

THE WRITING ACADEMY®, LLC

A SUBSIDIARY OF TEACH BIG®

GRADE



Cluster 3

Writing a Full ECR from a Poem and a Drama



STUDENT WORKBOOK

Student Name: _____

Teacher / Class: _____

Date Started: _____

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Grade 5 Cluster 3

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Grade 5 Cluster 3

Modules 1-4 Combined Student Workbook

Welcome, Thinker!

A note to you before we begin.

Dear Writer,

Welcome to Cluster 3, where you build your very first complete informative Extended Constructed Response (ECR). An ECR is built in order, one step at a time: Prompt, then Thesis (Central Idea), then Reasons or Ways, then CSI Evidence, then Explanation, then a complete TREES Response that sums everything up.

You will read the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own." Both texts ask you to think about rights, fair laws, representation, self-government, and having a voice in decisions.

Remember: **Strong writing is not only longer writing.** A strong response gives a clear idea, chooses details that fit, and explains how those details support the idea.

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 identify rights, fairness, voice, and conflict in each text.	NOTICE - locate, name, identify.
 Emergent	I label the prompt, thesis (central idea), reason/way, evidence, explanation, and TREES.	NAME - label a part of the ECR.
 Visible	I explain how a selected detail supports an idea.	CONNECT - link a detail to a reason or way.
 Independent	I use CSI to justify the strongest evidence choice.	DEFEND - compare choices and justify with CSI.
 Reflective	I write a complete, evidence-based informative ECR.	BUILD - write a coherent response using both texts.

GROWING A FULL ECR

Any related detail is not automatically strong evidence - test it with CSI: does it Connect, Strongly support, and matter enough to be Important proof? Explanation is not complete if it only repeats the quotation - explain what the quotation proves about the exact reason or way. A longer response is not automatically a stronger response; one precise, connected sentence can show clearer thinking than several loose ones.

MOVE YOUR THINKING


 Foundational
 NOTICE


 Emergent
 NAME


 Visible
 CONNECT


 Independent
 DEFEND


 Reflective
 BUILD

TRACKS - Six Types of Measurable Evidence

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

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

STUDENT ANNOTATION GUIDE

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

STUDENT SUPPORT - Another Way to Show What You Know

Write the letter, symbol, or color beside evidence. The exact words you highlight become the CSI evidence you use to grow your response.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 3



M O D U L E

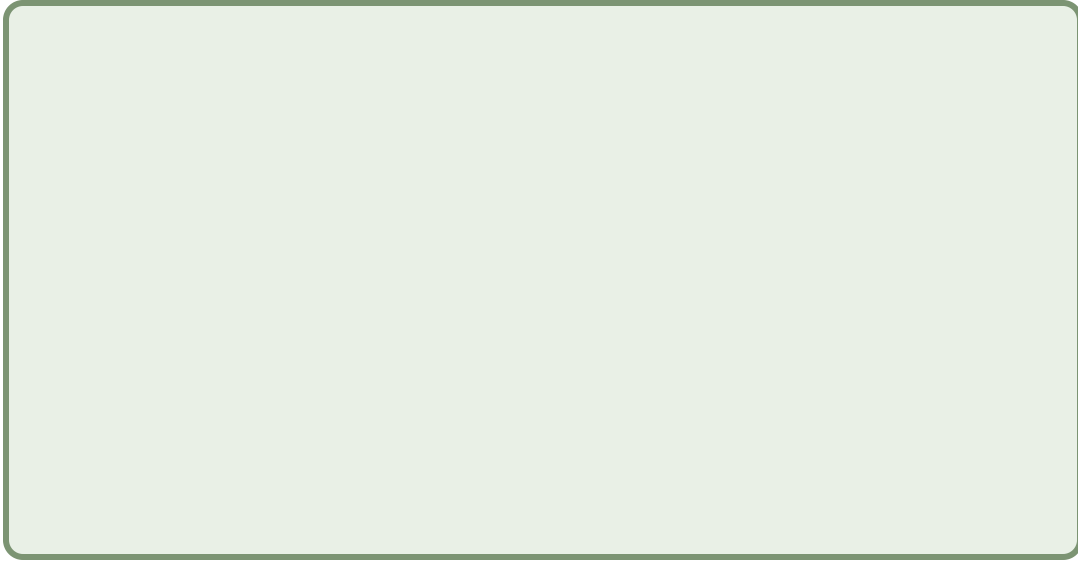


Building the Full ECR

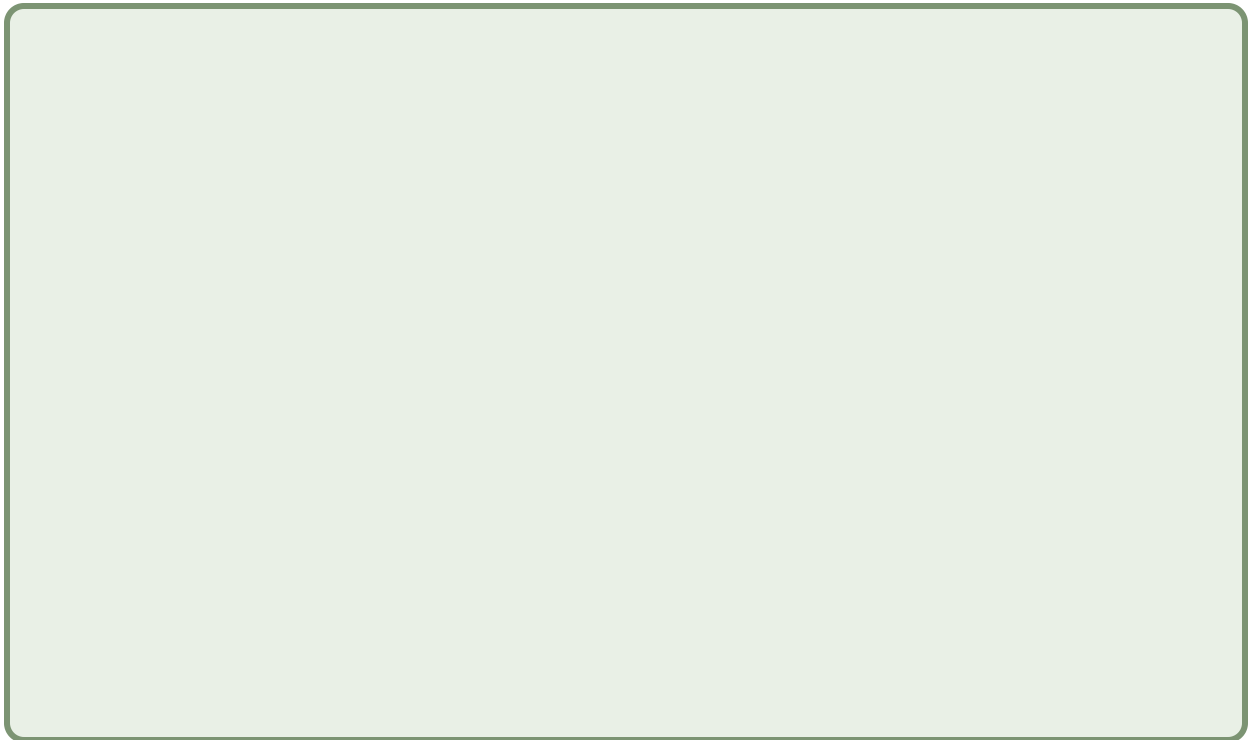
Putting All the Parts Together



Pocket Practice



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



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

Why This Module Matters

You build your first FULL ECR - one step at a time, from prompt to TREES response.

WHY THIS MODULE MATTERS

This week you build your first complete informative ECR. You will move in order from analyzing the prompt to writing a thesis (central idea), magnifying reasons or ways, selecting CSI evidence, adding explanation with DEEP FACTS + E, and organizing a complete response with TREES. The two Low Stamina texts invite you to examine rights, fairness, representation, self-government, and conflict.

