name my CHARGE, and add my own ANSWER - and the WHAT, WHY, or HOW prompt tells me which sentence structure to use.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt: My TOPIC is ____, my CHARGE is ____, so my thesis is ____.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 1



M O D U L E

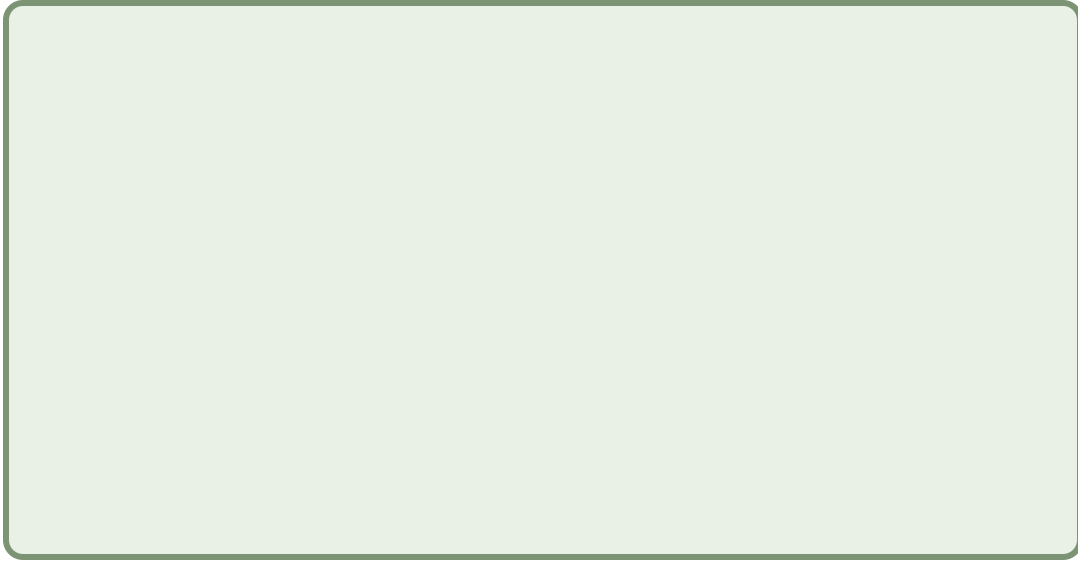


Using Evidence to Support Thinking

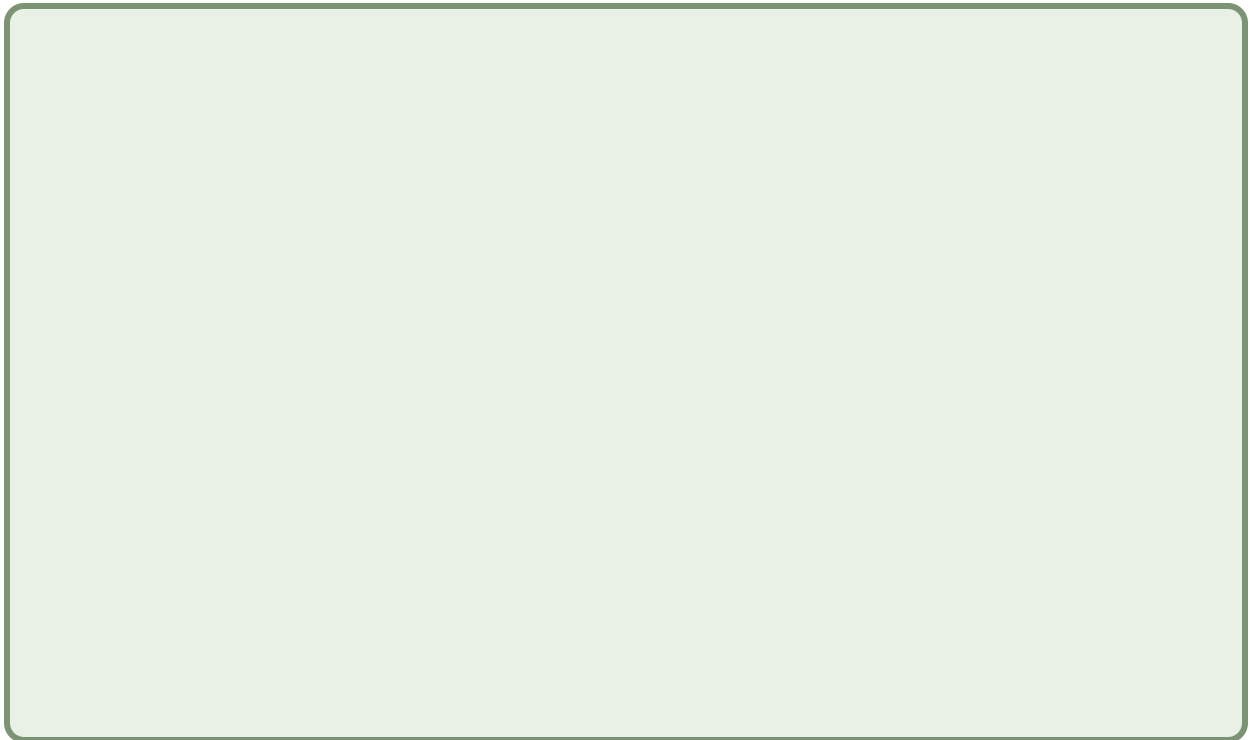
Choose and Introduce Evidence with CSI



Pocket Practice



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



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

Why This Module Matters

Evidence gives your thinking a backbone.

WHY THIS MODULE MATTERS

Students often believe any sentence copied from the passage counts as strong evidence. This module teaches what evidence is and is not, how to judge whether it is strong or weak, and how to test it with CSI - Connect, Support, Infer - then introduce it with a signal marker and correct punctuation.

Essential Question

How do I use CSI to choose and introduce evidence that proves my thinking?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

TEKS 5.12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write a brief response with one clear central idea, or thesis.

TEKS 5.12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the parts a short constructed response needs.

The Standards I Am Learning - Part 2

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

TEKS 5.12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use precise evidence and wording to make my response work well.

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words for my signal marker and my evidence.

The Standards I Am Learning - Part 3

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

TEKS 5.11(D)(xxvii) - Official Standard

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

HOW I SAY THE STANDARD!

I can check the spelling patterns in my evidence sentence.

TEKS 5.11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen and restate what I heard about evidence.

ELPS 2(B)(i) - Official Standard

speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

HOW I SAY THE STANDARD!

I can use evidence vocabulary when I speak.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain my thinking about evidence with more detail.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can use different sentence types when I write my evidence sentence.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can use supporting evidence that fits my purpose.

ELPS 4(F)(xiii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use supporting evidence that fits my audience.

My Module 3 Learning Launchpad

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

I CAN

- choose, test, and introduce evidence that connects to the prompt and supports my thesis (central idea).
- tell the difference between evidence and explanation, and between evidence and opinion.
- test evidence with CSI - Connect, Support, Infer.
- introduce a quote with a signal marker and punctuate it correctly.

I WILL

- choose short, precise quotes instead of the longest quote.
- check every quote with CSI before I use it.
- introduce each quote with a signal marker and correct punctuation.

LEARNING DESTINATION

I will take a thesis (central idea), locate one strong quote that passes CSI, introduce it with a signal marker and correct punctuation, and explain which CSI checks it passes.

MY LAUNCHPAD PROMISE

The evidence habit I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from opinion	a lot / a little / new	a lot / a little / new	a lot / a little / new
Run CSI on a quote	a lot / a little / new	a lot / a little / new	a lot / a little / new
Decide strong or weak for the prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Introduce a quote with a signal marker	a lot / a little / new	a lot / a little / new	a lot / a little / new
Punctuate a quote correctly	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

check

Say it: CHEK

What it means: to look closely to make sure something is right

Try the frame: I check my evidence by ____.

choose

Say it: CHOOZ

What it means: to pick one option over another

Try the frame: I choose the quote that ____.

exact

Say it: ig-ZAKT

What it means: correct in every detail

Try the frame: My exact quote is ____.

find

Say it: FYND

What it means: to locate something you are looking for

Try the frame: I can find evidence by ____.

match

Say it: MACH

What it means: to pair things that go together

Try the frame: This quote matches the prompt because ____.

Tier 1 Vocabulary - Everyday Words

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

proof

Say it: PROOF

What it means: something that shows an idea is true

Try the frame: My proof is ____.

quote

Say it: KWOHT

What it means: the exact words copied from a text

Try the frame: My quote is ____.

show

Say it: SHOH

What it means: to make something clear to see

Try the frame: This quote shows ____.

strong

Say it: STRAWNG

What it means: powerful and clear

Try the frame: This evidence is strong because ____.

weak

Say it: WEEK

What it means: not powerful or not clear

Try the frame: This evidence is weak because ____.

Tier 2 Vocabulary - Academic Words

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

connect

Say it: kuh-NEKT

What it means: to show how evidence relates to the prompt or thesis (central idea)

Try the frame: This quote connects to ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof taken from the passage

Try the frame: My evidence is ____.

explanation

Say it: ek-spluh-NAY-shun

What it means: the writer's interpretation of what the evidence proves

Try the frame: My explanation shows ____.

infer

Say it: in-FUR

What it means: to form a supported idea from evidence and reasoning

Try the frame: I can infer that ____.

punctuation

Say it: punk-choo-AY-shun

What it means: marks that organize written language and clarify how quoted words are presented

Try the frame: The punctuation I need is ____.

Tier 2 Vocabulary - Academic Words

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

quote

Say it: KWOHT

What it means: exact words copied from a source and marked as source language

Try the frame: My quote is ____.

relevant

Say it: REL-uh-vunt

What it means: directly connected to the prompt, thesis (central idea), or idea being proved

Try the frame: This evidence is relevant because ____.

signal

Say it: SIG-nuhl

What it means: a word or phrase that alerts the reader that evidence is coming

Try the frame: My signal marker is ____.

support

Say it: suh-PORT

What it means: to strengthen an idea with relevant proof

Try the frame: This proof supports ____.

thesis (central idea)

Say it: THEE-sis

What it means: the sentence that gives the writer's direct answer

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

Tier 3 Vocabulary - Passage-Specific Words

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

boycott

Say it: BOY-kot

What it means: refusing to buy or use products as a form of protest

Try the frame: The colonists used a boycott to ____.

coordinated

Say it: koh-OR-di-nay-tid

What it means: working together in an organized way

Try the frame: The orcas swam in coordinated ____.

instinct

Say it: IN-stinkt

What it means: a behavior an animal is born with and does not learn

Try the frame: The turtles used instinct to ____.

orcas

Say it: OR-kuhz

What it means: large ocean animals, also called killer whales

Try the frame: The orcas showed that ____.

Parliament

Say it: PAR-luh-ment

What it means: the group in Great Britain that made laws and taxes for the colonies

Try the frame: Parliament decided to ____.

