

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 2

Growing an Informative ECR (the TREE)



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 Cluster 2

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Grade 5 Cluster 2

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

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

You will read about Spanish missions and presidios in early Texas and about a harvest the Pilgrims and the Wampanoag people shared. You will learn to shape a prompt before you write by marking the Noun of Importance, the Verb of Importance, and the WHY or HOW clue word.

Remember: **Shape the prompt first, then grow your ECR TREE.** Systems shape people and outcomes - and when you can explain how a system works, you can explain why it matters.

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 name a part of the ECR - the prompt, the thesis (central idea), a reason or way, or a piece of evidence.	FIND IT - locate, name, identify.
 Emergent	I begin explaining what a part does and how it connects to the prompt.	CONNECT IT - link a clue to an idea.
 Visible	I use a part correctly in my own writing.	EXPLAIN IT - show what evidence proves.
 Independent	I compare choices and decide which reason, way, or piece of evidence is strongest.	USE IT - apply the thinking on my own.
 Reflective	I judge whether my whole ECR is focused and coherent, then improve it.	EXTEND IT - defend, evaluate, connect, or teach.

RAISING THE DEMAND

Move from naming a part (Level 1) toward explaining, applying, and finally judging and improving your own ECR (Levels 4-5). Precise thinking, not length, is what raises the level. A response is stronger when you can explain how each part supports the central idea, not just that the part is present.

MOVE YOUR THINKING


Foundational
 RECALL


Emergent
 CONNECT


Visible
 EXPLAIN


Independent
 USE


Reflective
 EXTEND

TRACKS - Six Types of Measurable Evidence

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. The exact words you highlight become the evidence you grow on the branches of your ECR TREE.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 2



M O D U L E

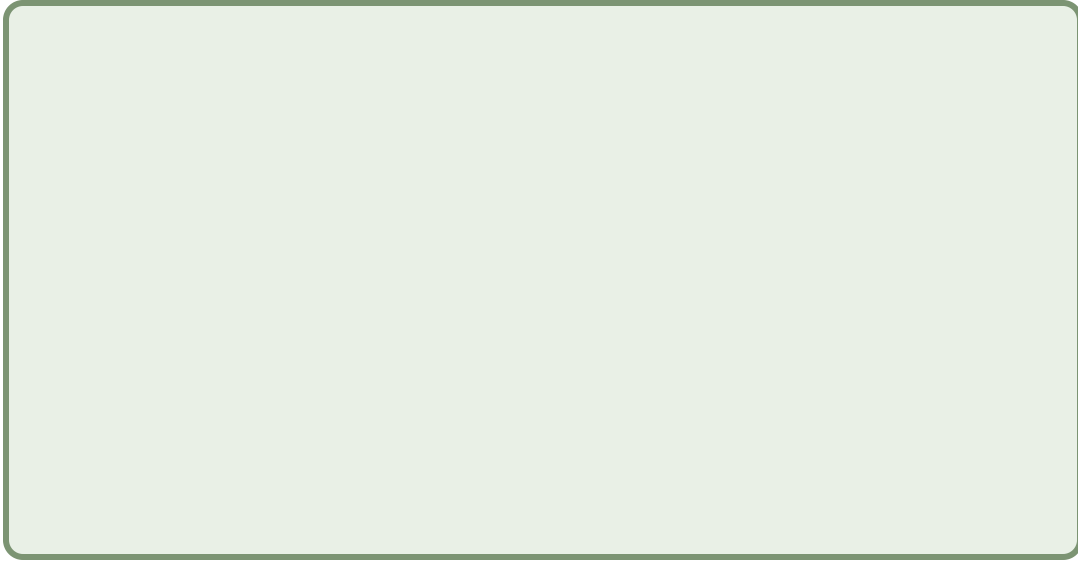


Growing the ECR Tree

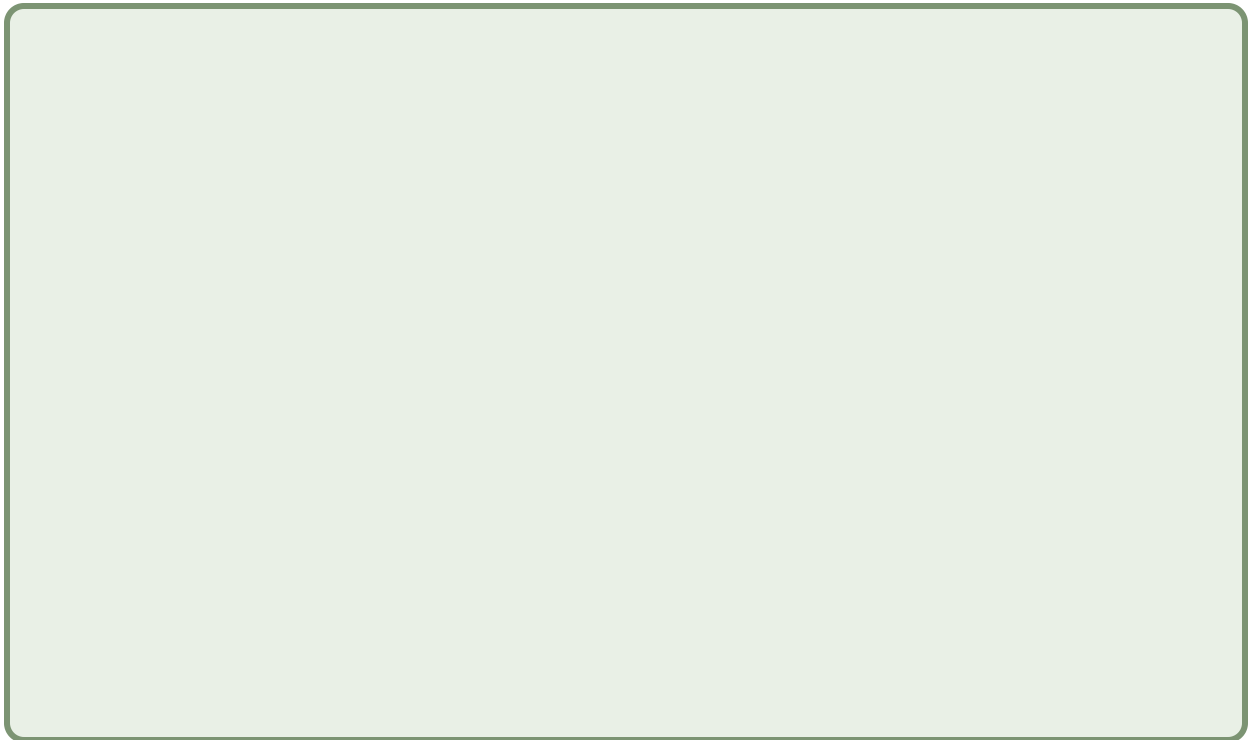
Shaping the Prompt and the TREE Structure



Pocket Practice



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



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

Why This Module Matters

An ECR grows like a TREE - and shaping the prompt tells you what it must explain.

WHY THIS MODULE MATTERS

This module opens Cluster 2. An informative Extended Constructed Response (ECR) grows like a TREE: the roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reason or way, the evidence, and the explanation. Before writing, you will shape the prompt by finding the Noun of Importance, the Verb of Importance, and the WHY or HOW clue word.

Essential Question

How do I shape a prompt to see the structure of my informative ECR?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

Visual Conventions You Will See

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The Standards I Am Learning - Part 1

Read the official TEKS. Directly under it, read how you 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 writing with a clear structure that begins with an 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 an informational response built around 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 an informational 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 informational response work well.

The Standards I Am Learning - Part 2

Read the official TEKS. Directly under it, read how you 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 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 the words I 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 understood what I heard by restating it, responding to it, or asking a question about it.

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 my new vocabulary words out loud when I talk about my learning.

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(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can write using both everyday words and my new vocabulary words together.

ELPS 4(D)(ii) - Official Standard

write content-area texts using a variety of sentence types

HOW I SAY THE STANDARD!

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

ELPS 4(F)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking with details that fit my purpose.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will shape an informative ECR prompt and explain the ECR TREE structure, naming what the prompt requires before I write.

MY LAUNCHPAD PROMISE

The prompt-shaping step 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
Mark the NOI, VOI, and WHY/HOW clue	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name whether a prompt asks for a reason or a way	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain the ECR TREE from roots to branches	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a prompt as a complete sentence statement	a lot / a little / new	a lot / a little / new	a lot / a little / new
Check my sentence for high-frequency spelling	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.

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: They built ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: Spanish rule changed ____.

control

Say it: kun-TROHL

What it means: to have power over something

Try the frame: Spain kept control by ____.

food

Say it: FOOD

What it means: what people and animals eat to live

Try the frame: They found food by ____.

grow

Say it: GROH

What it means: to make plants or crops develop

Try the frame: The Pilgrims learned to grow ____.

Tier 1 Vocabulary - Everyday Words

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

help

Say it: HELP

What it means: to make something easier for someone

Try the frame: One group helped another by ____.

land

Say it: LAND

What it means: the ground and area where people live and work

Try the frame: The land in the passage was ____.

people

Say it: PEE-pul

What it means: human beings in a group or community

Try the frame: The people in the passage ____.

protect

Say it: pruh-TEKT

What it means: to keep safe from harm

Try the frame: The presidios protected ____.

share

Say it: SHAIR

What it means: to give a part of something to others

Try the frame: The groups shared ____.

Tier 2 Vocabulary - Academic Words

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

analyze

Say it: AN-uh-lyz

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

Try the frame: I can use the word analyze to ____.

cooperation

Say it: koh-op-uh-RAY-shun

What it means: people working together toward a shared goal

Try the frame: I can use the word cooperation to ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof from a passage

Try the frame: I can use the word evidence to ____.

explanation

Say it: ek-spluh-NAY-shun

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

Try the frame: I can use the word explanation to ____.

mission

Say it: MISH-un

What it means: a Spanish settlement led by missionaries

Try the frame: I can use the word mission to ____.

Tier 2 Vocabulary - Academic Words

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

presidio

Say it: pruh-SEE-dee-oh

What it means: a Spanish fort built to protect missions and settlements

Try the frame: I can use the word presidio to ____.

settlement

Say it: SET-ul-ment

What it means: a place where people establish a community

Try the frame: I can use the word settlement to ____.

structure

Say it: STRUK-cher

What it means: the way parts are organized to work together

Try the frame: I can use the word structure to ____.

system

Say it: SIS-tum

What it means: connected parts that work together

Try the frame: I can use the word system to ____.

thesis (central idea)

Say it: THEE-sis

What it means: the central answer that states the writer's thinking

Try the frame: I can use the word thesis (central idea) to ____.

Tier 3 Vocabulary - Passage Words

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

Catholicism

Say it: kuh-THOL-uh-siz-uhm

What it means: the Catholic religion the Spanish spread

Try the frame: Catholicism became part of ____.

empire

Say it: EM-pyre

What it means: a large area of land ruled by one country

Try the frame: Spain wanted to expand its empire by ____.

harvest

Say it: HAHR-vist

What it means: the crops gathered at the end of a growing season

Try the frame: The harvest showed that ____.

missionaries

Say it: MISH-uh-ner-eez

What it means: Spanish priests who led the missions

Try the frame: The missionaries taught ____.

missions

Say it: MISH-uhnz

What it means: Spanish settlements led by missionaries

Try the frame: The missions were built to ____.

Tier 3 Vocabulary - Passage Words

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

Pilgrims

Say it: PIL-gruhmz

What it means: English settlers who came to Plymouth

Try the frame: The Pilgrims struggled because ____.

Plymouth

Say it: PLIM-uhth

What it means: the place where the Pilgrims settled

Try the frame: In Plymouth, the Pilgrims ____.

presidios

Say it: pri-SEE-dee-ohz

What it means: forts built by Spanish soldiers

Try the frame: The presidios protected ____.

Squanto

Say it: SKWAHN-toh

What it means: the man who taught the Pilgrims to grow food

Try the frame: Squanto showed the Pilgrims how to ____.

Wampanoag

Say it: wam-puh-NOH-ag

What it means: the Native American tribe that helped the Pilgrims

Try the frame: The Wampanoag people ____.

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.

APPLY DOT TO WORDS LIKE

missions, presidios, missionaries, Wampanoag, harvest

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The ECR TREE Model: How an Informative ECR Grows

Roots... Trunk... Branches! Shape the prompt, then grow your TREE.

PASSAGE +
PROMPT

THESIS (CENTRAL
IDEA)

REASON /
WAY

EVIDENCE

EXPLANATION

THE ECR TREE

Roots	The passage and the prompt - where the whole response is grounded.
Trunk	The thesis (central idea) - the central answer that states my thinking.
Branches	The reason or way, the evidence, and the explanation that support the thesis (central idea).

SHAPING THE PROMPT

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

SYSTEMS SHAPE PEOPLE AND OUTCOMES

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

Model: Shaping a Sentence-Statement Prompt

This module's prompts are complete sentence statements, not questions.

PROMPT RULE

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

MODEL THE SHAPE

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

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

PRACTICE PROMPTS

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

An ECR has only TWO TYPES: WHY and HOW.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible
EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: I shape a prompt by ____ 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.

Spanish Rule in Early Texas

Passage 3 • Nonfiction

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: Which words could grow into a thesis (central idea), evidence, and explanation?

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

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

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

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

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

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

Spanish Rule in Early Texas - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"Before 1600"	It fits because _____
R ■ Reactions	"others resisted and tried to keep their traditions"	It fits because _____
R ■ Reactions	"Native Americans lost land and freedom"	It fits because _____
A ▲ Actions	"they built missions and presidios across the region"	It fits because _____
A ▲ Actions	"convert Native Americans to Catholicism"	It fits because _____
A ▲ Actions	"Soldiers guarded the area and helped keep control of the land"	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.

Spanish Rule in Early Texas - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Spanish leaders"	It fits because _____
C ★ Character, Concept, Creature	"missionaries"	It fits because _____
C ★ Character, Concept, Creature	"the missions were on a mission"	It fits because _____
K ♦ Key Knowledge	"expected to follow Spanish customs and rules"	It fits because _____
K ♦ Key Knowledge	"Spain was able to maintain control of Texas"	It fits because _____
S ▼ Scenery / Setting	"the missions and nearby settlements"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Harvest to Remember

Passage 4 • Nonfiction

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence. Ask: Which words could grow into a thesis (central idea), evidence, and explanation?

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

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

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

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

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

A Harvest to Remember - TRACKS Evidence Hunt 1

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

TRACKS	Exact Evidence	Why It Fits
T • Time	"In 1621"	It fits because _____
R ■ Reactions	"the Pilgrims were able to grow enough food for a productive harvest"	It fits because _____
R ■ Reactions	"give thanks for the harvest"	It fits because _____
A ▲ Actions	"taught the Pilgrims how to grow crops like corn, catch fish, and find food"	It fits because _____
A ▲ Actions	"the Pilgrims decided to celebrate"	It fits because _____
C ★ Character, Concept, Creature	"Pilgrims"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Harvest to Remember - TRACKS Evidence Hunt 2

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

TRACKS	Exact Evidence	Why It Fits
C ★ Character, Concept, Creature	"Native Americans from the Wampanoag tribe"	It fits because _____
C ★ Character, Concept, Creature	"Squanto"	It fits because _____
K ♦ Key Knowledge	"some became sick during the long winter"	It fits because _____
K ♦ Key Knowledge	"many hands make light work"	It fits because _____
S ▼ Scenery / Setting	"in Plymouth"	It fits because _____
S ▼ Scenery / Setting	"The foods at the celebration"	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: ECR TREE Quick Sort + BOOM BOOM GRAB

Wake up your brain, then sort sentences onto the TREE.