Essential Question

How do I build a full ECR from a poem and a drama?

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

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The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop a focused, structured draft that uses 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 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 informational 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 a student can say the same standard.

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(ii) - Official Standard

revise drafts to improve word choice

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(iii) - Official Standard

revise drafts by adding ideas for coherence

HOW I SAY THE STANDARD!

I can add an idea so my writing fits together and flows.

TEKS 5.11(C)(iv) - Official Standard

revise drafts by deleting ideas for coherence

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 3

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

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)(vi) - Official Standard

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

HOW I SAY THE STANDARD!

I can use the correct past tense of irregular verbs.

TEKS 5.11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use collective nouns correctly to name a group as one thing.

TEKS 5.11(D)(viii) - Official Standard

edit drafts using standard English conventions, including comparative adjectives

HOW I SAY THE STANDARD!

I can use comparative adjectives like fairer or stronger to compare two things.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(ix) - Official Standard

edit drafts using standard English conventions, including superlative adjectives

HOW I SAY THE STANDARD!

I can use superlative adjectives like fairest or strongest to compare three or more things.

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 to show where, when, or how.

TEKS 5.11(D)(xii) - Official Standard

edit drafts using standard English conventions, including prepositional phrases

HOW I SAY THE STANDARD!

I can build a prepositional phrase and use it correctly in a sentence.

TEKS 5.11(D)(xiii) - Official Standard

edit drafts using standard English conventions, including prepositional phrases and subject-verb agreement

HOW I SAY THE STANDARD!

I can check that my subject and verb still agree even when a prepositional phrase comes between them.

The Standards I Am Learning - Part 5

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

TEKS 5.11(D)(xxvii) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words correctly using grade-level spelling patterns.

TEKS 5.11(D)(xxviii) - Official Standard

edit drafts using standard English conventions, including correct spelling of words using grade-appropriate spelling rules

HOW I SAY THE STANDARD!

I can apply grade-level spelling rules when I edit my writing.

TEKS 5.11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

listen, restate, respond, paraphrase, summarize, or ask for clarification

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

use content-area vocabulary during formal classroom interactions

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

explain, justify, discuss, and elaborate with specificity

HOW I SAY THE STANDARD!

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

ELPS 3(G)(ii) - Official Standard

paraphrase content-area text

HOW I SAY THE STANDARD!

I can restate what a text says in my own words.

ELPS 3(G)(iii) - Official Standard

summarize content-area text

HOW I SAY THE STANDARD!

I can tell the most important ideas from a text in a short summary.

ELPS 4(C)(i) - Official Standard

write with high-frequency 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 varied sentence types

HOW I SAY THE STANDARD!

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

ELPS 4(F)(ix) - Official Standard

write to explain, respond, or justify with supporting evidence

HOW I SAY THE STANDARD!

I can write to explain or justify my thinking using evidence that fits my purpose.

My Module 1 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will build a complete informative ECR - prompt, thesis (central idea), reasons or ways, CSI evidence, explanation, and a TREES response - that connects a poem and a drama.

MY LAUNCHPAD PROMISE

The ECR 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
Analyze the prompt and mark the writing job	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a thesis (central idea) that answers the prompt	a lot / a little / new	a lot / a little / new	a lot / a little / new
Organize reasons or ways	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose CSI evidence that proves my reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Explain evidence with DEEP FACTS + E	a lot / a little / new	a lot / a little / new	a lot / a little / new
Organize a complete TREES response	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.

fair

Say it: FAIR

What it means: treating people in a just way

Try the frame: A fair rule is ____.

voice

Say it: VOYS

What it means: a chance to share an idea or choice

Try the frame: My voice matters when ____.

rule

Say it: ROOL

What it means: a direction people are expected to follow

Try the frame: One rule I follow is ____.

right

Say it: RYT

What it means: a freedom or protection people have

Try the frame: One right protects ____.

law

Say it: LAW

What it means: an official rule for a community

Try the frame: A law can ____.

Tier 1 Vocabulary - Everyday Words

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

safe

Say it: SAYF

What it means: protected from harm

Try the frame: I feel safe when ____.

choose

Say it: CHOOZ

What it means: decide between options

Try the frame: I choose ____ because ____.

hear

Say it: HEER

What it means: listen to someone's ideas

Try the frame: People should hear ____.

build

Say it: BILD

What it means: put parts together to make something

Try the frame: I can build ____.

guide

Say it: GYD

What it means: help show the way

Try the frame: This guide helps me ____.

Tier 2 Vocabulary - Academic Words

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

prompt

Say it: PROMPT

What it means: the statement that gives a writing job

Try the frame: The prompt asks me to ____.

thesis (central idea)

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

What it means: the central sentence that answers a prompt

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

reason

Say it: REE-zun

What it means: an idea that explains why something is true or important

Try the frame: One reason is ____.

way

Say it: WAY

What it means: a method that explains how something happens

Try the frame: One way is ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof from a text

Try the frame: My evidence is ____.

Tier 2 Vocabulary - Academic Words

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

explanation

Say it: ek-spluh-NAY-shun

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

Try the frame: My explanation shows ____.

analyze

Say it: AN-uh-lyz

What it means: study parts closely to understand them

Try the frame: I analyze by ____.

classify

Say it: KLAS-uh-fy

What it means: sort ideas by shared features

Try the frame: I classify these by ____.

coherent

Say it: koh-HEER-uhnt

What it means: clear and logically connected

Try the frame: My response is coherent because ____.

response

Say it: ri-SPONS

What it means: a written answer to a prompt

Try the frame: My response explains ____.

Tier 3 Vocabulary - Passage Words

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

amendment

Say it: uh-MEND-muhnt

What it means: an official change or addition to a governing document

Try the frame: An amendment can ____.

religion

Say it: rih-LIJ-uhn

What it means: a set of beliefs about faith or worship

Try the frame: Religion is mentioned when ____.

jury

Say it: JOO-ree

What it means: a group that listens in a court case

Try the frame: A jury helps ____.

punishments

Say it: PUN-ish-ments

What it means: consequences for breaking a law

Try the frame: Punishments should be ____.

colonists

Say it: KOL-uh-nists

What it means: people who lived in colonies

Try the frame: The colonists wanted ____.

Tier 3 Vocabulary - Passage Words

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

Parliament

Say it: PAR-luh-ment

What it means: the lawmaking group in England

Try the frame: Parliament made ____.

representation

Say it: rep-rih-zen-TAY-shuhn

What it means: having people speak or decide for a group

Try the frame: Representation means ____.

self-government

Say it: self-GUV-ern-ment

What it means: people taking part in governing themselves

Try the frame: Self-government gives people ____.

apprentice

Say it: uh-PREN-tiss

What it means: a young person learning a trade from an expert

Try the frame: An apprentice learns ____.

The DOT Reading Habit

Dot. Discover. Drop.

Step	What I Do
D - Dot	Dot unfamiliar words as I read.
O - Discover	Discover their meaning with context or a resource.
T - Drop	Drop the meaning into a sentence.

WORDS TO REMEMBER

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

APPLY THE DOT HABIT TO

amendment, representation, self-government, and apprenticeship.

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 Full ECR Flow

An ECR does not appear by magic. It is built piece by piece.

PROMPT ›

THESIS (CENTRAL IDEA) ›

REASONS / WAYS ›

CSI EVIDENCE ›

EXPLANATION ›

TREES RESPONSE

THE FULL ECR FLOW

Prompt	The sentence statement that names the writing and thinking job.
Thesis (Central Idea)	The central sentence that answers the prompt.
Reasons / Ways	The organized ideas that divide the thesis (central idea) into parts the body can develop.
CSI Evidence	Specific proof from the text that passes CSI: it must Connect, Strongly support, and be Important enough.
Explanation	The thinking that tells how the evidence proves the reason or way.
TREES Response	The organized written product that brings every part together - Sum It Up.