Tier 3 Vocabulary - Passage-Specific Words

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

pod

Say it: pod

What it means: a group of orcas that lives and travels together

Try the frame: A young orca learns from its pod by ____.

repealed

Say it: ri-PEELD

What it means: officially canceled a law

Try the frame: Parliament repealed the law because ____.

representation

Say it: rep-ri-zen-TAY-shun

What it means: having someone speak for you in government

Try the frame: The colonists wanted representation because ____.

resistance

Say it: ri-ZIS-tuns

What it means: the act of fighting against or opposing something

Try the frame: The resistance grew when ____.

survival

Say it: sur-VY-vul

What it means: staying alive through a danger

Try the frame: Survival depended on ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Evidence Framework: CSI

Writers do not just make claims. Writers prove them.

EVIDENCE AND EXPLANATION

Evidence = text proof. Explanation = my thinking about the proof.

If I say, "The colonists were angry," that may be my idea. If I write, "They argued that it was unfair to be taxed without a voice," now I have proof from the text.

CSI FOR EVIDENCE

C - Connects to the prompt. S - Supports my thesis (central idea). I - Infers additional ideas.

SIGNAL MARKERS AND PUNCTUATION

Use a signal marker, then a comma, then quotation marks.

The text states, "...". The author says, "...". The passage explains, "...". The text shows, "...".

SETTING SHAPES THE EVIDENCE

Historical, cultural, and environmental setting shapes the evidence you choose. In "From Tension to Revolution," historical and cultural setting shapes which quotes prove why the colonists resisted. In "The Ocean Lesson," environmental setting shapes which quotes prove how the turtles and orcas survive.

What Counts as Evidence?

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

EVIDENCE

Evidence is exact words from the text in quotation marks.

- "They argued that it was unfair to be taxed without a voice."
- "Young orcas observe older members of their group."

NOT EVIDENCE

I think the colonists were mad. / Orcas are cool animals.

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

QUOTATION CHECK

Signal marker • comma • opening quotation mark • exact words • closing quotation mark

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will select evidence that passes CSI and introduce it correctly to prove a thesis (central idea).

SUCCESS CRITERIA

- I can decide whether a quote is strong or weak for a given prompt.
- I can name which CSI checks a quote passes.
- I can add a signal marker and a comma before a quotation.
- I can explain what a quote helps me infer.

INDEPENDENT PRODUCT

Independently, I will take a thesis (central idea), locate one strong quote that passes CSI, introduce it with a signal marker and correct punctuation, and explain which CSI checks it passes.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)?

[illegible]

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
CSI helps me because _____. Then write your
own thinking.

Ready to Stretch? Take Your Thinking Further!

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

From Tension to Revolution

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

AS YOU READ

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

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

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Great Britain had a strong army, a powerful navy, and a large empire that reached across many parts of the world. Many colonists considered themselves loyal to the king. They followed British laws, traded with British merchants, and depended on Great Britain for protection. Some colonists were proud to be British subjects because they believed Great Britain was strong and successful. At first, many people in the colonies did not want to separate from Great Britain. They simply wanted to be treated fairly.

[2] However, this began to change after the French and Indian War. This war was fought between Great Britain and France, with Native American groups joining on different sides. Great Britain won the war and gained a large amount of land in North America. Many colonists were happy that France had lost power in the region because it seemed to make the colonies safer. Although Great Britain gained land, it also gained significant debt. War was expensive. Soldiers had to be paid, supplies had to be bought, and forts had to be protected. To recover money, Parliament placed new taxes on the colonies.

[3] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards. Colonists strongly opposed this law because they had no representatives in Parliament. They believed that only their own colonial governments should have the power to tax them. They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.” This phrase became one of the most important ideas during the time before the American Revolution.

[4] Many colonists began to protest the Stamp Act. Some refused to buy stamped paper. Others wrote letters, gave speeches, and printed articles explaining why the law was unfair. Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York. Sometimes colonists gathered in large crowds to show their anger. They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight. These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies. Now they began to see that they shared the same problem.

From Tension to Revolution - Continued 2

Passage 1 - High Stamina • Nonfiction • Part 2 of 3

AS YOU READ

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

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

[5] Great Britain eventually repealed, or canceled, the Stamp Act. Many colonists celebrated because they believed their protests had worked. However, Parliament still believed it had the right to tax the colonies. Soon, more laws and taxes followed. Colonists were taxed on goods such as glass, paper, paint, lead, and tea. These taxes continued to anger many people. Some colonists began to boycott British goods. A boycott means refusing to buy or use certain products as a form of protest. By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.

[6] Tensions continued to rise. British soldiers were sent to the colonies to keep order and enforce the laws. Many colonists did not like seeing soldiers in their towns. They felt as if they were being watched and controlled. In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs, sticks, and other objects. The situation quickly became dangerous and confusing. When the soldiers fired, several colonists were killed or wounded.

[7] The Boston Massacre shocked many people. News of the event spread through the colonies. Some colonists saw it as proof that British soldiers were a threat to their rights and safety. Leaders such as Samuel Adams used the event to increase anger toward British authority. Paul Revere created an engraving that showed the soldiers firing at colonists. The picture was used to influence public opinion. Although the event was more complicated than the picture showed, it helped many colonists believe that Great Britain was becoming too forceful.

[8] A few years later, another conflict grew over tea. Tea was a popular drink in the colonies, and many colonists bought it regularly. Parliament passed the Tea Act, which allowed one British company to sell tea directly to the colonies. This made the tea cheaper, but many colonists still saw the law as a problem. They believed Parliament was trying to make them accept its power to tax. To them, buying the tea would mean accepting British control. After the Tea Act was passed, trouble was brewing in the colonies.

From Tension to Revolution - Continued 3

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

AS YOU READ

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

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

[9] This conflict led to the Boston Tea Party. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities. They boarded British ships and threw hundreds of chests of tea into the water. The protest was bold and costly. The destroyed tea was worth a large amount of money. To many colonists, the Boston Tea Party was a strong message against unfair taxation. To Great Britain, it was an act of rebellion.

[10] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for. This hurt many people in Boston because the harbor was important for trade and jobs. Another part of the laws gave British officials more control over Massachusetts. The laws also allowed British soldiers to stay in colonists' homes and buildings when needed. Many colonists believed these acts were harsh and unfair.

[11] Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem. Leaders from different colonies met to discuss what they should do next. They shared ideas, debated solutions, and talked about their rights. The colonists learned that there is strength in numbers. Working together made them more powerful than acting alone.

[12] As the conflict grew, many colonists still hoped for peace. They wanted Great Britain to listen to their concerns and respect their rights. However, others began to believe that the colonies needed to break away completely. They argued that a government across the ocean could not understand or protect the needs of the colonists. More people began to question the king's power and Parliament's control. The idea of independence slowly became stronger.

[13] Over time, many colonists wanted to remove British control. They believed they should have a government that protected their rights and listened to their voices. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation. What began as anger over taxes grew into a larger struggle for freedom, self-government, and independence. The colonists' protests, boycotts, meetings, and acts of resistance helped prepare them for the difficult fight ahead. Their choices changed history and helped create the United States of America.

From Tension to Revolution - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Before the American Revolution; In 1770"	It fits because _____
R ■ Reactions	"Colonists strongly opposed this law; British soldiers were a threat to their rights and safety"	It fits because _____
A ▲ Actions	"Parliament placed new taxes on the colonies; British soldiers fired into a crowd of colonists"	It fits because _____
C ★ Character, Concept, Creature	"Parliament; the Stamp Act; Samuel Adams and the Sons of Liberty"	It fits because _____
K ♦ Key Knowledge	"taxation without representation; The colonists learned that there is strength in numbers"	It fits because _____
S ▼ Scenery / Setting	"the thirteen colonies were part of Great Britain"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Ocean Lesson

Passage 2 - High Stamina • Fiction • Part 1 of 5

AS YOU READ

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

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

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. The morning air was cool, and the sky was just starting to brighten. Small waves rolled gently onto the shore and then slid back into the ocean. At first, the sand looked still. Then Nyla noticed tiny movements near the nest. Little cracks appeared in the shells, and bits of sand shifted as the hatchlings pushed upward. One by one, they broke through their shells and started moving toward the ocean.

[2] Nyla leaned closer, careful not to step too near the nest. The turtles were very small, but they seemed to know exactly what they needed to do. Their tiny flippers pressed into the sand as they moved forward. Some crawled in a straight line, while others had to move around small shells, seaweed, and footprints left by people walking along the beach.

[3] “How do they know where to go?” Nyla asked.

[4] “They don’t need to be taught,” her guide explained. “It’s an instinct. They are born with that behavior.”

[5] Nyla watched closely. The turtles moved slowly but with determination. Each movement seemed small, but together those movements helped the turtles get closer to the water. The beach was not an easy place for them. The sand was soft in some places and packed down in others. A few turtles slipped into shallow dips in the sand and had to push themselves out. Others paused for a moment, then continued forward.

The Ocean Lesson - Continued 2

Passage 2 - High Stamina • Fiction • Part 2 of 5

AS YOU READ

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

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

[6] Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment. Nyla could see why the first journey was so important. The longer the turtles stayed on the beach, the more danger they faced. Birds, crabs, and other animals could catch them before they reached the sea.

[7] The guide smiled and said, “Slow and steady wins the race.”

[8] Nyla understood what the guide meant. The turtles were not moving quickly, and they were not strong compared with many animals around them. Still, they did not give up. They kept crawling toward the waves. They did not need an older turtle to show them the way. They did not wait for someone to teach them how to move toward the ocean. Their bodies and brains already knew what to do.

[9] As the first turtles reached the edge of the water, a small wave washed over them. For a moment, they disappeared in the foam. Then Nyla saw them floating and paddling in the shallow water. Their flippers moved in a new way now that they were no longer on land. The guide explained that reaching the ocean was only the first step. The turtles would still face many challenges, but their instinct had helped them begin the journey.

[10] Nyla thought about how amazing that was. The turtles had just hatched, but they already had a behavior that helped them survive. They did not have to practice it first. They did not have to watch another turtle do it. They were born ready to respond to their environment in a way that gave them a better chance of living.

The Ocean Lesson - Continued 3

Passage 2 - High Stamina • Fiction • Part 3 of 5

AS YOU READ

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

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

[11] Later that day, Nyla visited a marine biology exhibit at an aquarium. The building was cool and quiet compared with the bright beach. Large signs showed pictures of ocean animals and explained how different species survive. Nyla walked past tanks filled with colorful fish, sea stars, and jellyfish. Then she stopped in front of a large tank where a group of orcas swam together in coordinated patterns.

[12] The orcas moved through the water with power and control. They glided past the glass, turned smoothly, and stayed close to one another. Nyla noticed that they did not swim randomly. Their movements seemed connected, almost like they were following a plan.

[13] A trainer stood nearby and explained how orcas hunt in the wild. Nyla listened carefully because the orcas seemed very different from the tiny turtles she had seen that morning.

[14] “Orcas rely on learned behavior,” he said. “Young orcas observe older members of their group. Over time, they learn strategies and practice working together.”

[15] The trainer smiled and said, “These orcas are a whale of a team.”

The Ocean Lesson - Continued 4

Passage 2 - High Stamina • Fiction • Part 4 of 5

AS YOU READ

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

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

[16] Nyla smiled at the joke, but she also understood the meaning behind it. The orcas survived by working together. Their teamwork was not something they were born knowing how to do perfectly. Instead, young orcas had to watch, listen, and practice.