MY DAY 1 LEARNING TARGET

I will sort sentences onto the ECR TREE and shape my first sentence-statement prompt.

ECR TREE QUICK SORT

Roots = Passage + Prompt | Trunk = Thesis (Central Idea) | Branches = Reason/Way + Evidence + Explanation. Point to roots, trunk, or branches as the teacher reads one example from the passages.

BOOM BOOM GRAB - Review Game

Each pair has three cards: THESIS (CENTRAL IDEA), EVIDENCE, and EXPLANATION. Listen to a sentence and grab the correct tree card first.

"Spanish leaders wanted to expand their empire." - THESIS (Central Idea)

"missionaries helped transfer Spanish customs and skills such as farming, cooking, and building." - EVIDENCE

"Presidios protected nearby settlements, helping Spain maintain control of the land." - EXPLANATION

STUDENT SUPPORT - Another Way to Show What You Know

If grabbing is difficult, place your finger on the card instead of grabbing, or say the tree part aloud before you point.

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: Prompt Shaping and the ECR TREE

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

NOTEBOOK FILL-IN

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

WHOLE BRAIN TEACHING

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

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

DAY 1 CLOSING

An ECR is like growing a _____. The roots are _____. The trunk is _____. The branches are _____.

Day 2 - ATTEMPT

WHY or HOW? Prompt Match. How to play.

MY DAY 2 LEARNING TARGET

I will draw a task card, mark the NOI, VOI, and clue word, and name the answer type.

THE GOAL

Draw a task card, read the statement aloud, and decide whether the prompt is asking for a REASON or a PROCESS/WAY.

HOW TO PLAY

1. Draw a task card.
2. Read the statement aloud.
3. Mark the NOI, VOI, and clue word.
4. Name Reason or Process/Way.
5. Record the result on your Prompt Shaping Page.

SUCCESS CHECK

WHY calls for a reason. HOW calls for a process or way. Every prompt in this module is written as a complete sentence statement, not a question.

BEFORE YOU CUT

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the recording page instead of cutting. Write the task card number and its answer key. You still justify each choice.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - Anchor Chart: Prompt Shaping Visual

Prepare this chart before the game so you can point to it during play.

CHART 1 - ECR TREE MODEL

Roots = Passage and Prompt. Trunk = Thesis (Central Idea). Branches = Reason/Way, Evidence, and Explanation.

CHART 2 - PROMPT SHAPING VISUAL

Circle	Noun of Importance (NOI)
Box	Verb of Importance (VOI)
Triangle	Clue Words (why/how)

CHART 3 - CONCEPT ANCHOR

"Systems shape people and outcomes."

STUDENT SUPPORT - Another Way to Show What You Know

Point to each chart as your partner reads a task card. You still decide which words are the NOI, VOI, and clue.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - ECR TREE Sorting Cards

Cut only on the dashed lines.

THESIS (CENTRAL IDEA)

The central answer that states my thinking. It grows on the trunk.

EVIDENCE

Specific proof from the passage. It grows on a branch.

EXPLANATION

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

HOW TO GRAB

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

Card Backs - ECR TREE Sorting Cards

Check only after the group commits.

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

✂ CUT PAGE - BOOM BOOM GRAB - Example Sentence Cards

Cut only on the dashed lines.

SENTENCE 1

Spanish leaders wanted to expand their empire.

SENTENCE 2

The text says missionaries helped transfer Spanish customs and skills such as farming, cooking, and building.

SENTENCE 3

Presidios protected nearby settlements, helping Spain maintain control of the land.

RECORD CARD

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

Card Backs - BOOM BOOM GRAB - Example Sentence Cards

Check only after the group commits.

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

✂ CUT PAGE - WHY or HOW? Prompt Match - Task Cards 1

Cut only on the dashed lines.

TASK CARD 1

Explain **HOW** missions and presidios helped Spain control Texas.

TASK CARD 2

Explain **WHY** cooperation helped the Pilgrims survive.

TASK CARD 3

Explain **HOW** Native Americans helped the Pilgrims.

TASK CARD 4

Explain **WHY** Spanish rule caused conflict.

Card Backs - WHY or HOW? Prompt Match - Task Cards 1

Check only after the group commits.

WHY

Reason

NOI: cooperation | VOI: helped survive

HOW

Process/Way

NOI: missions and presidios | VOI: helped control

WHY

Reason

NOI: Spanish rule | VOI: caused

HOW

Process/Way

NOI: Native Americans | VOI: helped

✂ CUT PAGE - WHY or HOW? Prompt Match - Task Cards 2

Cut only on the dashed lines.

TASK CARD 5

Explain HOW presidios protected settlements.

TASK CARD 6

Explain WHY Native Americans resisted missions.

TASK CARD 7

Explain HOW Squanto helped the Pilgrims survive.

TASK CARD 8

Explain WHY the Pilgrims celebrated the harvest.

Card Backs - WHY or HOW? Prompt Match - Task Cards 2

Check only after the group commits.

WHY

Reason

NOI: Native Americans | VOI: resisted

HOW

Process/Way

NOI: presidios | VOI: protected

WHY

Reason

NOI: Pilgrims | VOI: celebrated

HOW

Process/Way

NOI: Squanto | VOI: helped survive

✂ CUT PAGE - WHY or HOW? Prompt Match - Task Cards 3

Cut only on the dashed lines.

TASK CARD 9

Explain **HOW** missions changed daily life in Texas.

TASK CARD 10

Explain **WHY** Native Americans helped the Pilgrims.

Card Backs - WHY or HOW? Prompt Match - Task Cards 3

Check only after the group commits.

WHY

Reason

NOI: Native Americans | VOI: helped

HOW

Process/Way

NOI: missions | VOI: changed

WHY or HOW? Prompt Match - My Recording Sheet

Record all ten task cards. Mark the NOI, VOI, and clue word for each.

Card	NOI	VOI	Clue	Reason or Way
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

NO-CUT PATHWAY

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the Prompt Shaping visual as a reference. Point to the part that matches before you write it in the table.

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 is shaping the prompt important?

MY DAY 3 LEARNING TARGET

I will discuss why shaping the prompt matters, then shape a new prompt on my own.

DISCUSSION QUESTIONS

- Why is shaping the prompt important?
- What happens if we skip the explanation?
- How do systems connect to our answers?

WHAT WE NOTICED

Shaping the prompt tells us what to write and whether it is WHY or HOW. If we do not shape the prompt, our writing grows in the wrong direction.

MY DISCUSSION NOTES

A prompt part we examined:

Shaping it changed my thinking because:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: The clue word tells me ____.
That means my thesis (central idea) needs to _____. Talk it through before you write.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Independent Prompt Shaping

Shape the prompt, then name the roots, trunk, and branches you would grow.

PROMPT

Explain HOW Native Americans helped the Pilgrims survive.

SHAPE THE PROMPT

Circle the NOI (what it is about):

Box the VOI (what you must do):

Triangle the clue word (WHY or HOW):

Name the answer type (reason or process/way):

PLAN THE TREE

Roots - the passage and prompt I would use:

Trunk - my thesis (central idea):

Branches - my reason or way, evidence, and explanation:

My Shaped Prompt - Draft Space

Grow the whole TREE from a shaped prompt.

SUCCESS CHECK

- ☐ NOI, VOI, and clue marked ☐ Answer type named
- ☐ Clear thesis (central idea) ☐ Evidence and explanation connect back to the trunk

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.

Module 1 Conventions Sweep

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

COPY ONE SENTENCE FROM YOUR SHAPED PROMPT OR TREE

MARK AND CHECK

1. Underline the subject once and the verb twice; do they agree?
2. Is this a complete simple sentence?
3. Capitalize proper nouns like Spain, Texas, Wampanoag, Squanto, and Plymouth.
4. Check the spelling of high-frequency words.

IF I FOUND SOMETHING TO FIX

Write the corrected sentence:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the subject, verb, and 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 Your Growth

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

MY DAY 4 LEARNING TARGET

I will name a prompt-shaping step that is growing strong and set one precise next goal.

GIVE YOURSELF CREDIT

- I shaped the prompt.
- I identified WHY or HOW.
- I understand the TREE structure.

Draw your TREE and add one leaf for each success, or create a "Growing Writer Badge."

MY AWARD

One prompt-shaping step that is growing strong is

because

My proof is on page _____.

STUDENT SUPPORT - Another Way to Show What You Know

Choose one step and point to proof before writing. Rehearse: This step is strong because my work on page ____ shows ____.

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 step you will make automatic.

STUDENT REFLECTION STRIP

One thing I understand:

One question I still have:

BUILD A PRECISE TARGET

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

CURIOSITY QUESTIONS

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

Ready to Stretch? Take Your Thinking Further!

Raise your target one level: explain how you could connect a system in the passage to a larger understanding beyond the text.

Day 5 - EXPLAIN to Others

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

MY DAY 5 LEARNING TARGET

I will teach the TREE model - roots, trunk, branches - and demonstrate the prompt-shaping steps.

TURN AND TEACH

Explain the TREE model to your partner using your notebook. Include: Roots (passage and prompt), Trunk (thesis, central idea), and Branches (reason/way, evidence, explanation), and demonstrate the prompt-shaping steps: NOI, VOI, clue word.

PARTNER CHECK

- Roots
- Trunk
- Branches
- NOI
- VOI
- Clue word

ECR CHANT

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner or make an approved audio recording before the teach-back. Use your notebook, 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 shaping a prompt help a writer understand the structure and direction of an informative ECR?

MY ANSWER, IN MY OWN WORDS

I shape the prompt first by circling the Noun of Importance, boxing the Verb of Importance, and triangling the WHY or HOW clue word. Those parts tell me what my response has to explain, whether I need a reason or a way, and how my ECR TREE should grow from the roots up to my thesis (central idea) and out along my branches.

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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EXTEND**

MY MODULE CHECK-IN

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

AWARD

Circle your favorite prompt-shaping work. Write what you are proud of and name the NOI, VOI, or WHY/HOW decision that made it strong.

TARGET

Choose one: Write a question about a new topic this lesson made you curious about, or name the prompt-shaping step you want to improve.

EXPLAIN

Name the page that best proves your growth. Explain what you did there and how it helped your ECR TREE grow.

I Can...	Not Yet	Getting Set	I Can Do It
Mark the NOI, VOI, and clue word	☐	☐	☐
Name whether a prompt asks for a reason or a way	☐	☐	☐
Explain the ECR TREE from roots to branches	☐	☐	☐
Write a prompt as a complete sentence statement	☐	☐	☐
Check my spelling of high-frequency words	☐	☐	☐

Day 5 - Writing Opportunity: Shape a Prompt and Plan Your Tree

Choose one prompt, shape it, then plan the whole TREE.

CHOOSE ONE PROMPT FROM THE BANK

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

SUCCESS CRITERIA

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

MY FIRST DECISION

Prompt I chose:

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

STUDENT SUPPORT - Another Way to Show What You Know

Read the whole bank aloud. Choose the prompt whose evidence you can explain most clearly. Then shape it before planning.

Ready to Stretch? Take Your Thinking Further!

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

Plan My ECR Tree

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

1. ROOTS - Shape the prompt

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

2. TRUNK - My thesis (central idea)

3. BRANCH - Reason or way, and evidence (the author's exact words)

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

ECR Draft - Page 1

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

MEANING CHECK

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

[illegible]

ECR Draft - Page 2

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

PRECISION CHECK

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

[illegible]

Revise, Edit, and Share

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

REVISE

Match a complex sentence to a WHY relationship and a preposition to a HOW relationship.

Before:

After:

EDIT - Conventions Sweep

- ☐ Complete simple sentence with subject-verb agreement
- ☐ Correct spelling of high-frequency words
- ☐ Proper nouns capitalized (Spain, Texas, Wampanoag, Squanto, Plymouth)

SHARE

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did every branch connect back to your trunk? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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

PROOF OF TRANSFER

I knew I could shape a prompt for a new statement because on page _____ I

READY TO STRETCH? - Systems Help and Harm

Systems can both help and harm people. Use both passages to explain how.

CHALLENGE PROMPT

Explain WHY systems can both help and harm people.

ENRICHMENT TASK

Use BOTH passages ("Spanish Rule in Early Texas" and "A Harvest to Remember"). Provide two pieces of evidence.

One way a system helped people:

One way a system harmed or challenged people:

EXTENSION

Create one original task card for the class using a detail from one of the Cluster 2 passages.

MOVE YOUR THINKING



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Reflective
EXTEND

Study Three Prompt-Shaping Exemplars

Notice how shaping the prompt moves from incomplete to complete.

PROMPT

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

LOW

NOI: Spain. Clue word: none marked. Answer type: not named.

What part of the prompt did this response mark wrong, and what parts did it skip?

MEDIUM

NOI: missions and presidios. VOI: helped maintain control. Clue word: why. Answer type: not named.

The noun, verb, and clue word are correct. What is still missing?

HIGH

NOI: missions and presidios. VOI: helped maintain control. Clue word: why. Answer type: reason. "Because the clue word is WHY, my ECR needs reasons. The roots are this prompt and the passage, the trunk will be my thesis (central idea) about how missions and presidios kept control, and the branches will be my reasons, evidence, and explanation."

How does this response explain the whole ECR TREE, not just the prompt parts?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the NOI, VOI, and clue word 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.

Portfolio Evidence + Closing Reflection

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

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

MODULE 1 CLOSING IDEA

Shaping a prompt reveals the Noun of Importance, the Verb of Importance, and the WHY or HOW clue word. Those parts tell me what my response must explain, whether I need a reason or a way, and how my ECR TREE should grow from roots to thesis (central idea) to supporting branches.

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 shape a prompt to see the structure of my informative ECR?