REMEMBER

First we understand the prompt. Then we shape a thesis (central idea). Then we magnify reasons or ways. Then we choose evidence. Then we explain. Finally, we put it together through TREES. A thesis (central idea) is the trunk of our response: it holds the ideas together and prepares the reader for what comes next.

ORAL REHEARSAL FRAME

My thesis (central idea) is _____. One reason or way is _____. My evidence is _____. I explain it by saying _____. Sum it up: _____.

DEEP FACTS + E - Ways to Explain Evidence

Explanation is where you PROVE your thinking. Do not just repeat the evidence - explain what it proves.

Move	What It Means	Example From This Module
Definition	Tell what a word or idea means.	"This means rights are protections that help people be treated fairly."
Example	Give a specific example.	"This is like a class rule that lets everyone share an idea before a decision."
Expert Testimony	Share what an expert or knowledgeable person says.	"This reminds me of what my teacher says: rules are stronger when people understand them."
Cause and Effect	Show what caused what.	"When people have no voice, they begin to question unfair rules."

WHY DEEP FACTS + E?

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

STUDENT SUPPORT - Another Way to Show What You Know

Point to one Explanation Card and choose one move. Use the frame: This shows ____ because ____.

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

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

How do I build a full evidence-based response that explains conflict, rights, and voice using both texts?

My thinking level before we begin:

MOVE YOUR THINKING



Foundational NOTICE



**Emergent
NAME**



Visible CONNECT



Independent DEFEND



Reflective BUILD

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter: A full ECR is strong when ____ because ____.

Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Our Rights, Our Voices

Passage 5 • Poetry (Part 1)

AS YOU READ

Use the DOT habit for unfamiliar words. Notice how the writer arranges the words into lines - that layout is part of the meaning. TAP the TRACKS by marking exact evidence. Ask: Which words could grow into a thesis (central idea), evidence, and explanation about rights and fairness?

- [1] Long ago, when a nation was new,
- [2] Leaders asked, "What should we do?"
- [3] They wrote down rights to make things fair,
- [4] So people's freedoms would be there.
- [5] The First says you can speak your mind,
- [6] Practice religion of any kind,
- [7] Write your thoughts and gather too,
- [8] And transmit ideas as others do.
- [9] The Second says you have a right
- [10] To keep yourself safe day or night,

Our Rights, Our Voices (continued)

Passage 5 • Poetry (Part 2)

- [11]The Third says soldiers cannot stay,
[12]Inside your home in any way.
[13]The Fourth is protective of things and space,
[14]No searches happen without a case,
[15]The Fifth says courts must treat you fair,
[16]And follow laws with proper care.
[17]The Sixth gives you a trial that's fair,
[18]With a jury there to listen and care,
[19]The Seventh keeps your right to sue,

Our Rights, Our Voices (continued)

Passage 5 • Poetry (Part 3)

[20]In certain cases brought to court too.

[21]The Eighth says punishments must be fair,

[22]Not too harsh or hard to bear,

[23]The Ninth reminds us rights still exist,

[24]Even ones not on the list.

[25]The Tenth says powers not written down

[26]Belong to states and people around,

[27]These rights protect us every day,

[28]And help guide laws in every way.

Our Rights, Our Voices - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T - Time	"Long ago, when a nation was new,"	It fits because _____
R - Reactions	"Leaders asked, "What should we do?""	It fits because _____
A - Actions	"They wrote down rights to make things fair,"	It fits because _____
C - Character, Concept, Creature	"The First says you can speak your mind,"	It fits because _____
K - Key Knowledge	"These rights protect us every day,"	It fits because _____
S - Scenery / Setting	"Inside your home in any way."	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 Voice of Their Own - Scene 1: Outside the Shop

Passage 6 • Drama

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: What choice or need creates the conflict, and what changes because of it?

Characters: NARRATOR. THOMAS (a young apprentice). MR. HARRIS (a shop owner).

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

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

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

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

THOMAS: But it doesn't seem fair.

A Voice of Their Own - Scene 2: Later That Day

Passage 6 • Drama

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.
Ask: What choice or need creates the conflict, and what changes because of it?

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

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

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

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

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

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

A Voice of Their Own - Scene 3: A New Understanding

Passage 6 • Drama

AS YOU READ

Use the DOT habit for unfamiliar words. TAP the TRACKS by marking exact evidence.

Ask: What choice or need creates the conflict, and what changes because of it?

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

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

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

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

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

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

A Voice of Their Own - TRACKS Evidence Hunt

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

TRACKS	Exact Evidence	Why It Fits
T - Time	"Scene 2: Later That Day"	It fits because _____
R - Reactions	"But it doesn't seem fair."	It fits because _____
A - Actions	"Thomas stops sweeping and leans on the broom."	It fits because _____
C - Character, Concept, Creature	"THOMAS"	It fits because _____
K - Key Knowledge	"It's called self-government."	It fits because _____
S - Scenery / Setting	"Outside the Shop"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Build the ECR House

Place the cards in order to see how a full ECR is built.

BUILD THE ECR HOUSE

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

SAY IT WITH ME

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

STUDENT SUPPORT - Another Way to Show What You Know

Place the six cards in order on your desk with a partner, saying each step aloud as you place it.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: My First Full ECR Build

Today we are not doing one small piece - we are learning how all the pieces connect.

MY FIRST FULL ECR BUILD

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

SAY IT WITH ME

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

READING PURPOSE

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

DAY 1 CLOSING - FRESH RECALL

Without looking, name all six ECR steps in order.

Day 2 - ATTEMPT: Build the Full ECR Game

Five phases build one complete ECR.

PHASE 1 - PROMPT ANALYSIS

Circle: Explain, develop. Box: people want fairness and a voice. Underline: use evidence from both texts. This prompt leans toward **WAYS** thinking: explain the ways both texts develop the idea.

PHASE 2 - THESIS (CENTRAL IDEA)

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

PHASE 3 - MAGNIFY REASONS / WAYS

Blue bucket	rights protect people; rights guide laws; punishments should not be too harsh.
Green bucket	laws should be fair; courts should treat people fairly.
Yellow bucket	people should be heard; self-government gives a voice; colonists wanted a part in making laws.

PHASE 4 - CSI EVIDENCE

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

PHASE 5 - DEEP FACTS + E EXPLANATION

Match one Evidence Card to one Explanation Card, then orally rehearse: Thesis (Central Idea) -> Reason/Way -> Evidence -> Explanation -> Sum It Up.

STUDENT SUPPORT - Another Way to Show What You Know

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

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 Cards A - Prompt, Thesis, Reasons

Cut only on the dashed lines.

PROMPT CARD

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

THESIS (CENTRAL IDEA) CARD

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

REASON / WAY CARD 1

Protection of rights

REASON / WAY CARD 2

Fairness in laws

Card Backs - ECR Cards A - Prompt, Thesis, Reasons

Check only after the group commits.

T ECR STEP Thesis (Central Idea)	P ECR STEP Prompt
R2 REASON / WAY Fairness in laws	R1 REASON / WAY Protection of rights

✂ CUT PAGE - ECR Cards B - Reasons + Evidence

Cut only on the dashed lines.

REASON / WAY CARD 3

Voice in decisions

EVIDENCE CARD 1

“They wrote down rights to make things fair,”

EVIDENCE CARD 2

“These rights protect us every day,”

EVIDENCE CARD 3

“The Fifth says courts must treat you fair.”

Card Backs - ECR Cards B - Reasons + Evidence

Check only after the group commits.