[17] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful. One orca turned, and the others followed. Another slowed down, and the group changed direction together. They seemed to communicate through their movements. The trainer explained that, in the wild, orcas use sounds and signals to stay connected. These signals can help them hunt, travel, and protect one another.

[18] “So they have to learn how to survive?” Nyla asked.

[19] “Yes,” the trainer replied. “Their success depends on learning and cooperation.”

[20] The trainer explained that young orcas learn from the older members of their group, called a pod. A young orca may watch how adults find food or work together during a hunt. At first, the young orca may not know exactly what to do. Over time, it learns by observing and practicing. The more it practices, the better it becomes at using the skills that help the pod survive.

The Ocean Lesson - Continued 5

Passage 2 - High Stamina • Fiction • Part 5 of 5

AS YOU READ

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

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

[21] Nyla looked back at the tank. She imagined a young orca swimming beside its mother and watching every move. The young orca would learn when to turn, when to stay close, and how to follow the group. Unlike the turtles, the orcas did not depend only on instinct. They depended on learning from others.

[22] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

[23] As Nyla left the aquarium, she compared the two examples in her mind. The turtles had been born with a behavior that helped them move toward the ocean right away. That instinct helped them during a dangerous time when there was no chance to stop and learn. The orcas, however, survived by gaining knowledge from their pod. Their learned behaviors helped them hunt in groups and respond to different situations in the ocean.

[24] Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group. Instinct helps an animal act right away, while learning helps an animal improve over time. Both are important because both increase an animal's chances of survival.

[25] By the end of the day, Nyla had learned that animal behavior is not always the same. A tiny turtle and a giant orca may live in the ocean, but they use different behaviors to survive. The turtle's instinct gives it a quick start in life. The orca's learned behavior helps it become a strong member of its pod. Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.

The Ocean Lesson - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Later that day"	It fits because _____
R ■ Reactions	"The turtles moved slowly but with determination; Nyla noticed how the orcas stayed close and moved as a team"	It fits because _____
A ▲ Actions	"broke through their shells and started moving toward the ocean; Their instinct guided them through the transition from sand to ocean"	It fits because _____
C ★ Character, Concept, Creature	"Nyla; orcas"	It fits because _____
K ♦ Key Knowledge	"They are born with that behavior; Orcas rely on learned behavior; Their success depends on learning and cooperation"	It fits because _____
S ▼ Scenery / Setting	"on the beach; a marine biology exhibit at an aquarium"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Mystery Proof Reveal

Only one of three statements is real evidence. Which one - and why?

MY DAY 1 LEARNING TARGET

I will tell real evidence from a general statement and reveal the CSI test and the signal marker that introduces quoted evidence.

THREE STATEMENTS

1. The colonists were upset.
2. "They argued that it was unfair to be taxed without a voice..."
3. I think the colonists were mad because taxes are annoying.

Strongest evidence: _____ Why:

REMEMBER

Writers do not just make claims. Writers prove them.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the sentence with quotation marks.
That signals it came directly from the text.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: CSI for Evidence

Evidence is the proof from the passage. CSI tests whether it is strong.

AUDITORY ENGAGEMENT - FILL IN THE MISSING WORDS

Evidence is the _____ from the passage. Strong evidence must _____ to the prompt.
Strong evidence must _____ the thesis (central idea). Strong evidence can help us
_____ more ideas.

CSI STANDS FOR

C = CONNECT S = SUPPORT I = INFER

A SIGNAL marker announces evidence. Quoted evidence needs correct PUNCTUATION.

NOTICE AND DEFEND

Is every quote automatically strong evidence? Explain:

STUDENT SUPPORT - Another Way to Show What You Know

Say each CSI letter aloud with a partner before writing it down.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT: CSI Evidence Quest

A spinner board game - how to play.

MY DAY 2 LEARNING TARGET

I will move through prompt checks, thesis (central idea) matches, strong/weak decisions, signal markers, quote presentation, and CSI checks.

THE BOARD

Gameboard spaces: Prompt Check, Thesis (Central Idea) Match, Strong or Weak, Signal Marker, Quote It, CSI Check, Move Ahead 1, Move Back 1.

HOW TO PLAY

1. Spin the spinner (1 = Prompt Check, 2 = Thesis Match, 3 = Strong or Weak, 4 = Signal Marker, 5 = Quote It, 6 = CSI Check).
2. Move your marker and draw the matching card.
3. Solve the card with your group, using the passages and your notebook.
4. Record one strong quote and one weak quote from the game.

CHANT

"Hey! Hey! Hey! Evidence is on the way!" Wave both hands and make quote fingers on the word "evidence."

BEFORE YOU CUT

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number on the recording sheet instead of cutting. You still solve the same card.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - CSI Evidence Quest Cards

1

Cut only on the dashed lines.

PROMPT CHECK — CARD 1

Prompt: Why did colonists protest British laws?
Quote: “It required colonists to pay taxes on printed materials...”
Does this connect to the prompt? Why?

PROMPT CHECK — CARD 2

Prompt: How does setting influence behavior in both passages?
Quote: “They are born with that behavior.”
Does this connect to the prompt? Why?

THESIS MATCH — CARD 3

Thesis: The colonists protested British laws because they were taxed without representation and felt it was unfair.
A. “They argued that it was unfair to be taxed without a voice...”
B. “Nyla visited an aquarium.”

THESIS MATCH — CARD 4

Thesis: Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas.
A. “Young orcas observe older members of their group.”
B. “Great Britain gained land...”

Card Backs - CSI Evidence Quest Cards 1

Check only after the group commits.

PROMPT CHECK

CSI EVIDENCE QUEST

Card 2

Yes. It connects because it shows how the turtles' environment and natural setting influence instinctive behavior.

PROMPT CHECK

CSI EVIDENCE QUEST

Card 1

Yes. It connects because the taxes were one reason colonists protested British laws.

THESIS MATCH

CSI EVIDENCE QUEST

Card 4

A. Choice A is the exact quote that proves the thesis.

THESIS MATCH

CSI EVIDENCE QUEST

Card 3

A. Choice A is the exact quote that proves the thesis.

✂ CUT PAGE - CSI Evidence Quest Cards

2

Cut only on the dashed lines.

STRONG OR WEAK — CARD 5

Quote: “Great Britain gained land...”

Prompt: Why did colonists protest British laws?

STRONG OR WEAK — CARD 6

Quote: “Their instinct guided them in the right direction...”

Prompt: How does setting influence survival?

SIGNAL MARKER — CARD 7

Quote: “Samuel Adams and the Sons of Liberty helped organize resistance...”

Write the best signal marker.

SIGNAL MARKER — CARD 8

Quote: “Young orcas observe older members of their group.”

Write the best signal marker.

Card Backs - CSI Evidence Quest Cards 2

Check only after the group commits.

STRONG OR WEAK

CSI EVIDENCE QUEST

Card 6

Strong. It shows how the turtles' setting requires instinctive behavior for survival.

STRONG OR WEAK

CSI EVIDENCE QUEST

Card 5

Weak. It may be true information, but it does not directly prove why colonists protested.

SIGNAL MARKER

CSI EVIDENCE QUEST

Card 8

The author says, "Young orcas observe older members of their group."

SIGNAL MARKER

CSI EVIDENCE QUEST

Card 7

The text states, "Samuel Adams and the Sons of Liberty helped organize resistance..."

✂ CUT PAGE - CSI Evidence Quest Cards

3

Cut only on the dashed lines.

QUOTE IT — CARD 9

Write correctly with punctuation:
the text states they argued that it was unfair to
be taxed without a voice

QUOTE IT — CARD 10

Write correctly with punctuation:
the passage explains young orcas observe older
members of their group

CSI CHECK — CARD 11

Quote: “The Boston Massacre occurred when
British soldiers fired into a crowd...”
Prompt: Why did colonists protest British laws?
Which parts of CSI does this meet?

CSI CHECK — CARD 12

Quote: “The turtles moved slowly but with
determination.”
Prompt: How does setting influence behavior in
both passages?
Which parts of CSI does this meet?

Card Backs - CSI Evidence Quest Cards 3

Check only after the group commits.

QUOTE IT

CSI EVIDENCE QUEST

Card 10

The passage explains, “Young orcas observe older members of their group.”

QUOTE IT

CSI EVIDENCE QUEST

Card 9

The text states, “They argued that it was unfair to be taxed without a voice.”

CSI CHECK

CSI EVIDENCE QUEST

Card 12

It connects to the prompt, supports a thesis about survival behavior, and helps infer that instinct helps turtles continue even in danger.

CSI CHECK

CSI EVIDENCE QUEST

Card 11

It connects to rising tension, supports a thesis about resisting British control, and helps infer that violence increased distrust.

CSI Evidence Quest - My Recording Sheet

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

Card	Category	Connect	Support	Infer
1				
2				
3				

ONE STRONG QUOTE

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

MY DAY 3 LEARNING TARGET

Independently, I will take a thesis (central idea) from Module 2, locate one strong quote, introduce it with a signal marker, and explain which CSI checks it passes.

DISCUSSION QUESTIONS

What is the difference between evidence and explanation?

Why is not every quote strong evidence?

Why do we need a signal marker before a quote?

What makes quoted evidence look correct in writing?

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: Evidence is the proof.
 Explanation is my thinking about the proof.
 A quote may be true but weak because ____.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Thesis (Central Idea) + Evidence

Take a thesis from Module 2 and add a clear piece of quoted evidence.

PRACTICE SET 1

Thesis: The colonists protested British laws because they were taxed without representation and felt it was unfair.

My quote and signal marker:

PRACTICE SET 2

Thesis: Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas.

My quote and signal marker:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Thesis (Central Idea) + Evidence Draft

Add a signal marker before the quote, and underline it.

PRACTICE SET 3

Thesis: The Boston Massacre increased anger and distrust toward British authority.

My quote and signal marker:

PRACTICE SET 4

Thesis: Sea turtles survive dangerous moments because instinct guides them quickly toward the ocean.

My quote and signal marker:

SUCCESS CHECK

- ☐ Exact words ☐ Signal marker ☐ Comma
☐ Quotation marks ☐ Connects to the thesis (central idea)

Independent Thesis (Central Idea) + Evidence Page

Choose one thesis from Module 2. Add your strongest quote and CSI explanation.

SUCCESS CHECK

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

[illegible]

Module 3 Conventions Sweep

Check the evidence sentence you already wrote.

COPY ONE EVIDENCE SENTENCE

RUN THE CONVENTIONS SWEEP

1. Signal marker + comma + quotation marks.
2. Correct spelling of high-frequency words.
3. Proper nouns capitalized (Parliament, Boston, Nyla).
4. Match every quoted word to the passage.

IF I FOUND SOMETHING TO FIX

Write the corrected evidence sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the signal marker, comma, and quotation marks with a partner. You still decide what changes.

Ready to Stretch? Take Your Thinking Further!

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

Day 4 - AWARD Yourself

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

MY DAY 4 LEARNING TARGET

I will award my strongest evidence and target one specific evidence habit to strengthen.