My Answer

I circle the Noun of Importance, box the Verb of Importance, and mark the WHY or HOW clue word - those parts tell me what my response must explain and how my ECR tree grows from the roots up to my thesis (central idea) and out along its branches.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt: The Noun is ____, the Verb is ____, and the clue word tells me ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 2



M O D U L E

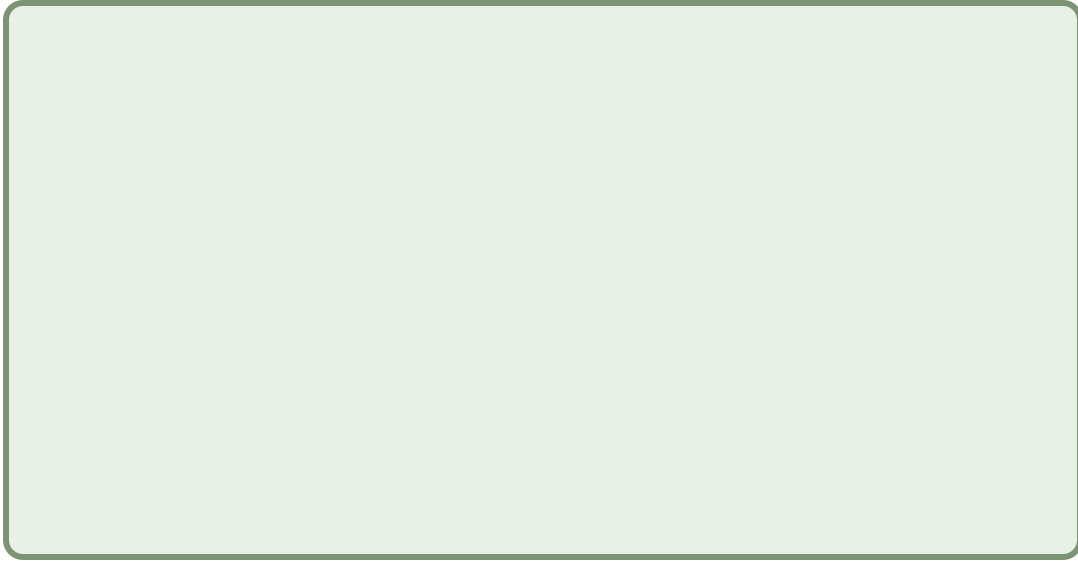


Writing a Strong Thesis (Central Idea)

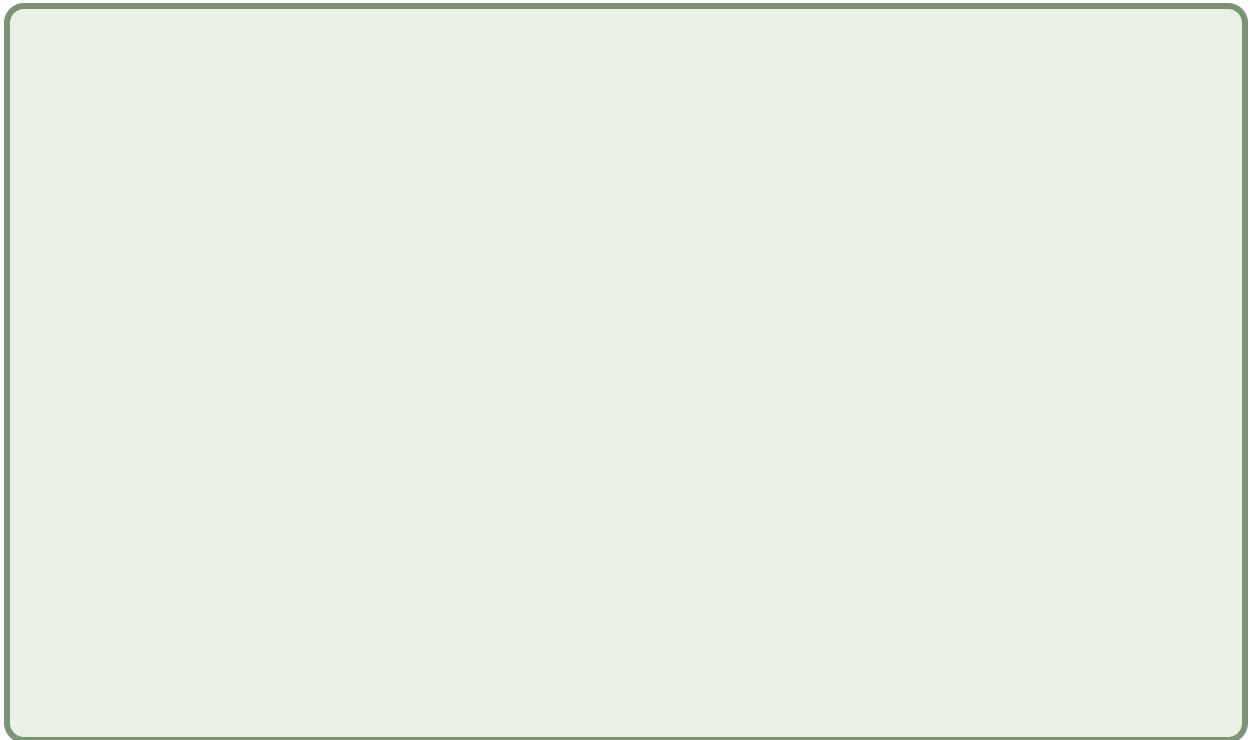
Noun + Verb + Answer



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) has three required parts.

WHY THIS MODULE MATTERS

This module teaches that a strong thesis (central idea) has three required parts: the Noun of Importance and the Verb of Importance carried from the prompt, plus your own original answer. WHY prompts use a complex sentence with a subordinator such as because; HOW prompts use a simple sentence with a preposition such as by or through. Systems shape people and outcomes - and when a writer can explain how a system works, the writer can explain why it matters.

Essential Question

How do I turn the important words in a prompt into a clear thesis or central idea?

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 you 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 an informative ECR.

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 you 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(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

I can choose more precise words so my thinking is clearer.

The Standards I Am Learning - Part 3

Read the official TEKS and how you can say the same standard.

TEKS 5.11(D)(xi) - Official Standard

edit drafts using standard English conventions, including prepositions

HOW I SAY THE STANDARD!

I can use prepositions correctly in my writing.

TEKS 5.11(D)(xii) - Official Standard

edit drafts using standard English conventions, including prepositional phrases

HOW I SAY THE STANDARD!

I can use prepositional phrases correctly in my writing.

TEKS 5.11(D)(xiii) - Official Standard

edit drafts using standard English conventions, including [the] influence [of prepositional phrases] on subject-verb agreement

HOW I SAY THE STANDARD!

I can check that a prepositional phrase does not confuse my subject-verb agreement.

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 and 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 2 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The thesis (central idea) part I will practice first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Find the Noun of Importance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Find the Verb of Importance	a lot / a little / new	a lot / a little / new	a lot / a little / new
Add my own original answer	a lot / a little / new	a lot / a little / new	a lot / a little / new
Match WHY or HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Repair a weak thesis (central idea)	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: They built ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: Spanish rule changed ____.

control

Say it: kuhn-TROHL

What it means: to have power over something

Try the frame: Spain kept control by ____.

food

Say it: FOOD

What it means: what people and animals eat to live

Try the frame: They found food by ____.

grow

Say it: GROH

What it means: to make plants or crops develop

Try the frame: The Pilgrims learned to grow ____.

Tier 1 Vocabulary

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

help

Say it: HELP

What it means: to make something easier for someone

Try the frame: One group helped another by ____.

land

Say it: LAND

What it means: the ground and area where people live and work

Try the frame: The land in the passage was ____.

people

Say it: PEE-puhl

What it means: human beings in a group or community

Try the frame: The people in the passage ____.

protect

Say it: pruh-TEKT

What it means: to keep safe from harm

Try the frame: The presidios protected ____.

share

Say it: SHAIR

What it means: to give a part of something to others

Try the frame: The groups shared ____.

Tier 2 Vocabulary

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

analyze

Say it: AN-uh-lyz

What it means: to study parts closely in order to understand them

Try the frame: I can use the word analyze to ____.

clarity

Say it: KLAIR-uh-tee

What it means: the quality of being easy to understand

Try the frame: I can use the word clarity to ____.

noun

Say it: NOWN

What it means: a word that names a person, place, thing, or idea

Try the frame: I can use the word noun to ____.

preposition

Say it: prep-uh-ZISH-uhn

What it means: a word such as by or through that shows a relationship

Try the frame: I can use the word preposition to ____.

prompt

Say it: PROMPT

What it means: the sentence statement that tells the writer what to explain

Try the frame: I can use the word prompt to ____.

Tier 2 Vocabulary

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

response

Say it: rih-SPONS

What it means: the writing created to address a prompt

Try the frame: I can use the word response to ____.

structure

Say it: STRUK-cher

What it means: the way the parts of a sentence or response are organized

Try the frame: I can use the word structure to ____.

subordinator

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

What it means: a word such as because or since that connects a dependent idea to a complete idea

Try the frame: I can use the word subordinator to ____.

thesis (central idea)

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

What it means: the central answer that states the writer's thinking

Try the frame: I can use the word thesis (central idea) to ____.

verb

Say it: VURB

What it means: a word that shows action or a state of being

Try the frame: I can use the word verb to ____.

Tier 3 Vocabulary

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

Catholicism

Say it: kuh-THOL-uh-siz-uhm

What it means: the Catholic religion the Spanish spread

Try the frame: Catholicism became part of ____.

empire

Say it: EM-pyre

What it means: a large area of land ruled by one country

Try the frame: Spain wanted to expand its empire by ____.

harvest

Say it: HAHR-vist

What it means: the crops gathered at the end of a growing season

Try the frame: The harvest showed that ____.

missionaries

Say it: MISH-uh-ner-eez

What it means: Spanish priests who led the missions

Try the frame: The missionaries taught ____.

missions

Say it: MISH-uhnz

What it means: Spanish settlements led by missionaries

Try the frame: The missions were built to ____.

Tier 3 Vocabulary

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

Pilgrims

Say it: PIL-gruhmz

What it means: English settlers who came to Plymouth

Try the frame: The Pilgrims struggled because ____.

Plymouth

Say it: PLIM-uhth

What it means: the place where the Pilgrims settled

Try the frame: In Plymouth, the Pilgrims ____.

presidios

Say it: pri-SEE-dee-ohz

What it means: forts built by Spanish soldiers

Try the frame: The presidios protected ____.

Squanto

Say it: SKWAHN-toh

What it means: the man who taught the Pilgrims to grow food

Try the frame: Squanto showed the Pilgrims how to ____.

Wampanoag

Say it: wam-puh-NOH-ag

What it means: the Native American tribe that helped the Pilgrims

Try the frame: The Wampanoag people ____.

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 ECR TREE - How an Informative ECR Grows

An informative Extended Constructed Response grows like a TREE.

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

SHAPING THE PROMPT

1. Circle the Noun of Importance - the most important noun.
2. Box the Verb of Importance - the key action.
3. Triangle the clue word - WHY or HOW.
4. Name the answer type: WHY = a reason; HOW = a process or way.

THIS MODULE'S FOCUS

This module focuses on the TRUNK - the thesis (central idea). A strong thesis (central idea) carries the Noun of Importance and the Verb of Importance from the prompt and adds the writer's own answer.

STUDENT SUPPORT - Another Way to Show What You Know

Shape the prompt first. You still decide the answer and grow the TREE from the roots up.

Ready to Stretch? Take Your Thinking Further!

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

A Thesis (Central Idea) Has Three Required Parts

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

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

SELF-CHECK

Can you point to all three required parts in your thesis (central idea)? The noun and verb come from the prompt, but the answer must come from you.

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

STUDENT SUPPORT - Another Way to Show What You Know

Point to the Noun of Importance and the Verb of Importance in the prompt before you add your own Answer.

Ready to Stretch? Take Your Thinking Further!

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

Thesis Types: WHY and HOW

The clue word tells you how to begin.

Prompt	Sentence HABIT	Clue Words
WHY	Complex sentence with a subordinator	because, since, although
HOW	Simple sentence with a preposition	by, through, with

MODEL WHY

Cooperation helped the Pilgrims survive because Wampanoag knowledge taught them how to grow food and use the land.

MODEL HOW

Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.

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.

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How do I turn the important words in a prompt into a clear, complete thesis (central idea)?

MOVE YOUR THINKING



Foundational RECALL



**Emergent
CONNECT**



Visible
EXPLAIN



**Independent
USE**



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first, then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Spanish Rule in Early Texas

Passage 3 - Medium Stamina - 500 words • 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 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

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

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

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

Spanish Rule in Early Texas - Continued

Passage 3 - Medium Stamina - 500 words • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

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

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

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

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

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

Spanish Rule in Early Texas - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T • Time	"Before 1600"	It fits because _____
R ■ Reactions	"others resisted and tried to keep their traditions"	It fits because _____
A ▲ Actions	"they built missions and presidios across the region"	It fits because _____
C ★ Character, Concept, Creature	"Spanish leaders"	It fits because _____
K ♦ Key Knowledge	"Spain was able to maintain control of Texas"	It fits because _____
S ▼ Scenery / Setting	"the missions and nearby settlements"	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.

A Harvest to Remember

Passage 4 - Medium Stamina - 480 words • 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] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. Their homes were simple, and they did not have many supplies. Each day brought new challenges. The settlers had to learn how to survive in a place that was very different from the land they had known before.

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

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

A Harvest to Remember - Continued

Passage 4 - Medium Stamina - 480 words • Nonfiction • Part 2 of 2

AS YOU CONTINUE READING

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

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

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

A Harvest to Remember - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

TRACKS	Exact Evidence	Why It Fits
T ● Time	"In 1621"	It fits because _____
R ■ Reactions	"the Pilgrims were able to grow enough food for a productive harvest"	It fits because _____
A ▲ Actions	"taught the Pilgrims how to grow crops like corn, catch fish, and find food"	It fits because _____
C ★ Character, Concept, Creature	"Squanto"	It fits because _____
K ♦ Key Knowledge	"many hands make light work"	It fits because _____
S ▼ Scenery / Setting	"in Plymouth"	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: Thesis (Central Idea)

Build Breakdown

Listen. Is this a STRONG thesis (central idea) or a WEAK thesis (central idea)?

MY DAY 1 LEARNING TARGET

I will decide whether a thesis (central idea) is strong or weak, then reveal the three required parts.

SENTENCES (FROM THE PASSAGES)

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

FRESH RECALL

A strong thesis (central idea) includes the noun, the verb, and an original answer. Name the missing part in a weak thesis (central idea).

STUDENT SUPPORT - Another Way to Show What You Know

Show STRONG or WEAK with a hand signal or a card, then name the missing part.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The Three Parts of a Thesis (Central Idea)

Listen carefully and fill in the missing words.

INTERACTIVE NOTEBOOK FILL-IN

- A thesis (central idea) has _____ required parts.
- The _____ is the Noun of Importance from the prompt.
- The _____ is the Verb of Importance from the prompt.
- The _____ comes from your own thinking.
- For a WHY prompt, write a _____ sentence using a _____.
- For a HOW prompt, write a _____ sentence using a _____.
- A strong thesis (central idea) answers the prompt _____ and _____.

TEACHER MODELING

Prompt: "Explain HOW missions and presidios helped Spain control Texas."

Noun: missions and presidios • Verb: helped control

Thesis (Central Idea): Missions and presidios helped Spain control Texas by protecting settlements and teaching new ways of life.

STUDENT SUPPORT - Another Way to Show What You Know

Point to the noun, the verb, and the 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.

Thesis (Central Idea) Card Build

Draw a prompt card and build a thesis (central idea) with all three parts.

MY DAY 2 LEARNING TARGET

I will build a thesis (central idea) with all three parts by playing Thesis (Central Idea) Card Build.

HOW TO PLAY

1. Draw a prompt card.
2. Build a thesis (central idea) with the Noun, the Verb, and your own Answer.
3. Make sure your sentence matches the type on the card (WHY or HOW).
4. Read your thesis (central idea) aloud, then record it in your notebook.

SENTENCE FRAMES

WHY: _____ because _____

HOW: _____ by _____

QUICK CHECK

All three parts? Exact prompt type? Matching structure?