E1

EVIDENCE

Our Rights, Our Voices

R3

REASON / WAY

Voice in decisions

E3

EVIDENCE

Our Rights, Our Voices

E2

EVIDENCE

Our Rights, Our Voices

✂ CUT PAGE - ECR Cards C - Evidence + Explanation

Cut only on the dashed lines.

EVIDENCE CARD 4

“People there have a voice.”

EVIDENCE CARD 5

“If we live here and follow these laws, we should have a part in making them.”

EXPLANATION CARD - DEFINITION

This means rights are protections that help people be treated fairly.

EXPLANATION CARD - EXAMPLE

This is like a class rule that lets everyone share an idea before a decision.

Card Backs - ECR Cards C - Evidence + Explanation

Check only after the group commits.

E5

EVIDENCE

A Voice of Their Own

E4

EVIDENCE

A Voice of Their Own

Ex

DEEP FACTS + E

Example

D

DEEP FACTS + E

Definition

✂ CUT PAGE - ECR Cards D - Explanation

Cut only on the dashed lines.

EXPLANATION CARD - EXPERT TESTIMONY

This reminds me of what my teacher says: rules are stronger when people understand them.

EXPLANATION CARD - CAUSE AND EFFECT

When people have no voice, they begin to question unfair rules.

Card Backs - ECR Cards D - Explanation

Check only after the group commits.

CE

DEEP FACTS + E

Cause and Effect

ET

DEEP FACTS + E

Expert Testimony

Build the Full ECR - Answer Key

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

Reason / Way	Matching Evidence
Protection	"These rights protect us every day,"
Fair laws	"They wrote down rights to make things fair,"
Voice in decisions	"If we live here and follow these laws, we should have a part in making them."

TEACHER MODEL - THESIS (CENTRAL IDEA)

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

TEACHER MODEL - EXPLANATION

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

Build the Full ECR - My Recording Sheet

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

ECR Step	My Words
Prompt (the writing job)	
Thesis (Central Idea) (connects both texts)	
Reason / Way	
CSI Evidence (exact words)	
Explanation (a DEEP FACTS + E move)	
TREES Response (sum it up)	

NO-CUT PATHWAY

You do not have to cut the cards. Write each step of your ECR in the table, name which DEEP FACTS + E move you used, and explain your choices aloud or in your notebook.

STUDENT SUPPORT - Another Way to Show What You Know

Use the ECR Flow and DEEP FACTS + E charts as a reference. Point to the card that matches each step before you write it.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

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

DISCUSSION QUESTIONS

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

MODULE OVERARCHING QUESTION

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

My discussion notes:

STUDENT SUPPORT - Another Way to Show What You Know

Use this frame: Prompt analysis helped me _____. My thesis (central idea) guided my work 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: My First Completed Cluster 3 ECR

Build the complete chain, one step at a time.

PROMPT

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

THE SEVEN STEPS

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the ECR Flow chart and the DEEP FACTS + E chart. You still choose the thesis (central idea), the evidence, and the explanation move.

Ready to Stretch? Take Your Thinking Further!

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

My Full ECR Response - Draft Space

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

SUCCESS CHECK

- ☐ Prompt analyzed ☐ Thesis (central idea) states a direct answer
☐ Reasons or ways organized ☐ CSI evidence from both texts ☐ Explanation, not repeated evidence ☐ Complete TREES response

[illegible]

Day 4 - AWARD Yourself

Give yourself credit - you built a full response from beginning to end. That is big work.

TREES BUILDER BADGE

Draw a TREES Builder Badge. Put a star beside the ECR step you handled most independently.

MY AWARD

Today I built a stronger ECR by

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 words ____ show ____.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



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Day 4 - TARGET Your Next ECR

A useful target names the precise ECR step you will grow next.

CHOOSE ONE TARGET

- ☐ Prompt alignment ☐ Thesis (central idea) precision
☐ Distinct reasons/ways ☐ Stronger evidence ☐ Deeper explanation ☐ Organization

REVISING AND EDITING CONNECTION

Combine: "Rights protect people. Rights make laws fairer." Replace vague *good* in "The rights are good for people" with precise language. Add a sentence connecting protection to fairness. Delete one repeated sentence. Then check subject-verb agreement, irregular verbs, collective nouns, comparative and superlative adjectives, prepositional phrases, and high-frequency spelling.

ANSWER KEY

"Rights protect people and help make laws fairer."

BUILD A PRECISE TARGET

My next ECR goal is _____ because

Day 5 - EXPLAIN or Turn and Teach

Teach a partner: your explanation is proof of your understanding.

TEACH-BACK FRAME

First, I _____. Next, I _____. Then, I _____. After that, I _____. Finally, I _____. Be clear, kind, and confident.

MY TEACHING CARD

The ECR step I am teaching:

What it does:

Why it matters:

My example from the poem or the drama:

CLOSING CHANT

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner before the teach-back. Use the card, but explain in your own words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

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

How do I build a full evidence-based response that explains conflict, rights, and voice using both texts?

MY ANSWER, IN MY OWN WORDS

The ECR process works because each part prepares the next part. I start by analyzing the prompt, which tells me the thinking job. Then I write a thesis (central idea) that states my central answer. Next, I organize reasons or ways that divide my thinking into parts. I choose CSI evidence that connects, strongly supports, and is important enough to prove each idea, and I explain how that proof connects to my reason. Finally, I organize everything into one complete TREES response that sums up my thinking.

WHAT CHANGED?

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

My thinking grew because

My thinking level now:

MOVE YOUR THINKING



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MY MODULE CHECK-IN

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

AWARD

Something I am proud of:

TARGET

Something I will strengthen next:

EXPLAIN

The page that best proves my growth is _____ because

I Can...	Not Yet	Getting Set	I Can Do It
Identify conflict, rights, fairness, and voice ideas in both texts	☐	☐	☐
Analyze a prompt, write a thesis (central idea), and magnify ideas	☐	☐	☐
Choose CSI evidence and explain proof	☐	☐	☐
Build a complete informative ECR in order	☐	☐	☐
Teach the full ECR process to another writer	☐	☐	☐

Day 5 - Writing Opportunity: A Full ECR

Use the same prompt and build a full response on your own.

PROMPT

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

CHECKLIST

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

MY FIRST DECISION

My thesis (central idea) will connect both texts by

STUDENT SUPPORT - Another Way to Show What You Know

Read the prompt aloud. Choose the reason or way whose evidence you can explain most clearly. Then plan your thesis (central idea) first.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Full ECR Response

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

Step 1 - Thesis (Central Idea)

Write your central idea connecting both texts.

Step 2 - Reason/Way + Evidence

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

Step 3 - Explanation

Explain the evidence with a DEEP FACTS + E move.

Step 4 - TREES Response

Sum up your complete response.

STUDENT SUPPORT - Another Way to Show What You Know

Use the ECR Flow chart, the DEEP FACTS + E chart, and the TRACKS evidence hunts. You choose the exact quote and the explanation move.

Ready to Stretch? Take Your Thinking Further!

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

Full ECR Response - Draft Page 1

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

MEANING CHECK

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

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 right side and a slight shadow on the left, suggesting it's part of a bound notebook. There is no handwriting or other markings on the page.

Full ECR Response - Draft Page 2

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

PRECISION CHECK

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

[illegible]

Revise, Edit, and Share

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

REVISE

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

Before:

After:

EDIT - Conventions Sweep

- ☐ Subject-verb agreement
 ☐ Irregular past tense
 ☐ Collective nouns
☐ Comparative / superlative adjectives
 ☐ Prepositions / prepositional phrases
☐ Spelling patterns and rules
 ☐ High-frequency spelling

SHARE

My partner heard my explanation 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 ECR step.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did every part of your ECR support your thesis (central idea)? Use proof.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



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BUILD

☐ 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 CSI choice that proves your thinking most clearly.