EVIDENCE EXPERT STRIP

One strong HABIT I used today was _____. (choosing relevant evidence; using CSI; introducing evidence with a signal marker; using quotation marks correctly)

SELF-RECOGNITION BOX

- ☐ I can tell what evidence is ☐ I can tell what evidence is not
☐ I can use CSI ☐ I can use a signal marker ☐ I can punctuate a quote correctly

MY AWARD

I award myself the _____ Award because I

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

STUDENT SUPPORT - Another Way to Show What You Know

Choose one award and point to proof before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET Your Next Move

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

CHOOSE ONE TARGET

- ☐ Choose stronger evidence ☐ Connect evidence more clearly to my thesis (central idea)
- ☐ Use better signal markers ☐ Punctuate quotes correctly every time
- ☐ Infer more from the evidence I choose ☐ Use stronger vocabulary from my Thinking Charts

BUILD A PRECISE TARGET

My next evidence goal is _____ because

The CSI question I need to practice most is

I will know I improved when

PARTNER RESPONSE FRAME

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN: Evidence Coach

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

MY DAY 5 LEARNING TARGET

I will teach a partner how to match evidence to a thesis (central idea) and check it with CSI.

PARTNER A

Read a thesis (central idea) statement aloud, explain how to find matching evidence, choose a signal marker, and say the evidence sentence aloud with correct punctuation language.

PARTNER B

Listen carefully, check for CSI, tell whether the quote is strong or weak, and suggest one way to improve the sentence if needed. Then switch roles.

SENTENCE STEMS

"This evidence is strong because _____. " "This quote connects to the prompt by _____."

"A good signal marker would be _____. " "This evidence helps us infer _____. "

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)?

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Tell evidence from opinion	☐	☐	☐
Test a quote with CSI	☐	☐	☐
Decide strong or weak for a prompt	☐	☐	☐
Introduce a quote with a signal marker	☐	☐	☐
Punctuate a quote correctly	☐	☐	☐

Additional Writing Opportunity - Prove It with Evidence

Choose one prompt and add strong evidence that passes CSI.

PROMPT BANK

- ☐ Why did colonists protest British laws?
- ☐ How did British actions push the colonies toward revolution?
- ☐ Why do sea turtles rely on instinct?
- ☐ How do orcas learn to survive in their group?
- ☐ How does setting influence behavior in both passages?

SUCCESS CRITERIA

- My quote connects to the prompt and supports my thesis (central idea).
- My quote is introduced with a signal marker and correct punctuation.
- My quote is short and exact, not just long.

MY FIRST DECISION

Prompt I chose:

My thesis (central idea):

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Plan My Evidence Response

Thesis, evidence, present it - in that order.

STEP 1: THESIS (CENTRAL IDEA)

Answer the prompt in one clear sentence.

STEP 2: EVIDENCE

Choose a short, exact quote that passes CSI.

STEP 3: PRESENT IT

Add a signal marker, a comma, and quotation marks.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Additional Evidence Draft - Page 1

Keep the thesis and evidence connected.

CSI CHECK

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

[illegible]

Additional Evidence Draft - Page 2

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

QUOTATION CHECK

Signal marker • comma • opening quotation mark • exact words • closing quotation mark

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Revise, Edit, and Share

Improve the word choice in your signal marker, then check conventions.

REVISE

Read your evidence aloud. Copy one sentence you will improve.

Before:

After:

EDIT

Run the Conventions Sweep: signal marker + comma + quotation marks, correct spelling of high-frequency words, and proper nouns capitalized (Parliament, Boston, Nyla).

SHARE

My partner heard strong evidence when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

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

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
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Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

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

PROOF OF TRANSFER

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

Study Three Evidence Exemplars

Notice how evidence moves from weak to strong when it passes CSI.

PROMPT

Why did colonists protest British laws?

LOW

The colonists were upset. Orcas are cool animals.

Why is this weak evidence for the prompt (no exact words, no CSI)?

MEDIUM

The text states, "It required colonists to pay taxes on printed materials." This connects to the prompt.

The quote connects, but which CSI checks are still missing?

HIGH

The text states, "They argued that it was unfair to be taxed without a voice." This connects to the prompt, supports a thesis about resisting unfair control, and helps me infer that the colonists wanted a say in their own government.

How does this evidence pass all three CSI checks?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the signal marker, the exact quote, and the C, S, and I in each response with a different color. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Evidence Upgrade Lab

Compare two possible quotes, rank them with CSI, and upgrade your wording.

SAMPLE THESIS (CENTRAL IDEA)

Setting influences behavior in both passages through the colonists' resistance and the animals' survival habits.

CHOOSE THE STRONGER QUOTE

- A. "Samuel Adams and the Sons of Liberty helped organize resistance..."
- B. "Their instinct guided them in the right direction..."
- C. "Young orcas observe older members of their group."
- D. "Many colonists considered themselves loyal to the king."

UPGRADE AND EXPLAIN

My stronger quote, with a signal marker:

Why it is stronger using CSI:

What the evidence helps me infer:

JUSTIFY

Use stronger vocabulary from your Thinking Levels Chart to upgrade your wording. Why is your chosen quote better than the others?

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 3 CLOSING IDEA

I use CSI to test whether my evidence connects to the prompt, supports my thesis (central idea), and helps me infer more. A clear signal marker and correct punctuation then help my reader recognize exactly where my proof begins.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 3, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I use CSI to choose and introduce evidence that proves my thinking?

My Answer

I use CSI to check that my evidence connects to the prompt, supports my thesis (central idea), and helps me infer more - then a clear signal marker and correct punctuation show my reader where my proof begins.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 1



M O D U L E

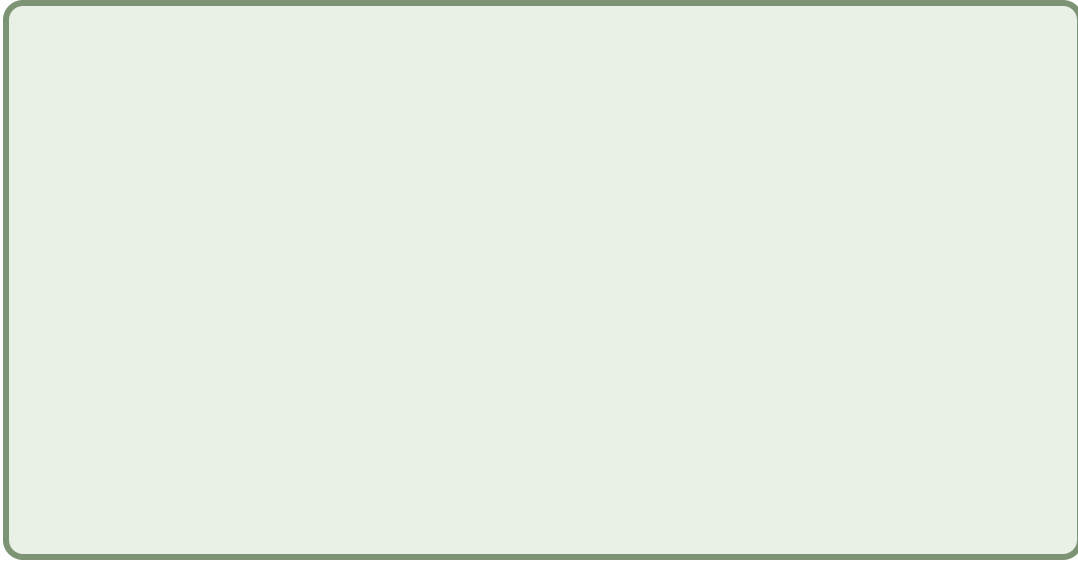


Writing the Explanation Sentence

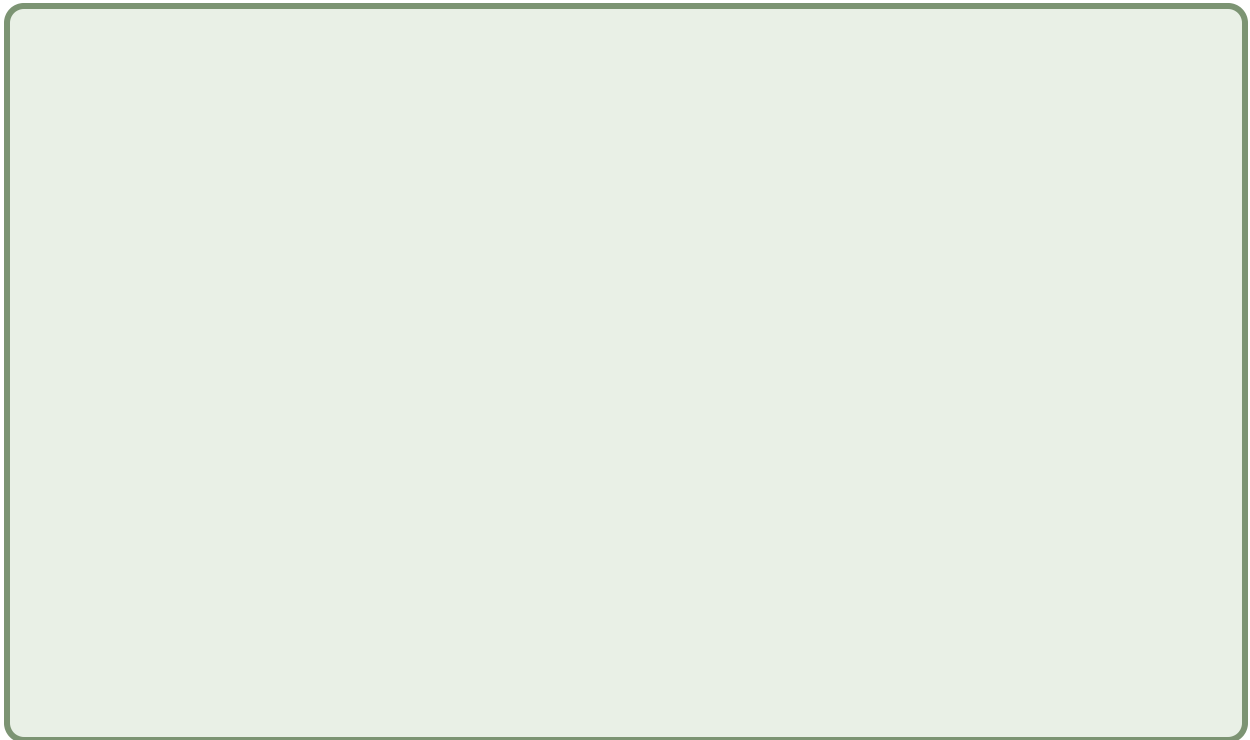
Turning Evidence into Meaning



Pocket Practice



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



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

Why This Module Matters

An explanation tells what the evidence means and why it matters.

WHY THIS MODULE MATTERS

Students often think explanation means repeating the evidence in slightly different words. In this module, students learn that an explanation tells what the evidence means and why it matters, and that it is the writer's thinking, not another quote. Students practice two starter bookends - Definition and Story - and connect each explanation to the evidence and the thesis (central idea).

Essential Question

How do I write an explanation that turns my evidence into clear meaning?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can organize my draft with a purposeful introduction.

TEKS 5.12(B)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

TEKS 5.12(B)(ii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the parts readers expect in a short constructed response.