STUDENT SUPPORT - Another Way to Show What You Know

Say the card type aloud before you build.
You still choose the words for the Answer.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Thesis (Central Idea) Card Build Prompt Cards

Dashed lines mean CUT.

CARD 1 • WHY

Explain why cooperation helped the Pilgrims survive.

CARD 2 • HOW

Explain how Native Americans helped the Pilgrims.

CARD 3 • WHY

Explain why Spanish rule caused conflict.

Thesis (Central Idea) Card Build - Card Backs

Use each back to check the matching card.

HOW

THESIS (CENTRAL IDEA) CARD BUILD

Prompt Card 2

NOUN • VERB • ANSWER

WHY

THESIS (CENTRAL IDEA) CARD BUILD

Prompt Card 1

NOUN • VERB • ANSWER

WHY

THESIS (CENTRAL IDEA) CARD BUILD

Prompt Card 3

NOUN • VERB • ANSWER

Thesis (Central Idea) Card Build - Recording

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

ROUND 1

Type: WHY / HOW Card: ____

Noun of Importance:

Verb of Importance:

Thesis (central idea):

ROUND 2

Type: WHY / HOW Card: ____

Noun of Importance:

Verb of Importance:

Thesis (central idea):

Day 3 - DISCUSS

What makes a thesis (central idea) strong?

MY DAY 3 LEARNING TARGET

I will independently write and label a WHY thesis (central idea).

- What makes a thesis (central idea) strong?
- What happens if we forget the answer part?
- Why do we need a subordinator in a WHY thesis (central idea)?
- Can I use because every time?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Thesis (Central Idea) Builder

- WHY

Identify the noun and verb, then write one complete thesis (central idea) with your own answer.

PROMPT

Explain why Spanish rule led to conflict.

Noun of Importance:

Verb of Importance:

Answer:

MY WHY THESIS (CENTRAL IDEA)

Underline the subordinating conjunction or the word that proves you answered the how or why prompt.

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 three checks using the passage itself.

READ

Missions and presidios helped Spain control Texas. Soldiers guarded the area near the missions. The Wampanoag people taught the Pilgrims by sharing their knowledge of the land.

1. Label one preposition.
2. Label one prepositional phrase.
3. Check whether a prepositional phrase changes the subject-verb agreement of its sentence.
4. Check that proper nouns - Spain, Texas, Wampanoag, Squanto, Plymouth - are capitalized.

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

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

MY AWARD

My thesis (central idea) is strong because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Highlight the noun, verb, and answer in your strongest thesis (central idea) 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 precise target.

- ☐ Stronger vocabulary.
- ☐ Correct WHY/HOW structure.
- ☐ All three required parts.
- ☐ A clearer original answer.

MY TARGET

My next goal for my thesis (central idea) is to

I am confident in

I still need help with

Ready to Stretch? Take Your Thinking Further!

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

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 the three required parts build a strong thesis (central idea).

TURN AND TEACH

Turn to your partner and explain the three required parts - noun, verb, and answer - and the WHY versus HOW difference. Then give an example that was not used by your teacher.

SENTENCE STEMS

- "The Noun of Importance is ____."
- "The Verb of Importance is ____."
- "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 turn the important words in a prompt into a clear, complete thesis (central idea)?

WHAT CHANGED?

MOVE YOUR THINKING



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EXTEND**

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Highlight the noun, verb, and answer in your strongest thesis. Write your favorite part and why it makes the thesis strong.

TARGET

Choose one next step: stronger vocabulary, correct WHY/HOW structure, all three parts, or a clearer original answer. You may instead write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how its noun, verb, and answer work together in a complete thesis.

Day 5 - Writing Opportunity

Choose one sentence-statement prompt and build a thesis (central idea).

PROMPT BANK

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

PLANNING SUPPORT

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

Noun of Importance:

Verb of Importance:

Answer:

MY THESIS (CENTRAL IDEA):

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Informative Draft - Page 1

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

DRAFTING FOCUS

Use a purposeful thesis (central idea), accurate details from the passages, and a matching WHY or HOW structure.

[illegible]

Informative Draft - Page 2

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

DRAFTING FOCUS

Use a purposeful thesis (central idea), accurate details from the passages, and a matching WHY or HOW structure.

[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 HOW prompt

EDIT

- ☐ complete simple sentence with subject-verb agreement
- ☐ correct spelling of high-frequency words
- ☐ proper nouns capitalized (Spain, Texas, Wampanoag, Squanto, Plymouth)

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) parts.

Tiny Tracks

Small Stops. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend how your structure matches the prompt.

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

Write one WHY thesis (central idea) and one HOW thesis (central idea) about systems in both passages.

DIRECTIONS

1. Write one WHY thesis (central idea) about systems in the two passages.
2. Write one HOW thesis (central idea) about systems in the two passages.
3. Upgrade one version with more precise academic vocabulary without changing accuracy.
4. Trade with a partner and check that each includes the noun, verb, and original answer.

MY WHY THESIS (CENTRAL IDEA)

MY HOW THESIS (CENTRAL IDEA)

MY UPGRADED VERSION

STUDENT SUPPORT - Another Way to Show What You Know

Explain why your upgraded word choice 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.

Study Three Thesis (Central Idea) Exemplars

Notice how a thesis (central idea) moves from weak to complete.

PROMPT

Build a thesis (central idea) for "Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest."

LOW

"The Pilgrims had help."

What is this thesis (central idea) missing - the verb, an original answer, or both?

MEDIUM

"Cooperation with the Wampanoag helped the Pilgrims survive."

The noun and verb are here. What part still needs to be added?

HIGH

"Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because Squanto taught them how to grow corn, catch fish, and use the land wisely."

How does the subordinator "because" complete this WHY thesis (central idea)?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the Noun of Importance, the Verb of Importance, and the answer in different colors. 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 2 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 2 CLOSING IDEA

I build a clear thesis (central idea) by carrying the Noun of Importance and the Verb of Importance from the prompt into my sentence and adding my own original answer. Then I match my sentence structure to the prompt: WHY needs a reason relationship, and HOW needs a process or way relationship.

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 turn the important words in a prompt into a clear thesis or central idea?

My Answer

I use the noun and the verb from the prompt, plus the answer from my own head, to make the three pieces of a thesis statement.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the prompt: My Noun is ____, my Verb 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.

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CLUSTER 2



M O D U L E

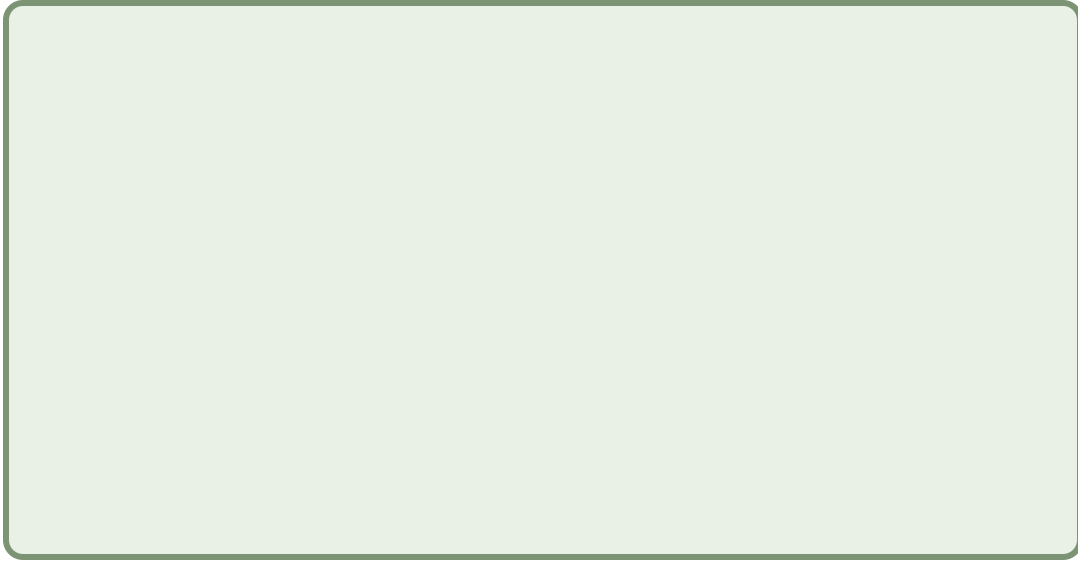


The Reason/Way Branch

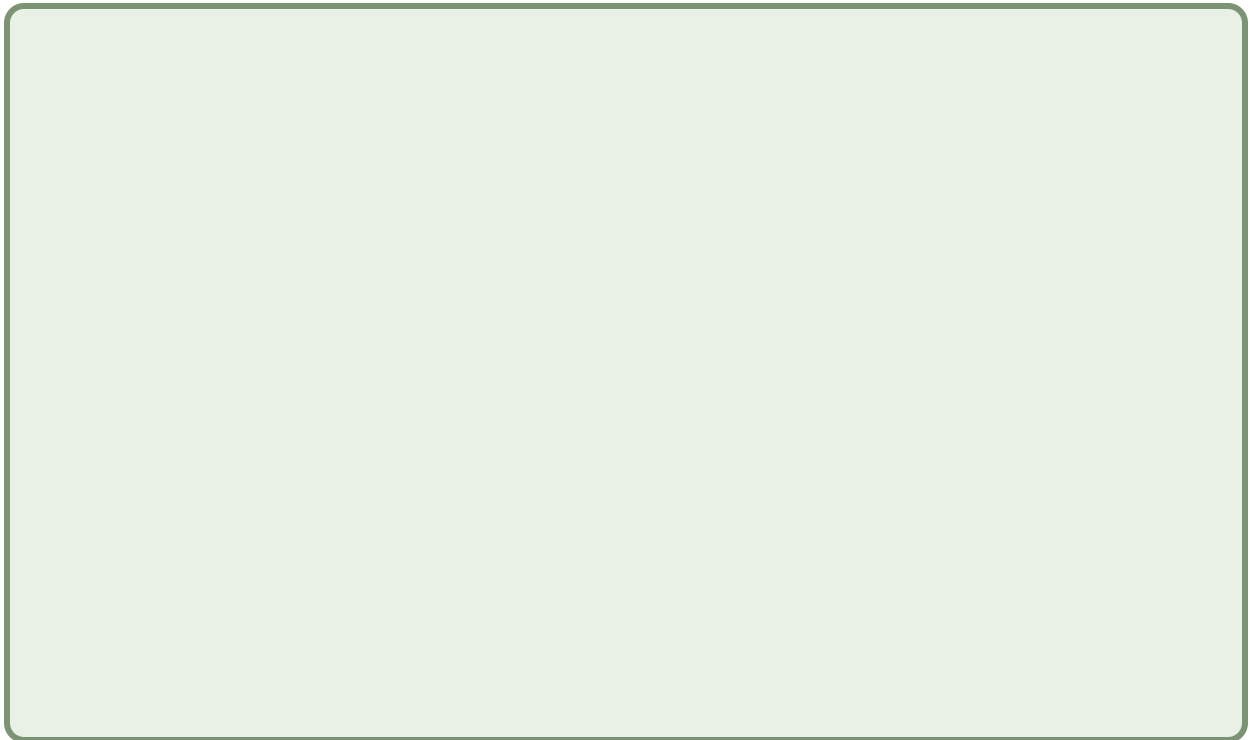
Magnifying Ideas into Baskets



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

Systems shape people and outcomes.

WHY THIS MODULE MATTERS

After you write a thesis (central idea) (the trunk of the ECR Tree), you grow its first major branch: the Reason/Way branch. A reason tells WHY the thesis is true; a way tells HOW. You magnify your thinking by brainstorming many connected ideas, grouping them into baskets, keeping one strong idea from each basket, and narrowing to two or three distinct, relevant baskets. Those baskets become the directions for your body paragraphs.

Essential Question

How do I group and narrow my ideas into strong reasons or ways?

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 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 magnifying.

ELPS 4(D)(iii) - Official Standard

write content-area texts using a variety of transition words

HOW I SAY THE STANDARD!

I can use transition words to connect my reasons and ways.

ELPS 4(F)(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.

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 magnifying 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 out loud with more detail.

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts

HOW I SAY THE STANDARD!

I can grow one engaging idea and support it with specific facts.

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 an 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 an informational 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 so my informational response works well.

The Standards I Am Learning - Part 2

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

TEKS 5.11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add ideas so my writing holds together.

TEKS 5.11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

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

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.

My Module 3 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The organizing habit I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Brainstorm many ideas connected to a thesis (central idea)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Group similar ideas into baskets	a lot / a little / new	a lot / a little / new	a lot / a little / new
Keep one strong idea from each basket	a lot / a little / new	a lot / a little / new	a lot / a little / new
Narrow to two or three distinct, relevant baskets	a lot / a little / new	a lot / a little / new	a lot / a little / new
Delete off-topic ideas	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.

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: They built ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: Spanish rule changed ____.

control

Say it: kuhn-TROHL

What it means: to have power over something

Try the frame: Spain kept control by ____.

food

Say it: FOOD

What it means: what people and animals eat to live

Try the frame: They found food by ____.

grow

Say it: GROH

What it means: to make plants or crops develop

Try the frame: The Pilgrims learned to grow ____.

Tier 1 Vocabulary - Everyday Words

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

help

Say it: HELP

What it means: to make something easier for someone

Try the frame: One group helped another by ____.

land

Say it: LAND

What it means: the ground and area where people live and work

Try the frame: The land in the passage was ____.

people

Say it: PEE-puhl

What it means: human beings in a group or community

Try the frame: The people in the passage ____.

protect

Say it: pruh-TEKT

What it means: to keep safe from harm

Try the frame: The presidios protected ____.

share

Say it: SHAIR

What it means: to give a part of something to others

Try the frame: The groups shared ____.

Tier 2 Vocabulary - Academic Writing Words

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

brainstorm

Say it: BRAYN-storm

What it means: to generate many possible ideas before choosing

Try the frame: I can use the word brainstorm to ____.

categorize

Say it: KAT-uh-guh-ryz

What it means: to sort ideas into groups based on shared features

Try the frame: I can use the word categorize to ____.

coherence

Say it: koh-HEER-uns

What it means: the clear connection and logical flow among ideas

Try the frame: I can use the word coherence to ____.

focus

Say it: FOH-kus

What it means: the specific direction of a paragraph or idea

Try the frame: I can use the word focus to ____.

narrow

Say it: NAIR-oh

What it means: to reduce many choices to the strongest few

Try the frame: I can use the word narrow to ____.

Tier 2 Vocabulary - Academic Writing Words

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

organize

Say it: OR-guh-nyz

What it means: to arrange ideas so they are easy to follow

Try the frame: I can use the word organize to ____.

reason

Say it: REE-zuhn

What it means: an idea that explains why something happened or matters

Try the frame: I can use the word reason to ____.

relevant

Say it: REL-uh-vunt

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

Try the frame: I can use the word relevant to ____.

thesis (central idea)

Say it: THEE-sis

What it means: the central answer that guides the response

Try the frame: I can use the word thesis (central idea) to ____.

way

Say it: WAY

What it means: an idea that explains how something happens or works

Try the frame: I can use the word way to ____.