PROOF OF TRANSFER

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

READY TO STRETCH? - Evaluate the Build

Compare two thesis (central idea) choices, then defend the stronger one.

COMPARE

Thesis (Central Idea) A: "Both texts are about rights and people."

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

ANSWER KEY

Thesis (Central Idea) B is stronger because it directly answers the prompt and previews focused ideas.

JUSTIFY

Compare two evidence choices and two explanation choices from this module. Defend the strongest match using CSI and a DEEP FACTS + E habit.

MOVE YOUR THINKING



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BUILD

Low, Medium, and High Exemplars

Compare three responses to the same prompt. Notice what grows the thinking.

LOW EXEMPLAR

"Both texts are about rights and people."

What is working: The response names a related idea.

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

MEDIUM EXEMPLAR

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

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

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

HIGH EXEMPLAR

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

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

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

An ECR is built step by step: prompt analysis identifies the thinking job; the thesis (central idea) states the central answer; reasons or ways organize the explanation; CSI evidence proves each idea; explanation shows how the proof connects; and a TREES response brings the pieces into one coherent informative response. You can build clear, evidence-based writing one thoughtful step at a time.

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 build a full ECR from a poem and a drama?

My Answer

I notice the conflict, rights, and voice in both texts, connect them around one clear thesis (central idea), then grow all the parts - reasons or ways, evidence, and explanation - and prove why my idea matters.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the conflict: In the poem ____, in the drama ____, so my thesis (central idea) is ____.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 3



M O D U L E

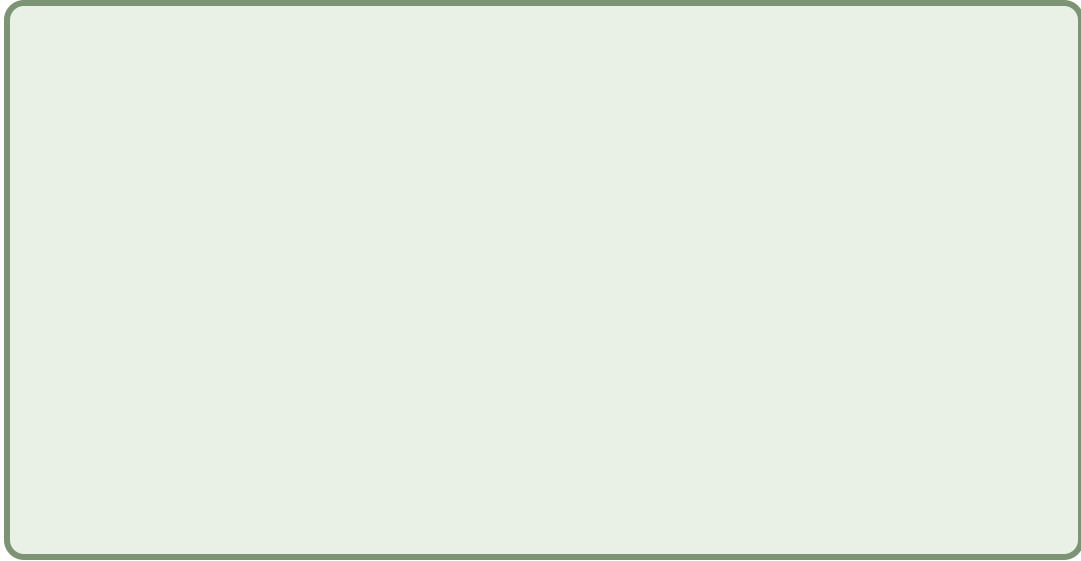


Hidden WHY and HOW Prompt Clues

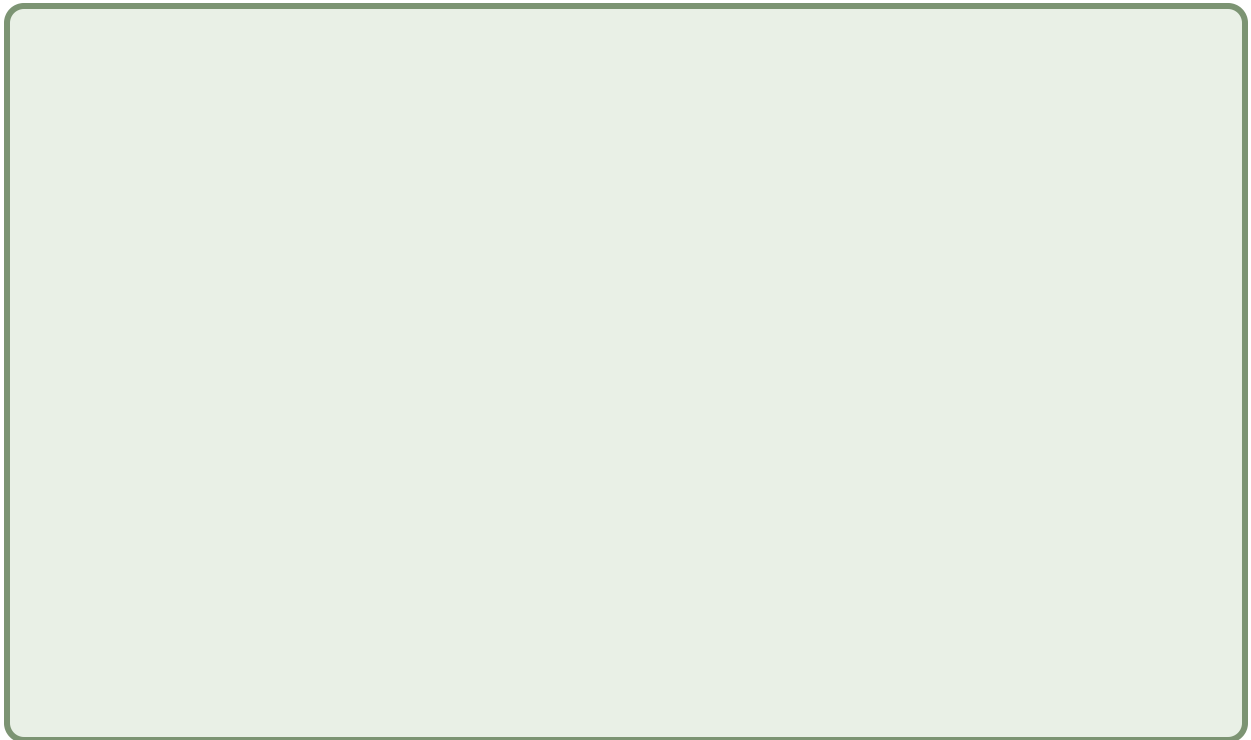
Finding What the Prompt Wants



Pocket Practice



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



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

Why This Module Matters

A prompt can hide its true job in one important word.

WHY THIS MODULE MATTERS

Some sentence-statement prompts never say "why" or "how." Instead, they hide the thinking job inside a single clue word. Words such as importance, significance, reasons, meaning, purpose, and value signal a hidden WHY job. Words such as ways, reveal, influence, show, develop, and shape signal a hidden HOW job. Once you identify that hidden job, you can build a thesis (central idea), choose evidence, and write an explanation that stays aligned to the prompt instead of drifting into summary.

Essential Question

How do I find the clue words that show whether a prompt wants WHY or HOW?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop my draft with specific facts.

TEKS 5.11(B)(v) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with specific details

HOW I SAY THE STANDARD!

I can develop my draft with specific details.

The Standards I Am Learning - Part 2

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

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 3

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

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

TEKS 5.11(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.

TEKS 5.11(C)(iii) - Official Standard

revise drafts to improve coherence by adding ideas

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(iv) - Official Standard

revise drafts to improve coherence by deleting ideas

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(v) - Official Standard

revise drafts to improve coherence by combining ideas

HOW I SAY THE STANDARD!