TEKS 5.12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use purposeful words and sentence choices to make my explanation work well.

The Standards I Am Learning - Part 2

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my explanation is clearer.

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 5.11(D)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can check that my sentences are complete and my subject and verb agree.

TEKS 5.11(D)(vi) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 3

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

TEKS 5.11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use collective nouns correctly, such as team or pod.

TEKS 5.11(D)(viii) - Official Standard

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

HOW I SAY THE STANDARD!

I can use comparative adjectives correctly, such as stronger or clearer.

TEKS 5.11(D)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can use superlative adjectives correctly, such as strongest or clearest.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(xxvii) - Official Standard

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

HOW I SAY THE STANDARD!

I can check Grade 5 spelling patterns.

TEKS 5.11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell high-frequency words correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

HOW I SAY THE STANDARD!

I can listen carefully and show I understand by restating or asking a question.

ELPS 2(E)(i) - Official Standard

narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 2(F)(i) - Official Standard

restate, ask questions about, or respond to information during formal classroom interactions

HOW I SAY THE STANDARD!

I can restate or respond to what I hear in class.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

I can write different kinds of sentences for this topic.

ELPS 4(E)(ii) - Official Standard

write content-area specific text using grammatical structures

HOW I SAY THE STANDARD!

I can use the right sentence structure for my writing job.

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking with supporting details.

ELPS 4(F)(ix) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking with supporting evidence.

My Module 4 Learning Launchpad

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

I CAN

- explain evidence so the reader understands what the proof means and how it supports my thesis (central idea).
- tell the difference between evidence and explanation.
- use the Definition bookend (this means / this shows) and the Story bookend (this reminds me of / this makes me think of).
- use the word THIS to point back to nearby evidence.

I WILL

- read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- write an explanation that adds meaning instead of repeating the quote.
- connect each explanation back to the thesis (central idea).
- capitalize the first word and punctuate the last word of every sentence.

LEARNING DESTINATION

I will explain evidence so the reader understands what the proof means and how it supports my thesis (central idea).

MY LAUNCHPAD PROMISE

The explanation HABIT I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Tell evidence from explanation	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use the Definition bookend	a lot / a little / new	a lot / a little / new	a lot / a little / new
Use the Story bookend	a lot / a little / new	a lot / a little / new	a lot / a little / new
Make THIS point back to evidence	a lot / a little / new	a lot / a little / new	a lot / a little / new
Connect my explanation to the thesis	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary

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

add

Say it: AD

What it means: to put in something more

Try the frame: My explanation adds ____.

clear

Say it: KLEER

What it means: easy to understand

Try the frame: My explanation is clear because ____.

explain

Say it: ik-SPLAYN

What it means: to tell what something means and why

Try the frame: I explain the quote by ____.

matter

Say it: MAT-er

What it means: to be important

Try the frame: This matters because ____.

mean

Say it: MEEN

What it means: to stand for a certain idea

Try the frame: This quote means ____.

Tier 1 Vocabulary

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

point

Say it: POYNT

What it means: to show where something is

Try the frame: The word this points back to ____.

repeat

Say it: rih-PEET

What it means: to say the same thing again

Try the frame: An explanation does not just repeat ____.

show

Say it: SHOH

What it means: to make something clear

Try the frame: This shows that ____.

story

Say it: STOR-ee

What it means: a short example that helps make an idea clear

Try the frame: This reminds me of the story of ____.

think

Say it: THINKK

What it means: to form an idea in your mind

Try the frame: I think this proves ____.

Tier 2 Vocabulary

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

analyze

Say it: AN-uh-lyz

What it means: to examine evidence closely and explain its significance

Try the frame: When I analyze this quote, I see ____.

anecdote

Say it: AN-ik-doht

What it means: a brief story or example used to make an idea more understandable

Try the frame: My anecdote is ____.

clarify

Say it: KLAIR-uh-fy

What it means: to make an idea easier for the reader to understand

Try the frame: This explanation clarifies ____.

connection

Say it: kuh-NEK-shun

What it means: a meaningful relationship between evidence, explanation, and the thesis (central idea)

Try the frame: The connection here is ____.

demonstrate

Say it: DEM-un-strayt

What it means: to show an idea clearly with proof or reasoning

Try the frame: This demonstrates that ____.

Tier 2 Vocabulary

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

explanation

Say it: ek-spluh-NAY-shun

What it means: the sentence or sentences that tell what evidence means

Try the frame: My explanation tells ____.

illustrate

Say it: IL-uh-strayt

What it means: to make an idea clear by giving an example or showing a connection

Try the frame: This illustrates ____.

meaning

Say it: MEE-ning

What it means: the idea or understanding communicated by evidence and explanation

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

metacognition

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

What it means: thinking about how your own thinking and writing choices work

Try the frame: I use metacognition when I ____.

support

Say it: suh-PORT

What it means: to strengthen an answer with proof and reasoning

Try the frame: My explanation supports ____.

Tier 3 Vocabulary

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

boycott

Say it: BOY-kot

What it means: refusing to buy or use products as a form of protest

Try the frame: The colonists used a boycott to ____.

cooperation

Say it: koh-op-uh-RAY-shun

What it means: working together toward the same goal

Try the frame: The orcas showed cooperation when ____.

instinct

Say it: IN-stinkt

What it means: a behavior an animal is born with and does not learn

Try the frame: The turtles used instinct to ____.

orcas

Say it: OR-kuhz

What it means: large ocean animals, also called killer whales

Try the frame: The orcas showed that ____.

Parliament

Say it: PAR-luh-ment

What it means: the group in Great Britain that made laws and taxes for the colonies

Try the frame: Parliament decided to ____.

Tier 3 Vocabulary

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

pod

Say it: pod

What it means: a group of orcas that lives and travels together

Try the frame: A young orca learns from its pod by ____.

predators

Say it: PRED-uh-terz

What it means: animals that hunt and eat other animals

Try the frame: The turtles had to avoid predators by ____.

representation

Say it: rep-ri-zen-TAY-shun

What it means: having someone speak for you in government

Try the frame: The colonists wanted representation because ____.

resistance

Say it: ri-ZIS-tuns

What it means: the act of fighting against or opposing something

Try the frame: The resistance grew when ____.

revolution

Say it: rev-uh-LOO-shun

What it means: a fight to change who holds power

Try the frame: The revolution began because ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Evidence vs. Explanation

Evidence is the proof. Explanation is where your thinking shines.

Explanation IS...	Explanation is NOT...
tells what the quote means	another quote
tells how the quote supports the thesis (central idea)	a random opinion
helps the reader understand	a sentence that repeats the quote with no meaning added

CONTENT ANCHOR

Evidence is the proof. Explanation is where your thinking shines.

THESIS



EVIDENCE



EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

Point to the evidence first. Then ask: What does this evidence tell us? How does this prove the thesis (central idea)?

Ready to Stretch? Take Your Thinking Further!

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

The Two Explanation Bookends

Today we use two bookends: Definition and Story.

Bookend	Signal Markers	Job
Definition	this means... / this shows...	states meaning directly
Story (Anecdote)	this reminds me of... / this makes me think of...	builds a connected comparison

THE WORD THIS

THIS is important because it points back to the evidence sentence that is close by. THIS is a demonstrative pronoun - it refers back to something nearby.

SETTING SHAPES THE EXPLANATION

In "From Tension to Revolution," a Definition explanation can clarify the historical meaning of a quote. In "The Ocean Lesson," a Story explanation can connect an animal behavior to a familiar real-life example.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study a Complete Explanation

Notice how the explanation adds meaning instead of repeating the quote.

THESIS (CENTRAL IDEA)

The colonists protested British laws because they were treated unfairly.

EVIDENCE

The text states, “They argued that it was unfair to be taxed without a voice...”

EXPLANATION

This shows that the colonists believed British rule was unfair and wanted their rights respected.

CHECK THE CONNECTION

What does THIS point back to?

What meaning does the explanation add?

STUDENT SUPPORT - Another Way to Show What You Know

Read one part at a time. You still explain how the explanation connects to the thesis (central idea) and the evidence.

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How does a strong explanation turn evidence into clear meaning for the reader?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: A strong explanation _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

From Tension to Revolution

Passage 1 - Very High Stamina - approximately 1,911 words • Nonfiction • Part 1 of 5

AS YOU READ

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

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

[1] Before the American Revolution, the thirteen colonies were part of Great Britain, a superpower at the time. Great Britain had a strong army, a powerful navy, and a large empire that reached across many parts of the world. The king ruled from far across the Atlantic Ocean, but British laws still affected daily life in the colonies. Many colonists considered themselves loyal to the king. They followed British laws, traded with British merchants, and depended on Great Britain for protection. Some colonists were proud to be British subjects because they believed Great Britain was strong and successful.

[2] At first, many people in the colonies did not want to separate from Great Britain. They thought of themselves as both colonists and British citizens. They enjoyed some freedoms in the colonies and had their own local governments. These local governments helped make decisions about roads, trade, taxes, and other needs. However, the colonists still had to follow many laws made by Parliament, the lawmaking group in Great Britain. Over time, colonists began to feel that Parliament was making decisions without understanding life in the colonies.

[3] This began to change even more after the French and Indian War. This war was fought between Great Britain and France, with Native American groups joining on different sides. Both Great Britain and France wanted control of land in North America. The war lasted for several years and affected many people living in the colonies. Colonists helped British soldiers fight because they believed a British victory would protect them from French power. Great Britain won the war and gained a large amount of land in North America. Many colonists were happy that France had lost power in the region because it seemed to make the colonies safer.

[4] Although Great Britain gained land, it also gained significant debt. War was expensive. Soldiers had to be paid, supplies had to be bought, and forts had to be protected. Great Britain believed the colonies should help pay for the cost of the war because the war had helped protect them. To recover money, Parliament placed new taxes on the colonies. British leaders also wanted to keep soldiers in North America to protect the new land. This meant Great Britain needed even more money. Many colonists did not agree with this plan. They believed they had already helped during the war and should not be forced to pay taxes decided by leaders far away.

From Tension to Revolution - Continued 2

Passage 1 - Very High Stamina - approximately 1,911 words • Nonfiction • Part 2 of 5

AS YOU CONTINUE READING

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

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

[5] One of these laws was the Stamp Act. It required colonists to pay taxes on printed materials such as newspapers, legal documents, licenses, pamphlets, and even playing cards. These items were used by many people, so the tax affected lawyers, business owners, newspaper printers, and ordinary colonists. Colonists strongly opposed this law because they had no representatives in Parliament. They believed that only their own colonial governments should have the power to tax them. They argued that it was unfair to be taxed without a voice, which led to the phrase “taxation without representation.” This phrase became one of the most important ideas during the time before the American Revolution.

[6] Many colonists began to protest the Stamp Act. Some refused to buy stamped paper. Others wrote letters, gave speeches, and printed articles explaining why the law was unfair. Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York. Sometimes colonists gathered in large crowds to show their anger. They wanted Parliament to understand that the colonies would not accept unfair taxes without a fight. These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies. Now they began to see that they shared the same problem.