Tier 3 Vocabulary - Passage-Specific Words

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

Catholicism

Say it: kuh-THOL-uh-siz-uhm

What it means: the Catholic religion the Spanish spread

Try the frame: Catholicism became part of ____.

empire

Say it: EM-pyre

What it means: a large area of land ruled by one country

Try the frame: Spain wanted to expand its empire by ____.

harvest

Say it: HAHR-vist

What it means: the crops gathered at the end of a growing season

Try the frame: The harvest showed that ____.

missionaries

Say it: MISH-uh-ner-eez

What it means: Spanish priests who led the missions

Try the frame: The missionaries taught ____.

missions

Say it: MISH-uhnz

What it means: Spanish settlements led by missionaries

Try the frame: The missions were built to ____.

Tier 3 Vocabulary - Passage-Specific Words

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

Pilgrims

Say it: PIL-gruhmz

What it means: English settlers who came to Plymouth

Try the frame: The Pilgrims struggled because ____.

Plymouth

Say it: PLIM-uhth

What it means: the place where the Pilgrims settled

Try the frame: In Plymouth, the Pilgrims ____.

presidios

Say it: pri-SEE-dee-ohz

What it means: forts built by Spanish soldiers

Try the frame: The presidios protected ____.

Squanto

Say it: SKWAHN-toh

What it means: the man who taught the Pilgrims to grow food

Try the frame: Squanto showed the Pilgrims how to ____.

Wampanoag

Say it: wam-puh-NOH-ag

What it means: the Native American tribe that helped the Pilgrims

Try the frame: The Wampanoag people ____.

The DOT Reading Habit

Dot. Discover. Drop.

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

WORDS TO REMEMBER

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

AS YOU READ

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The ECR Tree and the Reason/Way Branch

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

THE ECR TREE

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

THE REASON/WAY BRANCH

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

SYSTEMS SHAPE PEOPLE AND OUTCOMES

In "Spanish Rule in Early Texas," a system of control (missions and presidios) shaped the region. In "A Harvest to Remember," a system of cooperation (Wampanoag knowledge and teamwork) shaped survival.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Magnify in Four Steps

Magnifying helps you take a thesis (central idea) and organize your thinking into smaller, clearer parts.

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

WORDS TO REMEMBER

Brainstorm wide. Group with care. Narrow to different baskets.

TEACHER MODEL

Thesis (Central Idea): "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life."

Baskets: Protection (presidios protected nearby settlements) • Teaching and Daily Life (missions taught farming and building) • Religion and Conversion (priests converted Native Americans).

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

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

SUCCESS CRITERIA

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

INDEPENDENT PRODUCT

I will independently magnify a thesis (central idea): brainstorm connected ideas, group them into baskets, delete off-topic ideas, and narrow to two or three distinct, relevant baskets.

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

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

My thinking level before we begin:

MOVE YOUR THINKING



Foundational RECALL



Emergent CONNECT



Visible EXPLAIN



Independent USE



Reflective EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
Grouping and narrowing helps because _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Spanish Rule in Early Texas

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

AS YOU READ

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

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

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

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

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

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

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

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

Spanish Rule in Early Texas - Continued 2

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

AS YOU READ

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

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

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

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

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

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

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

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

Spanish Rule in Early Texas - Continued 3

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

AS YOU READ

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

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

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

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

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

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

[17] Understanding missions and presidios helps explain why Spanish rule mattered in Texas history. These settlements changed the lives of many people. They brought new languages, religions, jobs, animals, and traditions to the region. They also caused conflict and loss for Native American groups. The story of Spanish Texas is not simple. It includes exploration, settlement, cooperation, resistance, and change. By learning about missions and presidios, students can better understand how early choices shaped the Texas we know today.

Spanish Rule in Early Texas - 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 1600"	It fits because _____
R ■ Reactions	"others resisted and tried to keep their traditions"	It fits because _____
R ■ Reactions	"Native Americans lost land and freedom"	It fits because _____
A ▲ Actions	"they built missions and presidios across the region"	It fits because _____
A ▲ Actions	"convert Native Americans to Catholicism"	It fits because _____
A ▲ Actions	"Soldiers guarded the area and helped keep control of the land"	It fits because _____
C ★ Character, Concept, Creature	"Spanish leaders"	It fits because _____
C ★ Character, Concept, Creature	"missionaries"	It fits because _____
K ♦ Key Knowledge	"expected to follow Spanish customs and rules"	It fits because _____
K ♦ Key Knowledge	"Spain was able to maintain control of Texas"	It fits because _____
S ▼ Scenery / Setting	"the missions and nearby settlements"	It fits because _____

A Harvest to Remember

Passage 4 - High Stamina • Nonfiction • Part 1 of 4

AS YOU READ

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

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

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

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

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

A Harvest to Remember - Continued 2

Passage 4 - High Stamina • Nonfiction • Part 2 of 4

AS YOU READ

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

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

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

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

[6] After gathering their crops, the Pilgrims decided to celebrate. They invited members of the Wampanoag tribe to join them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work. This saying means that difficult tasks become easier when people work together. The harvest celebration was connected to that idea. The Pilgrims had survived a hard year, but they had not done it alone. The Wampanoag people had helped them understand the land and use its resources.

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

A Harvest to Remember - Continued 3

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

AS YOU READ

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

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

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

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

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

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

A Harvest to Remember - Continued 4

Passage 4 - High Stamina • Nonfiction • Part 4 of 4

AS YOU READ

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

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

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

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

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

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

A Harvest to Remember - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T • Time	“In 1621”	It fits because _____
R ■ Reactions	“the Pilgrims were able to grow enough food for a productive harvest”	It fits because _____
R ■ Reactions	“give thanks for the harvest”	It fits because _____
A ▲ Actions	“taught the Pilgrims how to grow crops like corn, catch fish, and find food”	It fits because _____
A ▲ Actions	“the Pilgrims decided to celebrate”	It fits because _____
C ★ Character, Concept, Creature	“Pilgrims”	It fits because _____
C ★ Character, Concept, Creature	“Native Americans from the Wampanoag tribe”	It fits because _____
C ★ Character, Concept, Creature	“Squanto”	It fits because _____
K ♦ Key Knowledge	“some became sick during the long winter”	It fits because _____
K ♦ Key Knowledge	“many hands make light work”	It fits because _____
S ▼ Scenery / Setting	“in Plymouth”	It fits because _____

Day 1 - GATHER: Basket Toss Thought Match

Decide whether each idea card fits the thesis (central idea).

MY DAY 1 LEARNING TARGET

I will sort ideas by whether they fit a thesis (central idea), then explain the four steps of magnifying.

SAMPLE THESIS (CENTRAL IDEA)

Cooperation helped the Pilgrims survive because Native Americans taught them helpful skills.

SORT EACH IDEA CARD

Idea Card	Fits the Thesis	Could Fit Later	Off Topic
Squanto taught the Pilgrims how to grow corn			
The gathering lasted several days			
Native Americans helped the Pilgrims find food			
Spanish soldiers guarded the area			
The Pilgrims celebrated after the harvest			

STUDENT SUPPORT - Another Way to Show What You Know

Show thumbs up if the idea fits the thesis, thumbs down if it does not, before you check a box.

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: Magnify in Four Steps

Grow the first branch by magnifying. A strong thesis (central idea) needs strong reasons or ways.

NOTEBOOK FILL-IN

After we write a THESIS, we think of REASONS or WAYS. Step 1: BRAINSTORM as many ideas as we can. Step 2: put similar ideas into GROUPS or BASKETS. Step 3: choose only ONE strong idea from each basket. Step 4: NARROW our choices to only TWO or THREE different baskets.

TEACHER MODEL - MISSIONS AND PRESIDIOS

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

Baskets: Protection (presidios protected nearby settlements) • Teaching and Daily Life (missions taught farming and building) • Religion and Conversion (priests converted Native Americans).

NOTICE AND DEFEND

Why do we choose one idea from each basket instead of every idea?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT: Sort and Build the Baskets

How to play.

MY DAY 2 LEARNING TARGET

I will read a thesis (central idea) card, sort idea cards into baskets, keep one strong idea from each, and narrow to two or three.

THE GOAL

Read a thesis (central idea) card, sort idea cards into baskets, and narrow to two or three baskets.

HOW TO PLAY

1. Draw a thesis (central idea) card and several idea cards.
2. Sort the idea cards into baskets, and make an off-topic basket if needed.
3. Choose one strong idea from each basket.
4. Narrow your final choices to two or three baskets only.
5. Record your final baskets in your notebook.

BEFORE YOU CUT

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Sort and Build the Baskets - Thesis (Central Idea) Cards

Read a thesis (central idea) card aloud with a partner.

WHY

"Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills."

HOW

"Native Americans helped the Pilgrims by showing them how to use the land."

WHY

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

HOW

"Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life."

Sort and Build the Baskets - My Baskets

Sort your idea cards, then keep one strong idea from each basket.

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

MY FINAL BASKETS (NARROWED TO TWO OR THREE)

1.

2.

3.

STUDENT SUPPORT - Another Way to Show What You Know

Say each keeper aloud before recording.
Make sure your final baskets come from different, truly distinct angles.

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 - Sort and Build the Baskets

Idea Cards - Set A - Spanish Rule 1

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

IDEA CARD 1

**“presidios were forts built by
soldiers”**

Which basket? Sort me.

IDEA CARD 2

“soldiers guarded the missions”

Which basket? Sort me.

IDEA CARD 3

“missions taught farming”

Which basket? Sort me.

IDEA CARD 4

“missions taught cooking”

Which basket? Sort me.

IDEA CARD 5

“missions taught building”

Which basket? Sort me.

Card Backs - Sort and Build the Baskets

Idea Cards - Set A - Spanish Rule 1

Sort your basket before flipping to check.

MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 2	MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 1
MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 4	MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 3
	MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 5

✂ CUT PAGE - Sort and Build the Baskets

Idea Cards - Set A - Spanish Rule 2

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

IDEA CARD 6

“missionaries tried to convert Native Americans”

Which basket? Sort me.

IDEA CARD 7

“Native Americans followed Spanish customs”

Which basket? Sort me.

IDEA CARD 8

“some Native Americans resisted”

Which basket? Sort me.

IDEA CARD 9

“Spanish language became part of daily life”

Which basket? Sort me.

IDEA CARD 10

“Catholic religion became part of the region”

Which basket? Sort me.

Card Backs - Sort and Build the Baskets

Idea Cards - Set A - Spanish Rule 2

Sort your basket before flipping to check.

MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 7	MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 6
MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 9	MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 8
	MY BASKET SORT AND BUILD · Set A - Spanish Rule · Card 10

✂ CUT PAGE - Sort and Build the Baskets Idea Cards - Set B - Harvest 1

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

IDEA CARD 1

“Squanto taught the Pilgrims how to grow crops”

Which basket? Sort me.

IDEA CARD 2

“Native Americans showed the Pilgrims how to catch fish”

Which basket? Sort me.

IDEA CARD 3

“Native Americans helped them find food in the area”

Which basket? Sort me.

IDEA CARD 4

“the gathering lasted several days”

Which basket? Sort me.

Card Backs - Sort and Build the Baskets

Idea Cards - Set B - Harvest 1

Sort your basket before flipping to check.

MY BASKET SORT AND BUILD · Set B - Harvest · Card 2	MY BASKET SORT AND BUILD · Set B - Harvest · Card 1
MY BASKET SORT AND BUILD · Set B - Harvest · Card 4	MY BASKET SORT AND BUILD · Set B - Harvest · Card 3

✂ CUT PAGE - Sort and Build the Baskets Idea Cards - Set B - Harvest 2

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

IDEA CARD 5

“the Pilgrims played games”

Which basket? Sort me.

IDEA CARD 6

**“they celebrated a successful
harvest”**

Which basket? Sort me.

IDEA CARD 7

**“the Pilgrims were not used to the
cold climate”**

Which basket? Sort me.

IDEA CARD 8

“some became sick during winter”

Which basket? Sort me.

Card Backs - Sort and Build the Baskets

Idea Cards - Set B - Harvest 2

Sort your basket before flipping to check.

MY BASKET SORT AND BUILD · Set B - Harvest · Card 6	MY BASKET SORT AND BUILD · Set B - Harvest · Card 5
MY BASKET SORT AND BUILD · Set B - Harvest · Card 8	MY BASKET SORT AND BUILD · Set B - Harvest · Card 7

Day 3 - DISCUSS

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

MY DAY 3 LEARNING TARGET

I will explain why grouping and narrowing helps, then independently magnify a thesis (central idea) into baskets.

TALK IT THROUGH

Why brainstorm first instead of picking the first idea?

Why is it helpful to group ideas into baskets?

What happens if all our final ideas come from the same basket?

CONNECT TO THE ESSENTIAL QUESTION

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE AGAIN: Independent Magnifying

Brainstorm, group, delete off-topic ideas, and narrow to two or three baskets.

GIVEN THESIS (CENTRAL IDEA)

Spanish rule led to conflict because Native Americans lost land and freedom.

MY MAGNIFYING PLAN

Brainstorm many connected ideas:

My baskets (name them):

My final baskets from different angles (narrowed to 2 or 3):

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Magnify Draft - Topic-Sentence Directions

Turn two or three keepers from different baskets into topic-sentence directions.

SUCCESS CHECK
☐ Reasons prove the thesis (central idea) ☐ Keepers from different baskets ☐ Off-topic ideas removed

SUCCESS CHECK
☐ Reasons prove the thesis (central idea) ☐ Keepers from different baskets ☐ Off-topic ideas removed

[illegible]

Day 4 - AWARD the Organizer

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

MY DAY 4 LEARNING TARGET

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

CHOOSE ONE

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

MY AWARD

My title is _____ because

This basket will make a strong body paragraph because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Magnifying

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

MY GOAL STRIP

One thing I did well today was _____.

One step of magnifying I want to practice more is _____.

One question I still have is _____.

CURIOSITY QUESTIONS

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

BUILD A PRECISE TARGET

One idea I deleted or moved was _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Use the goal strip 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: Teach the Four Steps

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

MY DAY 5 LEARNING TARGET

I will teach the four magnifying steps and explain why choosing from different baskets makes stronger body paragraphs.

TEACH THE FOUR STEPS

Teach your partner all four steps in order: Brainstorm; Group into baskets; Keep one from each basket; Narrow to two or three baskets. Use your notebook, your anchor chart, or your basket page to help you.

MY TEACHING CARD

Step one is:

In step two, we:

One basket I made was:

An off-topic idea might be:

We narrow to different baskets because:

LISTENER RESPONSIBILITIES

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

MY THINKING NOW

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

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

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Check the Learning

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

VERBAL - LISTEN AND SKETCH

Sketch the four magnifying steps and explain one arrow to a partner.

My sketch shows:

VISUAL - BASKET TOSS THOUGHT MATCH

Show thumbs up, thumbs down, or F/L/O to place an idea card.

My card and basket:

WRITTEN - INDEPENDENT MAGNIFYING

Record grouped and narrowed baskets for a new thesis (central idea).

My baskets:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Choose your favorite basket-building page. Name one organizing decision you are proud of and give yourself a title: Idea Organizer, Basket Builder, Thought Magnifier, or Focus Finder.

TARGET

Choose one: Name the magnifying step you want to practice, or write a new-topic question this lesson made you curious about.

EXPLAIN

Name the page that best proves your growth. Explain how you brainstormed, grouped, kept one strong idea, and narrowed your baskets.