I can combine short ideas so my writing flows.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(x) - Official Standard

edit drafts using standard English conventions, including conjunctive adverbs

HOW I SAY THE STANDARD!

I can use a conjunctive adverb such as however correctly.

TEKS 5.11(D)(xiv) - Official Standard

edit drafts using standard English conventions, including indefinite pronouns

HOW I SAY THE STANDARD!

I can use indefinite pronouns correctly.

TEKS 5.11(D)(xv) - Official Standard

edit drafts using standard English conventions, including subordinating conjunctions in complex sentences

HOW I SAY THE STANDARD!

I can use a subordinating conjunction to build a complex sentence.

TEKS 5.11(D)(xxi) - Official Standard

edit drafts using standard English conventions, including commas in complex sentences

HOW I SAY THE STANDARD!

I can use a comma correctly in a complex sentence.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(B)(i) - Official Standard

expand and internalize initial English vocabulary by using content-area vocabulary during formal classroom interactions

HOW I SAY THE STANDARD!

I can use content words when I talk in class.

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(G)(ii) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words to using content-based grade-level text by paraphrasing content-area text

HOW I SAY THE STANDARD!

I can retell what I read in my own words.

ELPS 3(G)(iii) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words to using content-based grade-level text by summarizing content-area text

HOW I SAY THE STANDARD!

I can summarize what I read.

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(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(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

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

I WILL

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

LEARNING DESTINATION

I will identify clue words that reveal a hidden WHY or hidden HOW job and write a thesis (central idea) that performs that same job.

MY LAUNCHPAD PROMISE

The clue word I will practice noticing first is _____ because

My Module 2 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Underline the clue word	a lot / a little / new	a lot / a little / new	a lot / a little / new
Decide hidden WHY or hidden HOW	a lot / a little / new	a lot / a little / new	a lot / a little / new
Name the clue that proves my choice	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write a matching thesis (central idea)	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise + check conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

fair

Say it: FAIR

What it means: treating people in a just way

Try the frame: A fair rule is ____.

voice

Say it: VOYSS

What it means: a chance to share an idea or choice

Try the frame: My voice matters when ____.

rule

Say it: ROOL

What it means: a direction people are expected to follow

Try the frame: One rule I follow is ____.

right

Say it: RYT

What it means: a freedom or protection people have

Try the frame: One right protects ____.

law

Say it: LAW

What it means: an official rule for a community

Try the frame: A law can ____.

Tier 1 Vocabulary

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

safe

Say it: SAYF

What it means: protected from harm

Try the frame: I feel safe when ____.

choose

Say it: CHOOZ

What it means: decide between options

Try the frame: I choose ____ because ____.

hear

Say it: HEER

What it means: listen to someone's ideas

Try the frame: People should hear ____.

build

Say it: BILD

What it means: put parts together to make something

Try the frame: I can build ____.

guide

Say it: GYD

What it means: help show the way

Try the frame: This guide helps me ____.

Tier 2 Vocabulary

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

prompt

Say it: PROMPT

What it means: the statement that gives a writing job

Try the frame: The prompt asks me to ____.

thesis (central idea)

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

What it means: the central sentence that answers a prompt

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

reason

Say it: REE-zuhn

What it means: an idea that explains why something is true or important

Try the frame: One reason is ____.

way

Say it: WAY

What it means: a method that explains how something happens

Try the frame: One way is ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof from a text

Try the frame: My evidence is ____.

Tier 2 Vocabulary

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

explanation

Say it: ek-spluh-NAY-shuhn

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

Try the frame: My explanation shows ____.

analyze

Say it: AN-uh-lyz

What it means: study parts closely to understand them

Try the frame: I analyze by ____.

classify

Say it: KLAS-uh-fy

What it means: sort ideas by shared features

Try the frame: I classify these by ____.

coherent

Say it: koh-HEER-uhnt

What it means: clear and logically connected

Try the frame: My response is coherent because ____.

response

Say it: rih-SPONS

What it means: a written answer to a prompt

Try the frame: My response explains ____.

Tier 3 Vocabulary

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

amendment

Say it: uh-MEND-muhnt

What it means: an official change or addition to a governing document

Try the frame: An amendment can ____.

religion

Say it: rih-LIJ-uhn

What it means: a set of beliefs about faith or worship

Try the frame: Religion is mentioned when ____.

jury

Say it: JOO-ree

What it means: a group that listens in a court case

Try the frame: A jury helps ____.

punishments

Say it: PUN-ish-ments

What it means: consequences for breaking a law

Try the frame: Punishments should be ____.

colonists

Say it: KOL-uh-nists

What it means: people who lived in colonies

Try the frame: The colonists wanted ____.

Tier 3 Vocabulary

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

Parliament

Say it: PAR-luh-ment

What it means: the lawmaking group in England

Try the frame: Parliament made ____.

representation

Say it: rep-rih-zen-TAY-shuhn

What it means: having people speak or decide for a group

Try the frame: Representation means ____.

self-government

Say it: self-GUV-ern-ment

What it means: people taking part in governing themselves

Try the frame: Self-government gives people ____.

apprentice

Say it: uh-PREN-tiss

What it means: a young person learning a trade from an expert

Try the frame: An apprentice learns ____.

conflict

Say it: KON-flikt

What it means: a problem or disagreement

Try the frame: The conflict grows when ____.

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 are reading.
O - Discover	Discover the meaning of the word as we learn together through our lessons.
T - Drop	Go back and erase the dot above the word once you know its meaning.

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.

What Is the Prompt REALLY Asking?

A prompt can hide its true job in one important word.

Hidden WHY Clues	Hidden HOW Clues
importance	ways
significance	reveal
reasons	influence
meaning	show
purpose	develop
value	shape

THE HIDDEN JOB

A prompt may never say "why" or "how." A hidden WHY prompt asks for reasons, importance, meaning, significance, purpose, or value. A hidden HOW prompt asks in what ways something develops, reveals, shapes, or influences something else. Always ask: What is this prompt really asking me to explain?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

The Prompt Detective Routine

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

THE FIVE-STEP ROUTINE

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

READ ›

CLUE ›

JOB ›

TYPE ›

THESIS

MODEL - HIDDEN WHY

Prompt: "Explain the significance of the rights named in the poem."

Clue: significance (hidden WHY). **Thesis (Central Idea):** The rights named in the poem are significant because they protect freedoms and help make laws fair.

MODEL - HIDDEN HOW

Prompt: "Describe how the colonists' wish for self-government influences the drama."

Clue: influences (hidden HOW). **Thesis (Central Idea):** The colonists' wish for self-government influences the drama by leading Thomas and Mr. Harris to question laws made far away and to want a voice of their own.

STUDENT SUPPORT - Another Way to Show What You Know

Underline the clue word first. You still build the sentence and choose the accurate answer.

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

Students identify a hidden WHY or hidden HOW prompt job without relying on the words "why" and "how," then use that job to prepare a stronger thesis (central idea).

SUCCESS CRITERIA

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How can clue words reveal whether a prompt is asking for WHY thinking or HOW thinking?

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.

Our Rights, Our Voices

Passage 5 • Poem • Part 1 of 3

AS YOU READ

Read the poem "Our Rights, Our Voices" once as a clean copy. Use the DOT HABIT. TAP the TRACKS. Notice words and lines that connect to rights, fairness, protection, and the reasons or ways laws matter.

- | | |
|---|---|
| [1] Long ago, when a nation was new, | [9] The First says you can speak your mind, |
| [2] Leaders asked, "What should we do?" | [10] Practice religion of any kind, |
| [3] They wanted rules that all could know, | [11] Write your thoughts and gather too, |
| [4] To help the young country safely grow. | [12] And transmit ideas as others do. |
| [5] They wrote down rights to make things fair, | [13] The Second says you have a right |
| [6] So people's freedoms would be there. | [14] To keep yourself safe day or night, |
| [7] These promises would help explain | [15] The Third says soldiers cannot stay, |
| [8] How laws should work across the land. | |

Our Rights, Our Voices - Continued

Passage 5 • Poem • Part 2 of 3

AS YOU CONTINUE READING

Keep reading closely, dotting unfamiliar words, and marking exact TRACKS evidence.