[7] The protests against the Stamp Act showed that the colonists could work together. Merchants agreed not to buy certain British goods. Printers shared information about the protests. Colonial leaders met to discuss how to respond. These actions made it difficult for Great Britain to enforce the law. Great Britain eventually repealed, or canceled, the Stamp Act. Many colonists celebrated because they believed their protests had worked. They had spoken out, worked together, and caused Parliament to change its decision.

[8] However, the conflict was not over. Parliament still believed it had the right to tax the colonies. British leaders wanted to remind the colonists that Parliament was in control. Soon, more laws and taxes followed. Colonists were taxed on goods such as glass, paper, paint, lead, and tea. These taxes continued to anger many people. Some colonists began to boycott British goods. A boycott means refusing to buy or use certain products as a form of protest. By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.

From Tension to Revolution - Continued 3

Passage 1 - Very High Stamina - approximately 1,911 words • Nonfiction • Part 3 of 5

AS YOU CONTINUE READING

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

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

[9] Boycotts became an important way for colonists to resist British control. Some families chose to make their own goods instead of buying British products. Women often helped by spinning thread, making cloth, and encouraging others to use homemade items. This showed that resistance was not only led by famous leaders. Ordinary people also played an important role. Every time colonists refused to buy British goods, they were sending a message that they wanted their rights to be respected.

[10] Tensions continued to rise. British soldiers were sent to the colonies to keep order and enforce the laws. Many colonists did not like seeing soldiers in their towns. They felt as if they were being watched and controlled. Soldiers and colonists often argued with one another. Colonists were upset that soldiers sometimes took jobs or stayed in their communities. British leaders believed the soldiers were needed to keep peace, but many colonists believed the soldiers made the situation worse.

[11] In 1770, the Boston Massacre occurred when British soldiers fired into a crowd of colonists, killing several people. Before the shooting, colonists had gathered near the soldiers and shouted angrily. Some threw snowballs, sticks, and other objects. The situation quickly became dangerous and confusing. The soldiers felt threatened, and the crowd grew louder. When the soldiers fired, several colonists were killed or wounded. The event shocked people in Boston and across the colonies.

[12] The Boston Massacre increased anger and distrust toward British authority. News of the event spread quickly. Some colonists saw it as proof that British soldiers were a threat to their rights and safety. Leaders such as Samuel Adams used the event to increase anger toward British authority. Paul Revere created an engraving that showed the soldiers firing at colonists. The picture was used to influence public opinion. Although the event was more complicated than the picture showed, it helped many colonists believe that Great Britain was becoming too forceful. The Boston Massacre became a symbol of the growing conflict between the colonies and Great Britain.

From Tension to Revolution - Continued 4

Passage 1 - Very High Stamina - approximately 1,911 words • Nonfiction • Part 4 of 5

AS YOU CONTINUE READING

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

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

[13] A few years later, another conflict grew over tea. Tea was a popular drink in the colonies, and many colonists bought it regularly. Parliament passed the Tea Act, which allowed one British company to sell tea directly to the colonies. This made the tea cheaper, but many colonists still saw the law as a problem. They believed Parliament was trying to make them accept its power to tax. To them, buying the tea would mean accepting British control. After the Tea Act was passed, trouble was brewing in the colonies.

[14] This conflict led to the Boston Tea Party. During this protest, colonists dumped tea into Boston Harbor. Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas. Some colonists dressed as Native Americans to hide their identities. They boarded British ships and threw hundreds of chests of tea into the water. The protest was bold and costly. The destroyed tea was worth a large amount of money. To many colonists, the Boston Tea Party was a strong message against unfair taxation. To Great Britain, it was an act of rebellion.

[15] The Boston Tea Party showed that some colonists were no longer willing to protest only with words or boycotts. They were ready to take stronger action. Some colonists supported the protest because they believed British laws were unfair. Others worried that destroying property would make the conflict worse. Even though colonists did not always agree on every action, more and more of them were beginning to question British rule. The colonies were changing. People were talking more openly about rights, government, and freedom.

[16] In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights. One part of these acts closed Boston Harbor until the ruined tea was paid for. This hurt many people in Boston because the harbor was important for trade and jobs. Ships could not come and go as they once had. Merchants, sailors, workers, and families all felt the effects. Another part of the laws gave British officials more control over Massachusetts. The laws also allowed British soldiers to stay in colonists' homes and buildings when needed. Many colonists believed these acts were harsh and unfair.

From Tension to Revolution - Continued 5

Passage 1 - Very High Stamina - approximately 1,911 words • Nonfiction • Part 5 of 5

AS YOU CONTINUE READING

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

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

[17] Great Britain hoped the Intolerable Acts would make the colonists obey. Instead, the laws had the opposite effect. Instead of ending the conflict, these actions brought the colonies closer together. Colonists in different places sent food, supplies, and support to Boston. They began to understand that one colony's problem could become every colony's problem. If Great Britain could punish Massachusetts, it could punish any colony. This idea made people in other colonies pay closer attention.

[18] Leaders from different colonies met to discuss what they should do next. They shared ideas, debated solutions, and talked about their rights. Some leaders wanted to continue asking the king for help. Others believed stronger action was needed. These meetings helped the colonies become more united. The colonists learned that there is strength in numbers. Working together made them more powerful than acting alone. Even though the colonies had different economies, religions, and ways of life, they were beginning to see themselves as part of one larger cause.

[19] As the conflict grew, many colonists still hoped for peace. They wanted Great Britain to listen to their concerns and respect their rights. They did not all want independence at first. Some believed the king would protect them if he understood what was happening. Others were afraid that separating from Great Britain would lead to war, danger, and uncertainty. Great Britain was powerful, and the colonies did not have the same kind of army or navy. Choosing independence would not be easy.

[20] However, others began to believe that the colonies needed to break away completely. They argued that a government across the ocean could not understand or protect the needs of the colonists. They believed people should have a voice in the laws they were expected to follow. More people began to question the king's power and Parliament's control. The idea of independence slowly became stronger. Colonists talked about natural rights, liberty, and self-government. These ideas helped people think differently about their relationship with Great Britain.

[21] Over time, many colonists wanted to remove British control. They believed they should have a government that protected their rights and listened to their voices. The American Revolution became a fight for independence, leading to the Declaration of Independence and the creation of a new nation. What began as anger over taxes grew into a larger struggle for freedom, self-government, and independence. The colonists' protests, boycotts, meetings, and acts of resistance helped prepare them for the difficult fight ahead. Their choices changed history and helped create the United States of America.

From Tension to Revolution - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain what each piece of evidence means.

TRACKS	Exact Evidence	What It Means
T • Time	"Before the American Revolution"	It means _____
T • Time	"In 1770"	It means _____
R ■ Reactions	"Colonists strongly opposed this law"	It means _____
R ■ Reactions	"increased anger and distrust toward British authority"	It means _____
A ▲ Actions	"Parliament placed new taxes on the colonies"	It means _____
A ▲ Actions	"British soldiers fired into a crowd of colonists"	It means _____
C ★ Character, Concept, Creature	"Parliament"	It means _____
C ★ Character, Concept, Creature	"the Stamp Act"	It means _____
C ★ Character, Concept, Creature	"Samuel Adams and the Sons of Liberty"	It means _____
K ♦ Key Knowledge	"taxation without representation"	It means _____
K ♦ Key Knowledge	"The colonists learned that there is strength in numbers"	It means _____
S ▼ Scenery / Setting	"the thirteen colonies were part of Great Britain"	It means _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. This means ____.
You still decide the meaning.

Ready to Stretch? Take Your Thinking Further!

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

The Ocean Lesson

Passage 2 - Very High Stamina - approximately 1,963 words • Fiction • Part 1 of 5

AS YOU READ

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

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

[1] Nyla stood quietly on the beach as dozens of sea turtles began to hatch from the sand. The morning air was cool, and the sky was just starting to brighten. Small waves rolled gently onto the shore and then slid back into the ocean. The beach seemed peaceful, but Nyla knew something important was happening beneath the sand. At first, the nest looked like a small, still mound. Then tiny movements appeared. Grains of sand shifted, and little cracks formed in the shells hidden below the surface.

[2] One by one, the sea turtles broke through their shells and started moving toward the ocean. Nyla leaned forward, careful not to step too close. The hatchlings were small, but they were active. Their tiny flippers pushed against the sand again and again. Some turtles moved in a straight line, while others had to crawl around shells, seaweed, and shallow footprints. The ocean was not far away, but for such small animals, the trip looked long and difficult.

[3] “How do they know where to go?” Nyla asked.

[4] “They don’t need to be taught,” her guide explained. “It’s an instinct. They are born with that behavior.”

[5] Nyla thought about the word instinct. It meant the turtles did not have to watch another turtle first. They did not have to practice or wait for instructions. They already had the behavior inside them from the moment they hatched. Even though they were new to the world, their bodies seemed to understand that the ocean was where they needed to go.

[6] Nyla watched closely. The turtles moved slowly but with determination. Each movement seemed small, but together those movements helped them get closer to the water. The sand was not easy for them to cross. In some places it was soft, and the turtles sank down a little as they crawled. In other places, the sand was packed tight. A few turtles slipped into shallow dips and had to push themselves out. Others paused for a moment, then began moving again.

[7] Even though birds circled above and the sand was uneven, most continued toward the water. Their instinct guided them through the transition from sand to ocean, increasing their chances of survival during a dangerous moment. Nyla could see why this first journey mattered so much. The longer the turtles stayed on the beach, the more danger they faced. Birds, crabs, and other animals might catch them before they reached the sea.

[8] The guide smiled and said, “Slow and steady wins the race.”

The Ocean Lesson - Continued 2

Passage 2 - Very High Stamina - approximately 1,963 words • Fiction • Part 2 of 5

AS YOU CONTINUE READING

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

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

[9] Nyla smiled too, but she kept watching the turtles. The saying made sense. The turtles were not fast, and they were not strong compared with many animals around them. Still, they did not quit. They kept moving forward, little by little. They did not stop to look for help. They did not wait for an older turtle to lead them. Their instinct gave them a chance to survive when there was no time for a lesson.

[10] As the first turtles reached the edge of the water, a small wave washed over them. For a moment, they disappeared in the white foam. Nyla held her breath. Then she saw them floating and paddling in the shallow water. Their flippers moved differently now that they were no longer on land. On the sand, their flippers had dragged them forward. In the water, those same flippers helped them swim.

[11] The guide explained that reaching the ocean was only the beginning. The young turtles would still face many challenges in the sea. They would need to avoid predators and find food. However, their instinct had helped them survive the first dangerous part of life. Without that instinct, the hatchlings might not know to move toward the ocean right away.

[12] Nyla looked back at the nest. More turtles were still coming out. Some were just beginning the trip, while others were almost to the waves. Nyla noticed that the hatchlings did not all move at the same speed. Some seemed stronger. Some seemed slower. But most of them were moving in the same direction. Their instinct guided them, even though they had never taken this journey before.

[13] The guide told Nyla that instincts are important for many animals. Some birds know when to migrate. Some spiders know how to spin webs. Sea turtle hatchlings know to move toward the ocean. These behaviors help animals survive because they happen naturally. The animals do not have to learn every step from a parent or teacher.