I Can...	Not Yet	Getting Set	I Can Do It
Brainstorm many ideas connected to a thesis (central idea)	☐	☐	☐
Group similar ideas into baskets	☐	☐	☐
Keep one strong idea from each basket	☐	☐	☐
Narrow to two or three distinct, relevant baskets	☐	☐	☐

Day 5 - Writing Opportunity

Choose one prompt and magnify a thesis (central idea) into baskets of reasons or ways.

PROMPT BANK

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

SUCCESS CRITERIA

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

MY FIRST DECISION

Prompt I chose:

Passage pages I will use:

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt bank aloud. Choose the one whose baskets you can build most clearly. Then reread the passage before planning.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Magnify Response

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

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

2. GROUP + KEEP - Group like ideas; keep one from each basket

3. NARROW - Narrow to two or three baskets and delete off-topic ideas

STUDENT SUPPORT - Another Way to Show What You Know

Use the Magnify in Four Steps page and the passage. You choose the baskets and the keepers.

Ready to Stretch? Take Your Thinking Further!

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

Magnify Draft - Page 1

Keep each reason or way connected to the thesis (central idea).

BASKET CHECK

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

[illegible]

Revise, Edit, and Share

Improve structure and word choice, run the Conventions Sweep, then explain one decision.

REVISE

Read your work aloud. Improve sentence structure and word choice. Match a complex sentence to a WHY relationship and a preposition to a HOW relationship.

EDIT - Conventions Sweep

☐ Complete simple sentence with subject-verb agreement ☐ Correct spelling of high-frequency words ☐ Proper nouns capitalized (Spain, Texas, Wampanoag, Squanto, Plymouth)

SHARE

My partner heard organized thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis (central idea) and your final baskets to a partner. The feedback must name a specific basket.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent response use reasons or ways from different baskets?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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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 (central idea) and your final baskets. Defend why each one comes from a different basket.

PROOF OF TRANSFER

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

READY TO STRETCH? - Compare and Magnify Across Two Passages

Create baskets for one Spanish Texas thesis and one Plymouth thesis, then explain why the categories change.

DIRECTIONS

Brainstorm for both theses below, create baskets for each, compare the baskets, and write a short reflection.

THE TWO THESES

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

MY BASKETS FOR EACH THESIS

Texas thesis baskets:

Plymouth thesis baskets:

REFLECTION

The baskets for these two theses are different because

Study Three Magnifying Exemplars

Notice how baskets move from repetitive to distinct.

PROMPT

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

LOW

Baskets: Protection; Guarding; Soldiers.

These three baskets all mean the same thing. What angle is missing?

MEDIUM

Baskets: Protection; Daily Life; Off Topic (place names).

Two baskets are different angles, but one idea drifted off topic. What should happen to it?

HIGH

Final baskets: Protection (presidios protected nearby settlements); Teaching and Daily Life (missions taught farming and building); Religion and Conversion (priests converted Native Americans). Off-topic ideas were moved out.

Why does having three distinct baskets help the body paragraphs later?

STUDENT SUPPORT - Another Way to Show What You Know

Underline each basket name in a different color across the three responses. 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 the pages that best show what your thinking did during Module 3.

Evidence	Page	What It Proves About My Thinking
1		
2		
3		

LOOK HOW MY THINKING MOVED

At first, I...

Now I...

My biggest improvement was...

My next cognitive address is...

MODULE 3 CLOSING IDEA

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

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 group and narrow my ideas into strong reasons or ways?

My Answer

I magnify the passage to collect many details, sort them into baskets, and narrow each basket to one clear reason or way - so my ECR is organized instead of a pile of facts.

STUDENT SUPPORT - Another Way to Show What You Know

Start by sorting: My baskets are ____, ____, and ____, so my reasons are ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 2



M O D U L E

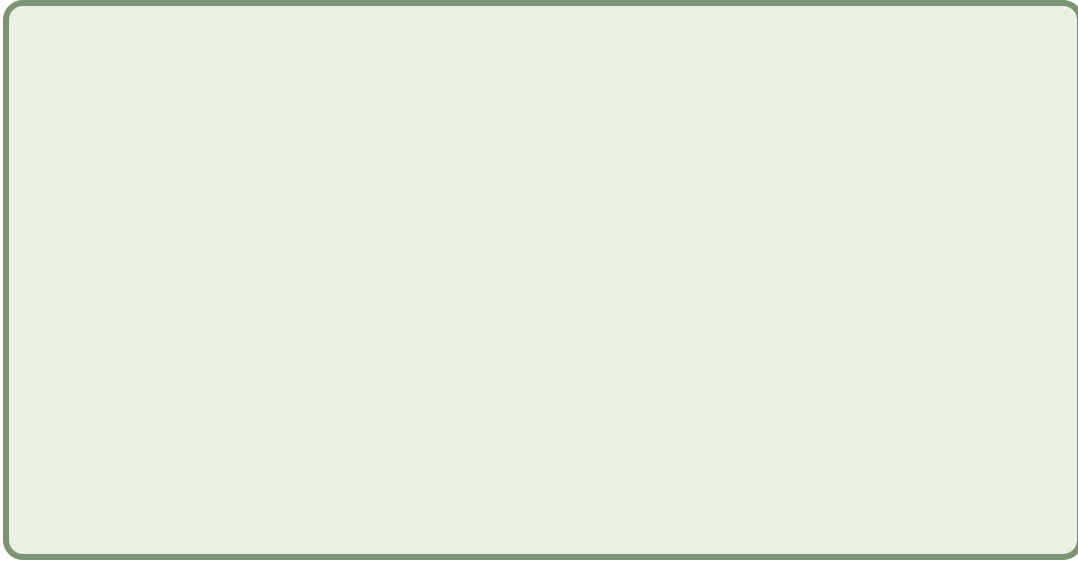


The Evidence Branch

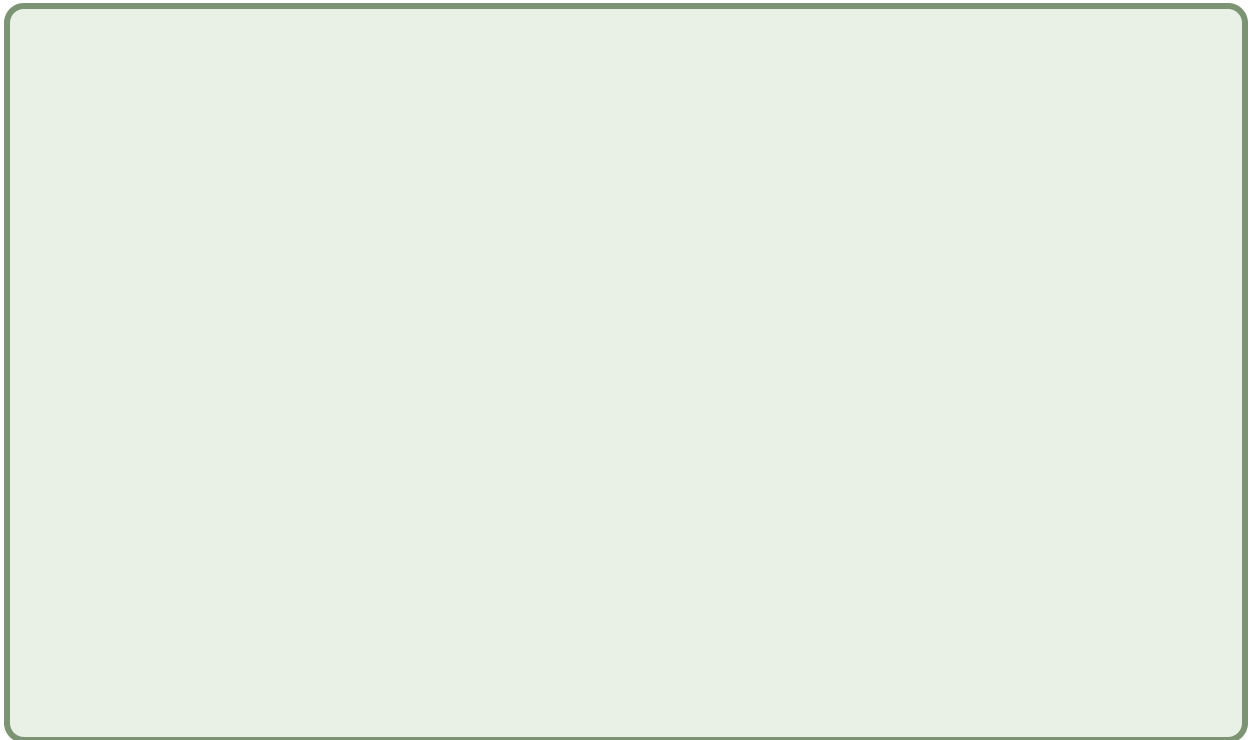
Choosing Evidence with CSI



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

Systems shape people and outcomes.

WHY THIS MODULE MATTERS

You are growing the next big branch of the ECR TREE: the Evidence Branch. Evidence is proof from the passage that supports a reason or way - not just any interesting fact. In "Spanish Rule in Early Texas," a system of control (missions and presidios) shaped the region. In "A Harvest to Remember," a system of cooperation (Wampanoag knowledge and teamwork) shaped survival. When you choose strong evidence and use CSI, your reader stops saying, "Prove it."

Essential Question

How do I use CSI to choose evidence that proves my reason or way?

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 you can say the same standard.

TEKS 5.11(B)(iv) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts

HOW I SAY THE STANDARD!

I can develop my idea with specific facts that show depth of thought.

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 an informative ECR.

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 so my response works well.

The Standards I Am Learning - Part 2

Read the official TEKS and how you can say the same standard.

TEKS 5.11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

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

TEKS 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 and 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(C)(i) - Official Standard

write using a combination of both high-frequency words and content-area vocabulary

HOW I SAY THE STANDARD!

I can use everyday words and content words together in my writing.

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

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

I WILL

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

LEARNING DESTINATION

I will select relevant, specific evidence for a reason or way and use CSI to connect, support, and infer.

MY LAUNCHPAD PROMISE

The evidence HABIT I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Connect a piece of evidence to a reason or way	a lot / a little / new	a lot / a little / new	a lot / a little / new
Support an idea with a specific text detail	a lot / a little / new	a lot / a little / new	a lot / a little / new
Infer what the evidence means	a lot / a little / new	a lot / a little / new	a lot / a little / new
Tell strong evidence from a detail that is merely true	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

build

Say it: BILD

What it means: to make something by putting parts together

Try the frame: They built ____.

change

Say it: CHAYNJ

What it means: to become different

Try the frame: Spanish rule changed ____.

control

Say it: kuhn-TROHL

What it means: to have power over something

Try the frame: Spain kept control by ____.

food

Say it: FOOD

What it means: what people and animals eat to live

Try the frame: They found food by ____.

grow

Say it: GROH

What it means: to make plants or crops develop

Try the frame: The Pilgrims learned to grow ____.

Tier 1 Vocabulary

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

help

Say it: HELP

What it means: to make something easier for someone

Try the frame: One group helped another by ____.

land

Say it: LAND

What it means: the ground and area where people live and work

Try the frame: The land in the passage was ____.

people

Say it: PEE-puhl

What it means: human beings in a group or community

Try the frame: The people in the passage ____.

protect

Say it: pruh-TEKT

What it means: to keep safe from harm

Try the frame: The presidios protected ____.

share

Say it: SHAIR

What it means: to give a part of something to others

Try the frame: The groups shared ____.

Tier 2 Vocabulary

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

analyze

Say it: AN-uh-lyz

What it means: to examine evidence closely

Try the frame: I can use the word analyze to ____.

connect

Say it: kuh-NEKT

What it means: to show how two ideas relate

Try the frame: I can use the word connect to ____.

detail

Say it: DEE-tayl

What it means: a precise piece of information

Try the frame: I can use the word detail to ____.

evidence

Say it: EV-ih-dens

What it means: specific proof from the text

Try the frame: I can use the word evidence to ____.

explanation

Say it: ek-spluh-NAY-shun

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

Try the frame: I can use the word explanation to ____.

Tier 2 Vocabulary

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

infer

Say it: in-FUR

What it means: to determine meaning that is not stated directly

Try the frame: I can use the word infer to ____.

proof

Say it: PROOF

What it means: information that helps show an idea is accurate

Try the frame: I can use the word proof to ____.

relevant

Say it: REL-uh-vunt

What it means: directly related to the reason, way, or thesis (central idea)

Try the frame: I can use the word relevant to ____.

specific

Say it: spih-SIF-ik

What it means: exact and clearly identified

Try the frame: I can use the word specific to ____.

support

Say it: suh-PORT

What it means: to strengthen an idea with proof

Try the frame: I can use the word support to ____.

Tier 3 Vocabulary

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

Catholicism

Say it: kuh-THOL-uh-siz-uhm

What it means: the Catholic religion the Spanish spread

Try the frame: Catholicism became part of ____.

empire

Say it: EM-pyre

What it means: a large area of land ruled by one country

Try the frame: Spain wanted to expand its empire by ____.

harvest

Say it: HAHR-vist

What it means: the crops gathered at the end of a growing season

Try the frame: The harvest showed that ____.

missionaries

Say it: MISH-uh-ner-eez

What it means: Spanish priests who led the missions

Try the frame: The missionaries taught ____.

missions

Say it: MISH-uhnz

What it means: Spanish settlements led by missionaries

Try the frame: The missions were built to ____.

Tier 3 Vocabulary

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

Pilgrims

Say it: PIL-gruhmz

What it means: English settlers who came to Plymouth

Try the frame: The Pilgrims struggled because ____.

Plymouth

Say it: PLIM-uhth

What it means: the place where the Pilgrims settled

Try the frame: In Plymouth, the Pilgrims ____.

presidios

Say it: pri-SEE-dee-ohz

What it means: forts built by Spanish soldiers

Try the frame: The presidios protected ____.

Squanto

Say it: SKWAHN-toh

What it means: the man who taught the Pilgrims to grow food

Try the frame: Squanto showed the Pilgrims how to ____.

Wampanoag

Say it: wam-puh-NOH-ag

What it means: the Native American tribe that helped the Pilgrims

Try the frame: The Wampanoag people ____.

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 its meaning through reading and discussion.
T - Drop	Erase the dot once you know the meaning.

WORDS TO REMEMBER

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

AS YOU READ

☐ Dot unfamiliar words ☐ TAP the TRACKS ☐ Ask which detail proves the reason

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Evidence Branch

Systems shape people and outcomes.

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

Strong Evidence IS...	Strong Evidence is NOT...
from the text	merely true
a match for the reason or way	off topic
specific	vague or general

EVIDENCE RULES

Evidence must come from the passage • Evidence must match the reason or way •
Evidence should be specific and relevant - not merely true.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

CSI for Evidence

Connect it. Support it. Infer it.

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

SIGNAL PHRASES

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

ORAL REHEARSAL - CSI FRAME

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study a Complete Evidence Branch

See how CSI turns a detail into proof.

REASON

Native Americans helped the Pilgrims survive.

CONNECT

My reason is about how the Pilgrims got help.

SUPPORT

The passage says, "Squanto taught the Pilgrims how to grow crops like corn."

INFER

This shows that the Pilgrims learned how to produce food, which helped them survive.