[16] Inside your home in any way.

[17] Each amendment has an important role.

[18] Together they help protect the whole.

[19] They remind the government what it can do,

[20] While protecting the rights of me and you.

[21] The Fourth is protective of things and space,

[22] No searches happen without a case,

[23] The Fifth says courts must treat you fair,

[24] And follow laws with proper care.

[25] The Sixth gives you a trial that's fair,

[26] With a jury there to listen and care,

[27] The Seventh keeps your right to sue,

[28] In certain cases brought to court too.

[29] The Eighth says punishments must be fair,

[30] Not too harsh or hard to bear,

Our Rights, Our Voices - Continued

Passage 5 • Poem • Part 3 of 3

AS YOU CONTINUE READING

Keep reading closely, dotting unfamiliar words, and marking exact TRACKS evidence.

[31] The Ninth reminds us rights still exist,

[32] Even ones not on the list.

[33] The Tenth says powers not written down

[34] Belong to states and people around,

[35] These rights protect us every day,

[36] And help guide laws in every way.

[37] When people learn these rights at school,

[38] They better understand each rule.

[39] Knowing freedoms, big and small,

[40] Helps us respect the rights of all.

[41] The Bill of Rights has stood the test,

[42] Helping our nation do its best.

[43] Though many years have passed us by,

[44] Its freedoms still reach you and I.

Our Rights, Our Voices - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

Symbol	Evidence Type	Exact Evidence	Why It Fits
(T)	T - Time	"Long ago, when a nation was new,"	It fits because _____
(R)	R - Reactions	"They wanted rules that all could know,"	It fits because _____
(A)	A - Actions	"They wrote down rights to make things fair,"	It fits because _____
(C)	C - Character, Concept, Creature	"The First says you can speak your mind,"	It fits because _____
(K)	K - Key Knowledge	"These rights protect us every day,"	It fits because _____
(S)	S - Scenery / Setting	"Inside your home in any way."	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 Voice of Their Own

Passage 6 • Drama • Part 1 of 3

AS YOU READ

Read the drama "A Voice of Their Own" aloud. Notice the characters, scenes, and stage directions. Use the DOT HABIT and TAP the TRACKS to collect details about laws, voice, and self-government.

Characters:

NARRATOR

THOMAS (a young apprentice)

MR. HARRIS (a shop owner)

Scene 1: Outside the Shop

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

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

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

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

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

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

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

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

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

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

A Voice of Their Own - Continued

Passage 6 • Drama • Part 2 of 3

AS YOU CONTINUE READING

Keep marking clue words and exact TRACKS evidence as the scenes continue.

Scene 2: Later That Day

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

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

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

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

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

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

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

[18] **THOMAS:** Then they understand what families need.

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

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

A Voice of Their Own - Continued

Passage 6 • Drama • Part 3 of 3

AS YOU CONTINUE READING

Keep marking clue words and exact TRACKS evidence as the scenes continue.

Scene 3: A New Understanding

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

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

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

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

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

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

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

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

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

A Voice of Their Own - TRACKS Evidence Hunt

Verbally explain why each exact clue fits.

Symbol	Evidence Type	Exact Evidence	Why It Fits
Ⓓ	T - Time	“Scene 2: Later That Day”	It fits because _____
Ⓡ	R - Reactions	“But it doesn’t seem fair.”	It fits because _____
Ⓐ	A - Actions	“Thomas finishes sweeping”	It fits because _____
Ⓒ	C - Character, Concept, Creature	“THOMAS”	It fits because _____
Ⓚ	K - Key Knowledge	“It’s called self-government.”	It fits because _____
Ⓢ	S - Scenery / Setting	“Scene 1: Outside the Shop”	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Mystery Prompt Jobs

Pencils down. Listen for whether each prompt asks for a hidden WHY job or a hidden HOW job.

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

1. "Explain the significance of the Bill of Rights in the poem."

Clue: significance - hidden WHY.

2. "Explain what the dialogue reveals about the colonists' feelings."

Clue: reveals - hidden HOW.

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

FRESH RECALL

Close your notes. Tell a partner three hidden-WHY clues and three hidden-HOW clues.

STUDENT SUPPORT - Another Way to Show What You Know

Show W for WHY or H for HOW with a hand signal, then name the clue word.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: Hidden WHY and Hidden HOW

A hidden WHY prompt asks for reasons. A hidden HOW prompt asks for ways or development.

HIDDEN WHY (Reasons/Importance)

A hidden WHY prompt asks for reasons, importance, meaning, significance, purpose, or value.

HIDDEN HOW (Ways/Development)

A hidden HOW prompt asks in what ways something develops, reveals, shapes, or influences something else.

DAY 1 CHECK

Classify this prompt: "Describe the purpose of the rights named in the poem." Name the clue word and explain the kind of thinking it needs.

The clue word is:

This prompt is (circle one): Hidden WHY / Hidden HOW

It needs that thinking because:

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Game: Flip Flap Prompt Sort

Read the prompt. Decide hidden WHY or hidden HOW. Prove it with the clue word.

HOW TO PLAY

1. Make a notebook flip flap labeled WHY and HOW.
2. Your pair gets 12 prompt cards.
3. Read each prompt aloud. Underline the clue word.
4. Decide whether it asks for reasons/importance (WHY) or ways/development (HOW), then place it under the correct flap.
5. Defend your choice aloud with a sentence stem.

ACCOUNTABILITY MOVE

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

ANSWER KEY

Hidden WHY: cards 1-6 (importance, significance, reasons, meaning, purpose, value) •
Hidden HOW: cards 7-12 (ways, reveals, influences, show, develops, shape)

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Flip Flap Prompt Sort Cards (Cards 1-6)

Dashed lines mean CUT.

CARD 1 • HIDDEN WHY

Explain the importance of the rights listed in *Our Rights, Our Voices*.

Clue word: importance

Hidden WHY or Hidden HOW? _____

CARD 2 • HIDDEN WHY

Describe the significance of the Bill of Rights in the poem.

Clue word: significance

Hidden WHY or Hidden HOW? _____

CARD 3 • HIDDEN WHY

State the reasons the rights in the poem matter to people.

Clue word: reasons

Hidden WHY or Hidden HOW? _____

CARD 4 • HIDDEN WHY

Explain the meaning of fair treatment in *Our Rights, Our Voices*.

Clue word: meaning

Hidden WHY or Hidden HOW? _____

CARD 5 • HIDDEN WHY

Describe the purpose of the rights named in the poem.

Clue word: purpose

Hidden WHY or Hidden HOW? _____

CARD 6 • HIDDEN WHY

Explain the value of having a voice in *A Voice of Their Own*.

Clue word: value

Hidden WHY or Hidden HOW? _____

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

Use each back to check the matching card.

WHY

FLIP FLAP PROMPT SORT

Prompt Card 2

HIDDEN WHY • HIDDEN HOW

WHY

FLIP FLAP PROMPT SORT

Prompt Card 1

HIDDEN WHY • HIDDEN HOW

WHY

FLIP FLAP PROMPT SORT

Prompt Card 4

HIDDEN WHY • HIDDEN HOW

WHY

FLIP FLAP PROMPT SORT

Prompt Card 3

HIDDEN WHY • HIDDEN HOW

WHY

FLIP FLAP PROMPT SORT

Prompt Card 6

HIDDEN WHY • HIDDEN HOW

WHY

FLIP FLAP PROMPT SORT

Prompt Card 5

HIDDEN WHY • HIDDEN HOW

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

Dashed lines mean CUT.