[14] Nyla thought that was amazing. A baby turtle had just hatched, yet it already knew something that could save its life. It did not need a map. It did not need a warning. It did not need another turtle to explain the danger. Its instinct helped it act quickly in the environment where it lived.

[15] After watching for a while, Nyla and her guide moved away from the nest so the turtles could continue safely. Nyla kept thinking about the hatchlings. Their journey had been short compared with the size of the ocean, but it was full of danger. Instinct helped them respond at the right time.

[16] Later that day, Nyla visited a marine biology exhibit at an aquarium. The building was cool and quiet compared with the bright beach. Large signs showed pictures of ocean animals and explained how different species survive. Nyla walked slowly from one display to another. She saw tanks filled with colorful fish, sea stars, jellyfish, and rays. Some animals hid in rocks, while others swam in groups.

The Ocean Lesson - Continued 3

Passage 2 - Very High Stamina - approximately 1,963 words • Fiction • Part 3 of 5

AS YOU CONTINUE READING

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

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

[17] Then Nyla stopped in front of a large tank where a group of orcas swam together in coordinated patterns. The orcas looked powerful and graceful. They moved through the water with control. Their black and white bodies glided past the glass, turned smoothly, and stayed close to one another. Nyla noticed right away that they did not seem to be swimming randomly. Their movements looked connected, almost as if they were following a plan.

[18] A trainer stood nearby and explained how orcas hunt in the wild. Nyla listened carefully because the orcas seemed very different from the tiny turtles she had seen that morning. The turtles had acted alone as they moved toward the ocean. The orcas, however, moved as a group.

[19] “Orcas rely on learned behavior,” he said. “Young orcas observe older members of their group. Over time, they learn strategies and practice working together.”

[20] The trainer smiled and said, “These orcas are a whale of a team.”

[21] Nyla laughed softly at the joke, but she also understood the point. The orcas survived by working together. Their teamwork was not something they were born knowing how to do perfectly. Instead, young orcas learned by watching the older orcas in their pod. They practiced skills again and again until they could help the group.

[22] Nyla noticed how the orcas stayed close and moved as a team. Their actions seemed planned and purposeful. One orca turned, and the others followed. Another slowed down, and the group changed direction together. At times, they swam side by side. At other times, one orca moved ahead while the others stayed nearby. Their movements showed cooperation.

[23] The trainer explained that, in the wild, orcas often live in groups called pods. A pod may include mothers, young orcas, and other family members. The older orcas help the younger ones by showing them how to survive. Young orcas watch how adults find food, travel, and communicate. They learn what sounds and movements mean. They also learn when to stay close and when to follow the group.

[24] “So they have to learn how to survive?” Nyla asked.

The Ocean Lesson - Continued 4

Passage 2 - Very High Stamina - approximately 1,963 words • Fiction • Part 4 of 5

AS YOU CONTINUE READING

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

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

[25] “Yes,” the trainer replied. “Their success depends on learning and cooperation.”

[26] The trainer explained that learned behavior develops through experience. A young orca is not born knowing every hunting strategy. It must observe the pod and practice. For example, older orcas may show younger ones how to work together to find food. A young orca may make mistakes at first, but over time it improves. The more it watches and practices, the better it becomes at using the skills that help the pod survive.

[27] Nyla looked back at the tank. She imagined a young orca swimming beside its mother in the open ocean. The young orca might listen for sounds, watch the movements of the pod, and follow the older orcas during a hunt. Each day, it would learn a little more. Over time, those lessons would help it become a stronger hunter and a better member of the group.

[28] The trainer also explained that cooperation is important because orcas often hunt animals that are difficult to catch alone. Working as a team helps them be more successful. One orca might help guide prey in a certain direction, while others move into place. Because they practice these behaviors, the pod can act together. This teamwork increases their chances of getting food.

[29] Nyla compared the orcas to the sea turtles. The turtle hatchlings did not wait for help. Their instinct told them to move toward the ocean as soon as they hatched. That behavior helped them escape danger on the beach. The orcas, however, depended on learning from others. Their survival depended on time, practice, and cooperation.

[30] Nyla thought about how both behaviors were useful, even though they were different. Instinct was helpful when an animal needed to act right away. A hatchling could not spend days learning how to reach the ocean because danger was all around. Learned behavior was helpful when an animal needed to develop more complex skills. Orcas had to learn how to communicate, hunt, and work as a team.

[31] As Nyla continued watching, the orcas changed direction again. Their large bodies moved smoothly through the water. They seemed calm, but their actions were organized. Nyla realized that what looked simple from the outside actually took learning. The orcas had practiced these movements many times. Their behavior helped them survive in a challenging ocean environment.

[32] Nyla thought about what she had seen. The turtles relied on instinct to act quickly without guidance. The orcas relied on learning and teamwork over time. Both types of behavior helped animals survive in their environments, even though they developed in different ways.

The Ocean Lesson - Continued 5

Passage 2 - Very High Stamina - approximately 1,963 words • Fiction • Part 5 of 5

AS YOU CONTINUE READING

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

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

[33] As Nyla left the aquarium, she compared the two examples in her mind. The turtles had been born with a behavior that helped them move toward the ocean right away. That instinct helped them during a dangerous time when there was no chance to stop and learn. The orcas survived by gaining knowledge from their pod. Their learned behaviors helped them hunt in groups and respond to different situations in the ocean.

[34] Nyla realized that survival could look different for different animals. Some behaviors are present from birth, like turtle hatchlings moving toward the sea. Other behaviors develop through practice, like orcas hunting in a group. Instinct helps an animal act right away, while learning helps an animal improve over time. Both are important because both increase an animal's chances of survival.

[35] On the ride home, Nyla looked out the window and pictured the beach again. She imagined the tiny turtles pushing across the sand, guided by instinct. Then she pictured the orcas swimming together, guided by learning and teamwork. Both animals lived in or near the ocean, but they used different behaviors to meet their needs.

[36] By the end of the day, Nyla had learned that animal behavior is not always the same. A tiny turtle and a giant orca may both be connected to the ocean, but they survive in different ways. The turtle's instinct gives it a quick start in life. The orca's learned behavior helps it become a strong member of its pod. Nyla smiled because both examples showed how animals are equipped to meet the challenges of their environments.

The Ocean Lesson - TRACKS Evidence Hunt

Study the exact words from the passage. Verbally explain what each piece of evidence means.

TRACKS	Exact Evidence	What It Means
T • Time	“Later that day”	It means _____
R ■ Reactions	“The turtles moved slowly but with determination”	It means _____
R ■ Reactions	“Nyla noticed how the orcas stayed close and moved as a team”	It means _____
A ▲ Actions	“broke through their shells and started moving toward the ocean”	It means _____
A ▲ Actions	“Their instinct guided them through the transition from sand to ocean”	It means _____
C ★ Character, Concept, Creature	“Nyla”	It means _____
C ★ Character, Concept, Creature	“orcas”	It means _____
K ♦ Key Knowledge	“They are born with that behavior”	It means _____
K ♦ Key Knowledge	“Orcas rely on learned behavior”	It means _____
K ♦ Key Knowledge	“Their success depends on learning and cooperation”	It means _____
S ▼ Scenery / Setting	“on the beach”	It means _____
S ▼ Scenery / Setting	“a marine biology exhibit at an aquarium”	It means _____

STUDENT SUPPORT - Another Way to Show What You Know

Use: This is ____ evidence. This means ____.
You still decide the meaning.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Explain the Mystery Object

Compare a response that repeats evidence with one that explains what it means.

MY DAY 1 LEARNING TARGET

I will gather the difference between naming something and explaining it, then reveal what an explanation does.

THE ACTIVITY

Look at an ordinary object your teacher holds up (a pencil, a sticky note, a paperclip). Do not name it yet. First tell a partner what it does. Then tell your partner why it matters.

POSSIBLE RESPONSES

- "It helps you write."
- "It keeps papers together."
- "It matters because it helps organize things."

FRESH RECALL

You just did something important. You did not only name something - you explained it. In writing, evidence is the proof, but explanation is where your thinking shines.

STUDENT SUPPORT - Another Way to Show What You Know

Tell a partner what the object does, then say why it matters, before writing your own words.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Meaning + Connection + Why It Matters

Listen and fill in the missing key words.

INTERACTIVE NOTEBOOK FILL-IN

- An explanation tells what the evidence **MEANS**.
- An explanation tells why the evidence **MATTERS**.
- An explanation is not another **QUOTE**.
- An explanation is your **THINKING**.
- One starter approach is **DEFINITION**.
- Another starter approach is **STORY**.
- The word **THIS** points back to nearby evidence.
- **THIS** is a **DEMONSTRATIVE** pronoun.
- Good explanations connect to the **THESIS** (Central Idea).
- Capitalize the first word of each **SENTENCE**. Punctuate the last word of each **SENTENCE**.
- Thinking about our own thinking is **METACOGNITION**.

BOARD TEXT

Evidence = proof from the text. Explanation = what the proof means.

STUDENT SUPPORT - Another Way to Show What You Know

Listen for the bold key words and write them in the blanks in your own notebook.

Ready to Stretch? Take Your Thinking Further!

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

Explanation Relay Race

Match. Defend. Move ahead.

MY DAY 2 LEARNING TARGET

I will match a thesis (central idea), evidence, and explanation in the Explanation Relay Race and defend my choice.

HOW TO PLAY

1. Work in a team of 3-4.
2. Draw a Thesis (Central Idea) Card.
3. Draw the matching Evidence Card.
4. Choose the best Explanation Card.
5. If correct, move your marker one space. If you also explain why it is correct, move an extra space.

BEFORE EVERY ROUND

Do the chant: "Wow! Wow! Wow!" with three fingers up on either side of your face. Respond, "I'm explaining now!" and roll your hands in front of your body.

QUICK CHECK

Does the explanation tell what the evidence means? Does it connect to the thesis (central idea)? Does it use a Definition or Story bookend?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - Thesis (Central Idea) **Cards**

Cut only on the dashed lines.

CARD 1

The colonists protested British laws because they were treated unfairly.

CARD 2

Sea turtles survive dangerous moments because instinct guides them.

CARD 3

Setting influences behavior in both passages through conflict, instinct, and learning.

CARD 4

Orcas succeed because they learn from older members of their group.

Card Backs - Thesis (Central Idea) Cards

Check only after the group commits.

THESIS

EXPLANATION RELAY RACE

Thesis (Central Idea) Cards - Card
1

THESIS

EXPLANATION RELAY RACE

Thesis (Central Idea) Cards - Card
2

THESIS

EXPLANATION RELAY RACE

Thesis (Central Idea) Cards - Card
3

THESIS

EXPLANATION RELAY RACE

Thesis (Central Idea) Cards - Card
4

CUT PAGE - Evidence Cards

Cut only on the dashed lines.

CARD 1

“They argued that it was unfair to be taxed without a voice...”

CARD 2

“Their instinct guided them in the right direction...”

CARD 3

“Young orcas observe older members of their group.”

CARD 4

“Samuel Adams and the Sons of Liberty helped organize resistance...”

Card Backs - Evidence Cards

Check only after the group commits.