CHECK THE CONNECTION

Which reason does the Support detail match?

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

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

MOVE YOUR THINKING

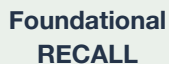
Foundational
RECALL

Emergent
CONNECT

Visible
EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: A writer chooses strong evidence by _____. Then write your own thinking.

Say your answer first or begin: A writer chooses strong evidence by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

Spanish Rule in Early Texas

Passage 3 - Very High Stamina - 2004 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 which detail could prove a reason.

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

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

[2] Spain was one of the strongest countries in the world during this time. Spanish explorers had already traveled across many parts of the Americas. They claimed islands, coastlines, rivers, and large areas of land. Leaders in Spain wanted more land because land gave them power. If Spain controlled more land, it could collect more resources, build more settlements, and show other countries that it was strong. Texas became important because it was located between other Spanish lands and areas that other European countries might want to claim.

[3] Spanish leaders were especially worried about France. If France moved into Texas, Spain could lose control of land near Mexico. Mexico was very important to Spain because it had cities, farms, mines, and trade. Spain wanted Texas to act like a borderland, or a protective area, between its valuable settlements and other countries. By sending explorers, missionaries, soldiers, and settlers into Texas, Spain hoped to show that the region belonged to them.

[4] Exploration also helped Spain learn about the land. Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas. Some places had rich soil and water. Other places were dry and difficult to farm. Explorers also met many Native American groups who already lived in Texas. These groups had been there long before Spain arrived. They had their own languages, homes, beliefs, leaders, and ways of living. Some groups farmed. Others hunted animals, gathered plants, fished, or moved from place to place to find food.

[5] Texas was not empty land. It was already home to many different Native American communities. Spanish arrival changed life for these groups in many ways. Some Native Americans traded with Spanish settlers. Some were curious about the new tools, animals, and goods the Spanish brought. Others were careful or resisted because they wanted to protect their land and traditions. The relationship between Native Americans and the Spanish was different from place to place.

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

Spanish Rule in Early Texas - Continued 2

Passage 3 - Very High Stamina - 2004 words • Nonfiction • Part 2 of 5

AS YOU CONTINUE READING

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

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

[7] A mission was usually more than just one building. Many missions included a church, living areas, workshops, storage rooms, gardens, and fields. The church was often the center of the mission. Missionaries taught Native Americans about Catholic beliefs and expected them to attend religious services. They also taught Spanish ways of farming, caring for animals, making tools, cooking food, and building structures. Spain believed that missions would help turn Native Americans into loyal Spanish subjects.

[8] Daily life at a mission followed a routine. People woke up early and had assigned jobs. Some worked in fields growing crops such as corn, beans, or other foods. Others cared for animals like cattle, sheep, goats, or horses. Some people cooked, cleaned, made clothing, repaired tools, or helped build walls and buildings. Missionaries believed this work would help the mission survive and grow. They also believed these routines would teach Spanish customs.

[9] For some Native Americans, missions offered certain benefits. Missions could provide food during hard times. They sometimes offered protection from enemies or other dangers. Native Americans could learn new farming methods or use new tools. Some people may have chosen to stay near missions because they thought it would help their families survive. In a changing world, some Native Americans made choices based on what they believed was safest or most useful.

[10] However, mission life was also difficult and unfair for many Native Americans. Living in a mission often meant giving up freedom. Native Americans were expected to follow Spanish rules instead of their own traditions. They might not be able to move freely or practice their customs the way they had before. Some were pressured to change their religion, language, clothing, work, and daily habits. These changes caused stress and conflict.

[11] Disease was another serious problem. Europeans brought diseases that Native Americans had never been exposed to before. Because their bodies were not used to these illnesses, many Native Americans became very sick. Diseases spread quickly in some mission communities because people lived close together. This caused great suffering and loss for Native American families.

[12] Not all Native Americans responded to missions in the same way. Some cooperated with the Spanish for a time. Some accepted parts of mission life but still tried to keep parts of their own culture. Others left the missions when they could. Some groups resisted Spanish control by refusing to live at missions or by fighting against Spanish settlements. These choices show that Native Americans were not just acted upon. They made decisions and responded in different ways.

Spanish Rule in Early Texas - Continued 3

Passage 3 - Very High Stamina - 2004 words • Nonfiction • Part 3 of 5

AS YOU CONTINUE READING

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

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

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

[14] Presidios were important because Spain needed soldiers to protect its claims. A mission without protection could be attacked or abandoned. Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities. They also watched for other countries that might try to enter Spanish territory. If French traders or explorers came too close, Spanish soldiers could respond. Spain used presidios to show that it was serious about controlling Texas.

[15] A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons. Soldiers had many responsibilities. They patrolled the land, carried messages, protected travelers, and helped defend settlements. They also sometimes helped build roads or support missions. Their work could be dangerous because Texas settlements were often far apart. A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.

[16] Life in a presidio was not always easy. Soldiers did not always have enough supplies. Food, clothing, tools, and weapons had to be brought from other Spanish settlements, and the trip could take a long time. Sometimes supplies arrived late or not at all. Soldiers had to depend on nearby missions, farms, or ranches for food. They also had to be ready for conflict at any time.

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

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

[19] The Spanish language became part of Texas history and culture. Many cities and places in Texas still have Spanish names. San Antonio, El Paso, Amarillo, Corpus Christi, and Rio Grande are examples of names connected to Spanish language and history. These names remind people that Spain and later Mexico had a strong influence on the region before Texas became part of the United States.

[20] Catholicism also became an important part of the region. Missionaries built churches and taught Catholic beliefs. Over time, Catholic traditions became part of many communities in Texas. Some missions later became famous historic sites. The Alamo, for example, began as a Spanish mission before it became known for a later event in Texas history. Missions were not only religious centers. They also became places connected to culture, settlement, and memory.

Spanish Rule in Early Texas - Continued 4

Passage 3 - Very High Stamina - 2004 words • Nonfiction • Part 4 of 5

AS YOU CONTINUE READING

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

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

[21] Spanish rule also changed the economy of Texas. Missions and presidios needed food, animals, tools, and workers. Farming grew in some areas because missions needed crops to feed people. Ranching also became important. The Spanish brought cattle, horses, sheep, and goats. These animals changed the way people lived and worked. Horses affected transportation and hunting. Cattle later became a major part of the Texas economy.

[22] Ranching became one of the most lasting Spanish influences in Texas. Spanish settlers developed ways of raising cattle on open land. They used skills, tools, and traditions that later influenced cowboy culture. Words connected to ranching, such as rodeo and lasso, come from Spanish. Over time, ranching became closely connected to the identity of Texas.

[23] Spanish settlement also led to the development of roads and trails. Missions, presidios, and towns needed to stay connected. Roads helped people move supplies, animals, letters, and news. One important route was El Camino Real, which means “the Royal Road.” This road connected Spanish settlements and made travel easier across long distances. Roads helped Spain maintain control because they connected faraway places to each other.

[24] Towns also grew near some missions and presidios. When people settled near these places, communities began to form. Some towns started as small groups of soldiers, priests, settlers, and Native Americans. Over time, these settlements became more permanent. People built homes, farms, churches, and markets. These early communities helped shape the development of Texas.

[25] Still, Spanish control in Texas was not always strong. Texas was large, and settlements were spread far apart. It was hard for Spain to send enough soldiers, settlers, and supplies to every place. Some missions failed because they did not have enough food, support, or people. Other missions moved to better locations. Spain wanted to control Texas, but the land was difficult to settle.

[26] The environment also created challenges. Some areas had droughts, floods, storms, or extreme heat. Rivers could be helpful, but they could also flood. Dry areas made farming difficult. Long distances made travel slow and dangerous. These challenges meant that Spanish settlers and missionaries had to adapt to the land.

[27] Native American resistance also made Spanish control difficult. Many Native American groups did not want Spain to take their land or change their way of life. Some groups attacked settlements or avoided missions completely. Others traded with the Spanish but refused to be controlled. This resistance showed that Native Americans continued to fight for their freedom and survival.

Spanish Rule in Early Texas - Continued 5

Passage 3 - Very High Stamina - 2004 words • Nonfiction • Part 5 of 5

AS YOU CONTINUE READING

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

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

[28] Spanish rule brought both change and conflict. It introduced new ideas, languages, religions, animals, roads, and settlements. At the same time, it caused Native Americans to lose land, freedom, and many parts of their traditional lives. These effects were not small. They shaped the future of Texas for generations.

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

[30] Understanding missions and presidios helps students understand how Texas changed over time. Missions were used to spread religion and Spanish customs. Presidios were used to protect settlements and defend Spanish claims. Together, they helped Spain expand its influence in Texas. These settlements affected Native Americans, Spanish settlers, soldiers, missionaries, and future generations.

[31] The story of Spanish Texas is not simple. It includes exploration, settlement, cooperation, resistance, loss, and cultural change. Spain came to Texas with goals of power, religion, and protection. Native Americans responded in many different ways. Some adapted to new conditions, while others resisted Spanish control. The missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.

[32] Today, people can still visit some mission sites and learn about this part of Texas history. These places help explain how the past connects to the present. They show how early settlements changed the land and the people who lived there. They also remind us that history includes different points of view. For Spain, missions and presidios were tools for control. For many Native Americans, they brought major changes and challenges. By studying both sides, students can better understand how Texas became the place it is today.

Spanish Rule in Early Texas - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Which Reason It Could Prove
T • Time	"Before 1600"	It proves _____
R ■ Reactions	"others resisted and tried to keep their traditions"	It proves _____
A ▲ Actions	"they built missions and presidios across the region"	It proves _____
C ★ Character, Concept, Creature	"Spanish leaders"	It proves _____
K ♦ Key Knowledge	"Spain was able to maintain control of Texas"	It proves _____
S ▼ Scenery / Setting	"the missions and nearby settlements"	It proves _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Harvest to Remember

Passage 4 - Very High Stamina - 2034 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 which detail could prove a reason.

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

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. They had traveled across the Atlantic Ocean hoping to build a new life, but the first year was much harder than many of them expected. Their homes were small and simple, and they did not have many supplies. Each day brought problems they had to solve.

[2] The Pilgrims had to learn how to live in a place that was unfamiliar to them. The weather was colder than they were used to, and the seasons affected what they could do. During the winter, the ground was hard, and food was difficult to find. The Pilgrims did not fully understand the plants, animals, rivers, forests, or soil in the area. They were trying to build a settlement, but they were also trying to survive. Some people became weak from hunger, and others became ill. The long winter made many Pilgrims feel worried about the future.

[3] Even when spring came, life was still not easy. The Pilgrims needed to grow food, but they were not sure which crops would grow best in the new land. They needed to fish and hunt, but they did not know the area well. They needed to understand where the best land was for planting and where to find nearby resources. They also needed to work together because one person could not do everything alone. Building homes, planting crops, gathering food, and caring for the sick required many people helping in different ways.

[4] Things began to improve when Native Americans from the Wampanoag tribe helped them. The Wampanoag people had lived in the region for a long time. They understood the land because it was their home. They knew how the seasons changed, where fish could be found, which plants were useful, and how to grow food in the soil near Plymouth. Their knowledge was important because it came from many years of living in the area. The Pilgrims needed this kind of knowledge in order to adapt to their new environment.

A Harvest to Remember - Continued 2

Passage 4 - Very High Stamina - 2034 words • Nonfiction • Part 2 of 5

AS YOU CONTINUE READING

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

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

[5] A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. Geography was important to the Pilgrims' survival because it affected where they could plant, fish, build, and gather supplies. Rivers and streams could provide water and fish. Forests could provide wood and animals. Open land could be used for planting. The coastline could help people travel and find food from the sea.

[6] Squanto helped the Pilgrims understand that the land had resources, but they had to know how to use them. He showed them how to plant corn so it would grow better. Corn was an important crop because it could be eaten, dried, and stored for later. It could help families have food during colder months when fresh food was harder to find. Squanto also taught the Pilgrims ways to catch fish. Fish were useful because they could be eaten, and they could also help the soil when used in farming. These lessons gave the Pilgrims a better chance of surviving.

[7] The Pilgrims learned that knowledge can be as important as tools. They had brought some supplies with them, but supplies could run out. Learning how to use the land helped them become more prepared. Squanto's lessons helped the Pilgrims move from guessing to understanding. Instead of only hoping their crops would grow, they learned methods that worked in that region. Instead of only searching for food without a plan, they learned where food could be found. This made daily life a little easier and gave the settlers more confidence.

[8] With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant that the crops had grown well enough to provide food for the people. This was a big change from the hunger and sickness they had faced during the winter. The harvest showed that their hard work had made a difference. It also showed that the help they received from the Wampanoag people was valuable. The Pilgrims had learned new skills, and those skills helped them prepare for the future.

A Harvest to Remember - Continued 3

Passage 4 - Very High Stamina - 2034 words • Nonfiction • Part 3 of 5

AS YOU CONTINUE READING

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

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

[9] After gathering their crops, the Pilgrims decided to celebrate. They invited members of the Wampanoag tribe to join them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. This celebration was not only about eating. It was also about recognizing that a difficult year had finally led to a hopeful moment. The Pilgrims had survived many challenges, and now they had food to share.

[10] The Pilgrims learned that many hands make light work. This saying means that a difficult job becomes easier when many people help. The Pilgrims had seen this lesson in real life. Growing food, building shelters, gathering supplies, and surviving the winter were not simple tasks. When people shared their knowledge and effort, the work became more manageable. The Wampanoag people helped by sharing what they knew about the land. The Pilgrims helped one another by working to build and protect their settlement. The harvest celebration reminded them that cooperation could help people overcome hard times.

[11] The gathering in 1621 was very different from many Thanksgiving celebrations today. People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes. They may think of parades, football games, family trips, or school breaks. The 1621 celebration did not look exactly like that. The people at the gathering used the food that was available to them. They did not have the same stores, ovens, recipes, or supplies that people have today.

[12] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. The meal may have included foods from the forests, fields, and waters near Plymouth. There may have been wild birds, beans, squash, berries, nuts, or other foods that grew in the area. People used what the land provided because that was what they had. They could not go to a grocery store to buy ingredients. They had to hunt, fish, grow, and gather their food.

[13] It was not a large feast like modern Thanksgiving meals, but it was an important event. The importance came from what the meal represented. It represented survival after a hard winter. It represented a harvest after months of work. It represented help from others. It represented a moment to pause and give thanks. The food may have been simple, but the meaning was powerful. Since corn was part of the meal, someone might say the celebration was a-maize-ing. This pun uses the word “maize,” another word for corn, to create a playful meaning.

A Harvest to Remember - Continued 4

Passage 4 - Very High Stamina - 2034 words • Nonfiction • Part 4 of 5

AS YOU CONTINUE READING

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

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

[14] The celebration also showed how people can depend on their environment. The Pilgrims needed to understand the land in order to survive. The Wampanoag people already had that understanding because they had lived there for generations. They knew how to use natural resources wisely. They knew which foods could be found during different seasons. They knew how to plant crops in that area. This knowledge helped the Pilgrims adapt to Plymouth. To adapt means to change in order to fit a new situation or environment.

[15] The Pilgrims had to adapt in many ways. They had to adapt to the cold climate. They had to adapt to the soil and growing seasons. They had to adapt to the foods that were available. They had to adapt to the geography of the area. They also had to adapt to the fact that they needed help from people who knew the land better than they did. These changes were not always easy, but they were necessary for survival. The harvest showed that the Pilgrims were beginning to learn how to live in their new home.

[16] The Wampanoag people played an important role in this story. Their help was not a small detail. It was one reason the Pilgrims were able to have a better harvest. Squanto's teaching helped the Pilgrims grow crops and find food. The Wampanoag people's knowledge of the land helped the Pilgrims understand their surroundings. When students learn about the 1621 celebration, it is important to remember both groups. The story is not only about the Pilgrims. It is also about the Wampanoag people and the help they gave.

[17] The celebration lasted for several days, which shows that it was a meaningful event. People did not simply eat one meal and leave. They spent time together. They shared food, played games, and took part in activities. This gave people a chance to rest from their work and recognize the importance of the harvest. After months of struggle, a few days of celebration may have felt very special. It gave the Pilgrims a chance to feel thankful for food, friendship, and survival.

[18] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks. Families may have different traditions. Some people cook special recipes that have been passed down for years. Some people travel to visit relatives. Others stay home and enjoy a quiet meal. Some families talk about what they are thankful for before they eat. Even though traditions can be different, the idea of gratitude is still an important part of the holiday.

A Harvest to Remember - Continued 5

Passage 4 - Very High Stamina - 2034 words • Nonfiction • Part 5 of 5

AS YOU CONTINUE READING

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

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

[19] Thanksgiving can also be a time to think about history. History helps people understand how life was different in the past. The Pilgrims did not have the same comforts people have today. They had to work hard to meet their basic needs. The Wampanoag people had knowledge and skills that helped them live in the region. When students study this history, they can better understand how geography, cooperation, and survival are connected. They can also see that important events often involve more than one group of people.

[20] The 1621 harvest celebration reminds people that help from others can make a difference. The Pilgrims faced hunger, sickness, and an unfamiliar land. The Wampanoag people helped them learn how to use the land and its resources. Squanto taught them skills that helped them grow food and find fish. The harvest became a sign of hope after a difficult year. It showed that learning from others can help people face challenges.

[21] This story also reminds students that gratitude is not only about being thankful when life is easy. Sometimes people feel the most thankful after they have been through something difficult. The Pilgrims had struggled through a hard first year. When they finally had a productive harvest, they had a reason to be grateful. They were thankful for food, for help, and for the chance to continue building their settlement. The celebration helped them recognize how far they had come.

[22] Learning about the 1621 celebration can help students think about their own lives too. Students may not face the same challenges as the Pilgrims, but they can still understand the value of help and cooperation. A classroom project is easier when students work together. A family task is easier when everyone does a part. A community becomes stronger when people support one another. In this way, the saying many hands make light work still has meaning today.

[23] In the end, the 1621 celebration in Plymouth was more than a meal. It was a moment of thanks after a time of hunger, sickness, hard work, and learning. It connected the Pilgrims' survival to the help of the Wampanoag people and the knowledge of the land. It showed that geography affects how people live and that cooperation can help people succeed. Today, Thanksgiving is often remembered as a time to give thanks, share food, and spend time with others. The early harvest celebration helps explain why those ideas continue to matter.

A Harvest to Remember - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Which Reason It Could Prove
T • Time	"In 1621"	It proves _____
R ■ Reactions	"the Pilgrims were able to grow enough food for a productive harvest"	It proves _____
A ▲ Actions	"taught the Pilgrims how to grow crops like corn, catch fish, and find food"	It proves _____
C ★ Character, Concept, Creature	"Squanto"	It proves _____
K ♦ Key Knowledge	"many hands make light work"	It proves _____
S ▼ Scenery / Setting	"in Plymouth"	It proves _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Evidence Detective

Decide if a detail proves an idea. If it proves the idea, say **PROVES IT!** If not, say **NOT A MATCH!**

MY DAY 1 LEARNING TARGET

I will decide whether a detail proves an idea, then reveal how CSI helps a writer choose evidence.

EVIDENCE DETECTIVE

1. Reason: "Native Americans helped the Pilgrims survive."
Detail: "Squanto taught the Pilgrims how to grow crops like corn." -> **PROVES IT**
2. Reason: "Presidios protected Spanish settlements."
Detail: "Soldiers guarded the area." -> **PROVES IT**
3. Reason: "Missions changed Native Americans' way of life."
Detail: "Native Americans were expected to follow Spanish customs and rules." -> **PROVES IT**
4. Reason: "Spanish rule caused conflict."
Detail: "Native Americans lost land and freedom." -> **PROVES IT**

FRESH RECALL

Explain why a true detail can still be **NOT A MATCH** for a particular reason.

STUDENT SUPPORT - Another Way to Show What You Know

Say **PROVES IT** or **NOT A MATCH** with a hand signal or a card, then explain your choice.

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 (Connect, Support, Infer)

Evidence is the proof from the text. Now we need CSI to use it correctly.

CSI

C = CONNECT the evidence to the reason or way. S = SUPPORT with a specific text detail. I = INFER what the evidence means.

EVIDENCE RULES

Evidence must come from the passage. Evidence must match the reason or way. Evidence should be specific and relevant - not merely true.

NOTEBOOK FILL-IN

Evidence is the _____ from the _____.

First, we _____ the evidence to our _____ or _____.

Next, we _____ our thinking with a _____.

Finally, we _____ what the evidence means.

Strong evidence is _____ and _____.

TEACHER MODELING

Reason: "Native Americans helped the Pilgrims survive."

Evidence: "Squanto taught the Pilgrims how to grow crops like corn."

Inference: "This shows that the Pilgrims learned how to produce food, which helped them survive."

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

CSI Match-Up Challenge

Match Reason -> Evidence -> Inference. Move your marker only when the full chain makes sense.

MY DAY 2 LEARNING TARGET

I will match a reason to evidence to an inference and complete CSI with the CSI Match-Up Challenge.

HOW TO PLAY

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

FAST CHECK

A detail can be accurate and still be weak evidence for a particular reason. Strong evidence matches the reason, comes from the text, and is specific.

STUDENT SUPPORT - Another Way to Show What You Know

Use the card number without moving a marker. Complete the same match and CSI.

Ready to Stretch? Take Your Thinking Further!

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

CUT PAGE - CSI Reason Cards

Cut only on the dashed lines.

REASON CARD 1

Native Americans helped the Pilgrims survive.

REASON CARD 2

Presidios protected Spanish settlements.

REASON CARD 3

Missions changed Native Americans' way of life.

REASON CARD 4

Spanish rule caused conflict.

Card Backs - CSI Reason Cards

Each back identifies a Reason card.

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

CUT PAGE - CSI Evidence Cards

Cut only on the dashed lines.

EVIDENCE CARD 1

Squanto taught the Pilgrims how to grow crops like corn.

EVIDENCE CARD 2

Soldiers guarded the area.

EVIDENCE CARD 3

Native Americans were expected to follow Spanish customs and rules.

EVIDENCE CARD 4

Native Americans lost land and freedom.

Card Backs - CSI Evidence Cards

Each back identifies an Evidence card.

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

CUT PAGE - CSI Inference Cards

Cut only on the dashed lines.

INFERENCE CARD 1

This helped the Pilgrims have enough food to live.

INFERENCE CARD 2

This kept the settlements safe from danger.

INFERENCE CARD 3

This shows that Spanish leaders controlled how people lived.

INFERENCE CARD 4

This created tension between different groups.

Card Backs - CSI Inference Cards

Each back identifies an Inference card.

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

CSI Match-Up Challenge - Recording

Record two matches and complete CSI.

ROUND 1

Card: ____ Reason: _____

Connect / Support / Infer:

ROUND 2

Card: ____ Reason: _____

Connect / Support / Infer:

ANSWER KEY

1. Native Americans helped the Pilgrims survive -> Squanto taught them to grow crops -> enough food.
2. Presidios protected Spanish settlements -> Soldiers guarded the area -> kept settlements safe.
3. Missions changed Native Americans' way of life -> followed Spanish customs -> Spanish control.
4. Spanish rule caused conflict -> lost land and freedom -> created tension.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What makes evidence strong?

MY DAY 3 LEARNING TARGET

I will discuss what makes evidence strong, then independently apply CSI.

Why must evidence come from the text?

What happens if evidence does not match?

Why is inference important?

How does CSI stop us from just copying?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Reason 1

Read the reason and evidence. Complete CSI.

REASON / WAY

Native Americans helped the Pilgrims survive.

EVIDENCE

The passage says, "Squanto taught the Pilgrims how to grow crops like corn."

MY CSI

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Reason 2

Read the reason and evidence. Complete CSI.

REASON / WAY

Presidios protected Spanish settlements.

EVIDENCE

The passage says, "Soldiers guarded the area."

MY CSI

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Reason 3

Read the reason and evidence. Complete CSI.

REASON / WAY

Missions changed Native Americans' way of life.

EVIDENCE

The passage says, "Native Americans were expected to follow Spanish customs and rules."

MY CSI

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Evidence Branch Builder - Reason 4

Read the reason and evidence. Complete CSI.

REASON / WAY

Spanish rule caused conflict.

EVIDENCE

The passage says, "Native Americans lost land and freedom."

MY CSI

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - Independent CSI

Use this reason: 'Spanish rule caused conflict.'

PROMPT

Choose or write one specific piece of evidence, then write an inference explaining what the detail means.

Evidence:

Inference:

STUDENT SUPPORT - Another Way to Show What You Know

Point to the exact words you chose. You still write the inference.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Cumulative ECR Quality Check

Check the response you already built.

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

CHECK

- ☐ clear thesis (central idea) ☐ relevant reason/way ☐ precise evidence from the text
- ☐ Connect, Support, and Infer complete ☐ specific facts that show depth of thought
- ☐ added ideas for coherence ☐ deleted weak or off-topic ideas
- ☐ genre characteristics and craft ☐ accurate quotation

MY REVISED ECR

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Full Evidence Branch Draft - Page 1

Choose a reason or way and prove it with CSI.

DRAFTING FOCUS

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

[illegible]

Full Evidence Branch Draft - Page 2

Continue only if you need more space.

CONNECTION CHECK

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

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.

Day 4 - AWARD the Evidence Expert

Think about how you used evidence today.

MY DAY 4 LEARNING TARGET

I will recognize how I used evidence today, then set a precise next goal.

AWARD OPTIONS

- Write: "I used evidence to prove my thinking."
- Add an Evidence branch to your ECR tree.
- Circle your strongest example.
- Complete: "My evidence proves my idea because ____."

MY AWARD

My evidence proves my idea because

My proof is on page ____:

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest evidence and circle the signal phrase before writing.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

Day 4 - TARGET the Next Evidence Choice

Choose one precise next step.

- ☐ More specific evidence.
- ☐ A stronger connection.
- ☐ A clearer inference.
- ☐ A better passage detail.

REFLECTION

I understand evidence when

I still need help with

CURIOSITY QUESTIONS

Why is evidence important in real life? How do we know if evidence is relevant?

MY NEXT GOAL

My next goal for choosing evidence is to

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 - Become an Evidence Coach

Teach your partner CSI, then answer the module question.

MY DAY 5 LEARNING TARGET

I will become an evidence coach and teach CSI to a partner.

TEACH-BACK FRAME

Connect means _____. Support means _____. Infer means _____. An example from "Spanish Rule in Early Texas" is _____. An example from "A Harvest to Remember" is _____. This evidence shows that _____.

What strong evidence is:

What Connect, Support, and Infer each mean:

One example from a passage:

What that evidence shows:

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner. Use the frame, but explain in your own words. Then listen to your partner's evidence choice and give one specific improvement suggestion.

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

WHAT CHANGED?

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

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

MY MODULE CHECK-IN

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

AWARD

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

TARGET

Choose one: more specific evidence, a stronger connection, a clearer inference, a better passage detail, or a new-topic question this lesson made you curious about.

EXPLAIN

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

I Can...	Not Yet	Getting Set	I Can Do It
Connect a piece of evidence to a reason or way	☐	☐	☐
Support an idea with a specific text detail	☐	☐	☐
Infer what the evidence means	☐	☐	☐
Tell strong evidence from a detail that is merely true	☐	☐	☐

Day 5 - Writing Opportunity

Choose one sentence-statement prompt and build an Evidence Branch.

PROMPT BANK

- Explain how Wampanoag knowledge and cooperation helped the Pilgrims adapt to their new environment.
- Explain how presidios helped Spain protect its settlements.
- Explain how missions changed Native Americans' way of life.
- Explain why Spanish rule caused conflict.
- Explain how Squanto's teaching helped the Pilgrims survive.

PLANNING SUPPORT

1. Name the reason or way you will prove.
2. Connect a specific passage detail to that reason, then support it.
3. Infer what the detail means so the evidence is relevant, not merely true.

MY CHOICE

Choice: ____ What the evidence proves:

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.

Additional Evidence Branch Draft - Page 1

Prove your reason with strong evidence and CSI.

DRAFTING FOCUS

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

[illegible]

Additional Evidence Branch Draft - Page 2

Prove your reason with strong evidence and CSI.

DRAFTING FOCUS

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

[illegible]

Revise, Edit, and Share

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

REVISE

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

EDIT

☐ complete simple sentence with subject-verb agreement ☐ correct spelling of high-frequency words ☐ proper nouns capitalized (Spain, Texas, Wampanoag, Squanto, Plymouth)

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason, evidence, and inference aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the proof you chose.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Explain why both pieces of evidence connect to the same reason without repeating each other.

READY TO STRETCH? - Two-Piece Evidence Challenge

Write one reason or way, add two relevant pieces of evidence, and infer what the combined evidence shows.

PROMPT

Explain HOW systems shaped people.

1. REASON OR WAY

2. TWO RELEVANT PIECES OF EVIDENCE

Add two pieces of evidence from the passages that connect to the same reason without repeating each other.

3. COMBINED INFERENCE

Infer what the combined evidence shows.

Study Three Evidence Exemplars

Notice how evidence moves from vague to a complete CSI chain.

PROMPT

Use CSI to choose and explain evidence for the reason "Wampanoag knowledge and cooperation helped the Pilgrims adapt to their new environment."

LOW

"The Pilgrims got help." (Connect only)

Why is this evidence vague, with no specific passage detail and no inference?

MEDIUM

"Squanto taught the Pilgrims how to grow corn and catch fish." (Connect and Support, weak Infer)

Why does this response stop before inferring what the detail means?

HIGH

Wampanoag knowledge helped the Pilgrims adapt. The text states that "Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area." This shows that the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment. (Full CSI chain)

How does the inference explain what the evidence shows?

STUDENT SUPPORT - Another Way to Show What You Know

Underline Connect, Support, and Infer in different ways. You still justify the level.

Ready to Stretch? Take Your Thinking Further!

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

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

CSI keeps evidence purposeful. The writer first connects the evidence to the reason or way, checks that the specific text detail supports the idea, and then infers what the detail means. Evidence that passes all three checks is relevant proof rather than a random quotation or fact.

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 use CSI to choose evidence that proves my reason or way?

My Answer

I connect the evidence to my reason, check that the exact detail supports it, and infer what it means - evidence that passes all three CSI checks is real proof, not a random quotation.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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