EVIDENCE

EXPLANATION RELAY RACE

Evidence Cards - Card 1

EVIDENCE

EXPLANATION RELAY RACE

Evidence Cards - Card 2

EVIDENCE

EXPLANATION RELAY RACE

Evidence Cards - Card 3

EVIDENCE

EXPLANATION RELAY RACE

Evidence Cards - Card 4

CUT PAGE - Explanation Cards - Set 1

Cut only on the dashed lines.

CARD 1

This shows that the colonists believed British rule was unfair and wanted change.

CARD 2

This means the turtles do not have time to be taught because survival must happen immediately.

CARD 3

This shows that orcas depend on learning and cooperation to survive in their environment.

CARD 4

This reminds me of how people often work together when facing a serious challenge.

Card Backs - Explanation Cards - Set 1

Check only after the group commits.

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 1 - Card 1

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 1 - Card 2

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 1 - Card 3

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 1 - Card 4

CUT PAGE - Explanation Cards - Set 2

Cut only on the dashed lines.

CARD 1

"The text states, 'They argued that it was unfair to be taxed without a voice...'"

CARD 2

This means historical setting can push groups to resist control.

CARD 3

The ocean is a place with water.

CARD 4

This makes me think of a younger student learning from an older student in class.

Card Backs - Explanation Cards - Set 2

Check only after the group commits.

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 2 - Card 1

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 2 - Card 2

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 2 - Card 3

EXPLANATION

EXPLANATION RELAY RACE

Explanation Cards - Set 2 - Card 4

Explanation Relay Race - Recording

Record two matches and defend them.

ROUND 1

Thesis card: ____ Evidence card: ____ Explanation card: ____

My reason:

ROUND 2

Thesis card: ____ Evidence card: ____ Explanation card: ____

My reason:

NOTEBOOK CONNECTION

Make a page titled "Explanation Bookends." Fold it into two flaps - Definition and Story. Under each flap, write one explanation sentence from today's race game.

STUDENT SUPPORT - Another Way to Show What You Know

Say: This match works because _____. You still point to the exact clue.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What does an explanation sentence really do?

MY DAY 3 LEARNING TARGET

I will independently write an explanation sentence that connects back to my thesis (central idea).

What does an explanation sentence do?

How is explanation different from evidence?

Why do we keep using the word "this" in our explanation starters?

What makes a weak explanation?

STUDENT SUPPORT - Another Way to Show What You Know

Use: Evidence is _____. Explanation is _____.
The word this points back to _____.

Ready to Stretch? Take Your Thinking Further!

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

Build the Explanation - Practice Set 1 - Colonial Protest

Read the thesis (central idea) and evidence. Add meaning.

THESIS (CENTRAL IDEA)

The colonists protested British laws because they were treated unfairly.

EVIDENCE

The text states, “They argued that it was unfair to be taxed without a voice...”

MY EXPLANATION

Begin with this means, this shows, this reminds me of, or this makes me think of. Make THIS point back. Connect to the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What does this evidence tell us? How does this prove the thesis (central idea)?
You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build the Explanation - Practice Set 2 - Turtle Instinct

Read the thesis (central idea) and evidence. Add meaning.

THESIS (CENTRAL IDEA)

Sea turtles survive dangerous moments because instinct guides them.

EVIDENCE

The passage explains, “Their instinct guided them in the right direction...”

MY EXPLANATION

Begin with this means, this shows, this reminds me of, or this makes me think of. Make THIS point back. Connect to the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What does this evidence tell us? How does this prove the thesis (central idea)?
You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build the Explanation - Practice Set 3 - Orca Learning (Story approach)

Read the thesis (central idea) and evidence. Add meaning.

THESIS (CENTRAL IDEA)

Orcas succeed because they learn from older members of their group.

EVIDENCE

The author says, “Young orcas observe older members of their group.”

MY EXPLANATION

Begin with this means, this shows, this reminds me of, or this makes me think of. Make THIS point back. Connect to the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What does this evidence tell us? How does this prove the thesis (central idea)?
You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build the Explanation - Practice Set 4 - Setting and Resistance

Read the thesis (central idea) and evidence. Add meaning.

THESIS (CENTRAL IDEA)

Setting influences behavior in both passages through conflict, instinct, and learning.

EVIDENCE

The text states, “Samuel Adams and the Sons of Liberty helped organize resistance...”

MY EXPLANATION

Begin with this means, this shows, this reminds me of, or this makes me think of. Make THIS point back. Connect to the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What does this evidence tell us? How does this prove the thesis (central idea)?
You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Conventions Sweep

Check the complete response you already wrote.

COPY MY THESIS → EVIDENCE → EXPLANATION

CHECK

- ☐ complete simple sentences and subject-verb agreement ☐ collective nouns
- ☐ comparative and superlative adjectives ☐ irregular past-tense verbs
- ☐ Grade 5 spelling patterns and high-frequency words ☐ capitalization
- ☐ proper nouns capitalized (Parliament, Boston, Nyla) ☐ explanation adds meaning

MY CORRECTED EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Full Explanation Draft - Page 1

Write a connected thesis, evidence, and explanation.

DRAFTING FOCUS

Evidence proves. Explanation tells the reader what the proof means and why it matters.

[illegible]

Full Explanation Draft - Page 2

Continue only if you need more space.

CONNECTION CHECK

Can the reader tell exactly what THIS points back to and how the meaning connects to the thesis (central idea)?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the page.

Day 4 - AWARD Yourself

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

MY DAY 4 LEARNING TARGET

I will award my strongest explanation and target one precise next goal.

CHOOSE

- Explanation Glow Line - one explanation HABIT I used well today.
- Bookend Badge - the explanation type (Definition or Story) I used best today.
- Partner Praise - "You explained clearly when you _____."

MY AWARD

I award myself the _____ Award because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Circle your strongest explanation and name its signal marker before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

Choose one explanation target from this module.

- ☐ Explain more clearly what the quote means.
- ☐ Use "this shows" correctly.
- ☐ Use "this reminds me of" correctly.
- ☐ Connect my explanation to my thesis (central idea).
- ☐ Capitalize and punctuate every sentence.
- ☐ Use stronger words from my Thinking Levels Chart.

MY TARGET

My next explanation goal is

I chose it because

I will know I improved when

STUDENT SUPPORT - Another Way to Show What You Know

Choose one listed target. You still explain why it matches your work.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - EXPLAIN or Educate Others: Explanation Coach

Teach a partner how explanation works.

MY DAY 5 LEARNING TARGET

I will teach a partner the difference between evidence and explanation.

TURN AND TEACH

- Partner A: Read the thesis (central idea) and the evidence, explain what the quote means using one starter, and tell whether the explanation used Definition or Story.
- Partner B: Listen carefully, check whether the explanation connects back to the evidence, say one thing that is strong, and suggest one way to make it clearer.
- Then switch roles.

SENTENCE STEMS

- "This explanation is strong because ____."
- "The word 'this' points back to ____."
- "A clearer explanation would say ____."
- "This explanation type is ____."

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How does a strong explanation turn evidence into clear meaning for the reader?

WHAT CHANGED?

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is ____ because

I Can...	Not Yet	Getting Set	I Can Do It
Tell the difference between evidence and explanation	☐	☐	☐
Use the Definition bookend	☐	☐	☐
Use the Story bookend	☐	☐	☐
Connect my explanation to the thesis (central idea)	☐	☐	☐
Check conventions	☐	☐	☐

Additional Writing Opportunity

Choose one prompt and complete the thesis, evidence, and explanation.

PROMPT BANK

Why did colonists protest British laws?

How did British actions push the colonies toward revolution?

Why do sea turtles rely on instinct?

How do orcas learn to survive in their group?

How does setting influence behavior in both passages?

MY CHOICE

Prompt: ____

Thesis (central idea):

Evidence with a signal marker:

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt bank aloud. Choose the prompt whose evidence you can explain most clearly.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Explanation

Answer the prompt, start the explanation, connect to the thesis.

1. THESIS (CENTRAL IDEA) AND EVIDENCE

Answer the prompt and add a quote with a signal marker.

2. EXPLANATION

Tell what the evidence means using a Definition or Story bookend.

3. CONNECT

Show why the evidence matters and how it supports the thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Use the Explanation Starter chart. You still decide the meaning and connection.

Ready to Stretch? Take Your Thinking Further!

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

Additional Explanation Draft - Page 1

Make the evidence mean something.

DRAFTING FOCUS

Thesis (central idea) → Evidence → Explanation. The explanation interprets instead of repeating.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a straight edge on the right. There is no handwriting or other markings on the paper.

Additional Explanation Draft - Page 2

Make the evidence mean something.

DRAFTING FOCUS

Thesis (central idea) → Evidence → Explanation. The explanation interprets instead of repeating.

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Revise, Edit, and Share

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

REVISE

- ☐ tells what the evidence means, not just what it says
- ☐ connects back to my thesis (central idea)
- ☐ THIS points back clearly

EDIT

- ☐ complete simple sentence with subject-verb agreement
- ☐ capital letter at the beginning
- ☐ end punctuation
- ☐ proper nouns capitalized (Parliament, Boston, Nyla)

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the thesis, evidence, and explanation aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the meaning you added. Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your explanation connects the evidence back to the thesis (central idea).

READY TO STRETCH? - Explanation Upgrade Lab

Choose the stronger explanation, then improve a weak one.

PART 1 - CHOOSE THE STRONGER EXPLANATION

Thesis: The colonists protested British laws because they were treated unfairly.

Evidence: The text states, “They argued that it was unfair to be taxed without a voice...”

A. This shows the colonists were unhappy.

B. This shows that the colonists believed they should have a voice in decisions that affected them.

Which is stronger, and why?

PART 2 - IMPROVE A WEAK EXPLANATION

Thesis: Orcas succeed because they learn from older members of their group. Evidence:

The author says, “Young orcas observe older members of their group.” Weak: This shows something about orcas.

PART 3 - ADD A STORY BOOKEND

PART 4 - HIGHER-LEVEL REFLECTION

Which explanation type is more effective for historical setting in Passage 1, and which is more effective for environmental setting in Passage 2? Explain your thinking.

Study Three Explanation Exemplars

Notice how explanation moves from repeating to meaning.

LOW

The text states, “They argued that it was unfair to be taxed without a voice...” This shows they were taxed without a voice.

What repeats?

MEDIUM

The text states, “They argued that it was unfair to be taxed without a voice...” This shows the colonists were unhappy.

What accurate meaning is still general?

HIGH

The text states, “They argued that it was unfair to be taxed without a voice...” This shows that the colonists believed they should have a voice in decisions that affected them, which is why unfair taxation pushed them to protest.

How does the explanation connect the quote to the thesis (central idea)?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the evidence and the explanation in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

A strong explanation tells what the evidence means, connects that meaning back to the thesis (central idea), and shows why the proof matters - instead of simply repeating the quotation.

Essential Question - Answered

You started with an Essential Question. Now that you have finished Module 4, read the answer and connect it to what you learned.

OUR ESSENTIAL QUESTION

How do I write an explanation that turns my evidence into clear meaning?

My Answer

I tell what the evidence means, connect that meaning back to my thesis (central idea), and show why the proof matters - instead of just repeating the quotation.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the proof: My evidence shows _____. This matters because _____, and it connects to my thesis by _____.

Ready to Stretch? Take Your Thinking Further!

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