CARD 7 • HIDDEN HOW

Describe the ways the poem shows the need for rights.

Clue word: ways

Hidden WHY or Hidden HOW? _____

CARD 8 • HIDDEN HOW

Explain what the dialogue reveals about the colonists' feelings.

Clue word: reveals

Hidden WHY or Hidden HOW? _____

CARD 9 • HIDDEN HOW

Describe how the colonists' wish for self-government influences the drama.

Clue word: influences

Hidden WHY or Hidden HOW? _____

CARD 10 • HIDDEN HOW

Explain what the scenes show about the growing conflict in *A Voice of Their Own*.

Clue word: show

Hidden WHY or Hidden HOW? _____

CARD 11 • HIDDEN HOW

Describe how the poem develops the idea of protection through its lines.

Clue word: develops

Hidden WHY or Hidden HOW? _____

CARD 12 • HIDDEN HOW

Explain what the characters' words shape in the reader's understanding of conflict.

Clue word: shape

Hidden WHY or Hidden HOW? _____

Flip Flap Prompt Sort - Card Backs (Cards 7-12)

Use each back to check the matching card.

HOW

FLIP FLAP PROMPT SORT

Prompt Card 8

HIDDEN WHY • HIDDEN HOW

HOW

FLIP FLAP PROMPT SORT

Prompt Card 7

HIDDEN WHY • HIDDEN HOW

HOW

FLIP FLAP PROMPT SORT

Prompt Card 10

HIDDEN WHY • HIDDEN HOW

HOW

FLIP FLAP PROMPT SORT

Prompt Card 9

HIDDEN WHY • HIDDEN HOW

HOW

FLIP FLAP PROMPT SORT

Prompt Card 12

HIDDEN WHY • HIDDEN HOW

HOW

FLIP FLAP PROMPT SORT

Prompt Card 11

HIDDEN WHY • HIDDEN HOW

Flip Flap Prompt Sort - Recording

Save at least two sorted prompts.

ROUND 1

Card: ____ Type: HIDDEN WHY / HIDDEN HOW

The clue word is:

I placed this under ____ because the clue word is ____:

My thesis (central idea):

ROUND 2

Card: ____ Type: HIDDEN WHY / HIDDEN HOW

The clue word is:

I placed this under ____ because the clue word is ____:

My thesis (central idea):

STUDENT SUPPORT - Another Way to Show What You Know

Say the clue word and the type aloud before recording.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

What made some prompts belong under WHY even though “why” never appeared?

- What made some prompts belong under the WHY flap even though "why" never appeared?
- What clues helped you know a prompt belonged under HOW?
- Why is it important not to rush?
- What happens if a writer answers the topic but not the real job?

MY DISCUSSION NOTES

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - USE: Prompt Clue Word Sort

Isolate the exact clue word in each prompt, then sort by family.

DIRECTIONS

Write two columns: Hidden WHY and Hidden HOW. Sort these clue words, then circle your three strongest clues.

importance • reveal • significance • influence • reasons • ways • purpose • develop • value • show

Hidden WHY	Hidden HOW

ANSWER KEY

Hidden WHY: importance, significance, reasons, purpose, value

Hidden HOW: reveal, influence, ways, develop, show

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Prompt-to-Thesis (Central Idea) - HIDDEN WHY

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

PROMPT

Describe the significance of the Bill of Rights in the poem.

The clue word is:

This prompt asks for (circle one): Hidden WHY / Hidden HOW

Evidence from the text I will use:

MY HIDDEN WHY THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Independent Prompt-to-Thesis (Central Idea) - HIDDEN HOW

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

PROMPT

Describe how the colonists' wish for self-government influences the drama.

The clue word is:

This prompt asks for (circle one): Hidden WHY / Hidden HOW

Evidence from the text I will use:

MY HIDDEN HOW THESIS (CENTRAL IDEA)

STUDENT SUPPORT - Another Way to Show What You Know

The clue word here is "influences." You still build the sentence and choose the accurate answer.

Ready to Stretch? Take Your Thinking Further!

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

Module 2 Conventions Sweep

Apply four checks.

READ

The dialogue reveals frustration. The characters want a voice. The colonists wanted fair treatment; however, they also wanted representation.

1. Combine the first two sentences into one coherent sentence using a subordinating conjunction such as because.
2. Add a comma if the dependent clause comes first.
3. Label the conjunctive adverb and check that it is punctuated correctly.
4. Check an indefinite-pronoun sentence for agreement.

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.

CHOOSE

- Draw a Prompt Detective Badge and place a star beside the clue word that will help you most.
- OR complete: "Today I learned to uncover hidden prompt jobs by noticing ____."
- Complete: "I stayed aligned to the prompt by ____."

TEACHER MODEL

Prompt: "Describe the significance of the Bill of Rights in the poem."

Thesis (Central Idea): "The Bill of Rights is significant because it protects people's freedoms, requires fair treatment in courts, and guides laws that affect everyone."

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

MY AWARD

My thesis (central idea) is strong because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING


Foundational
RECALL


Emergent
CONNECT


Visible
EXPLAIN


Independent
USE


Reflective
EXTEND

Day 4 - TARGET Your Next Move

Choose one precise target.

- ☐ Notice the clue word more carefully.
- ☐ Distinguish hidden WHY from hidden HOW.
- ☐ Avoid answering the topic only.
- ☐ Explain how the clue guided me.
- ☐ Strengthen my word choice.

MY TARGET

My next classification goal is

I chose it because

I will know I improved when

Ready to Stretch? Take Your Thinking Further!

Can a prompt include clues for both jobs? What happens if you answer the wrong kind of prompt? Explain.

Day 5 - EXPLAIN to Others

Teach the hidden-job HABIT.

TEACH-BACK FRAME

This prompt is really a ____ prompt because the clue word ____ tells me to think about ____.

TEACH-BACK CHECKLIST

- I name at least one hidden-WHY clue.
- I name at least one hidden-HOW clue.
- I explain that the topic tells WHAT and the clue word tells HOW TO THINK.
- I demonstrate the HABIT with one of the 12 Prompt Cards.

INDEPENDENT TRANSFER

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

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse aloud, then teach in your own words.

Ready to Stretch? Take Your Thinking Further!

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

Check the Learning

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

STUDENT SELF-CHECK

- I underlined the clue word.
- I decided whether the prompt needs a hidden WHY job or a hidden HOW job.
- I can explain how the clue proves my choice.
- My thesis (central idea) directly answers the task.
- I revised for precision and checked conventions.

EXIT TICKET

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

Now classify: "Describe the ways the poem shows the need for rights." Which clue proves the choice?

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How can clue words reveal whether a prompt is asking for WHY thinking or HOW thinking?

WHAT CHANGED?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

MY MODULE CHECK-IN

Award. Target. Explain.

AWARD

Circle your favorite prompt-detective moment. Write what you are proud of and name the clue word that revealed the hidden WHY or hidden HOW job.

TARGET

Choose one: write a question about a new topic this lesson made you curious about, or name the clue-word step you want to get better at.

EXPLAIN

Name the page that best proves your growth. Explain how you used the clue word to keep your thesis (central idea) aligned to the prompt.

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

Choose two of the 12 Prompt Cards - one Hidden WHY and one Hidden HOW.

DIRECTIONS

For each card: (1) underline the clue word, (2) label the prompt Hidden WHY or Hidden HOW, (3) write a one-sentence thesis (central idea) that directly answers the task, (4) revise one word or phrase for precision, (5) check conventions. Use evidence only from "Our Rights, Our Voices" and "A Voice of Their Own."

RESPONSE FRAMES

Hidden WHY: ____ is important/significant because ____, ____, and ____.

Hidden HOW: The text reveals/shows ____ through ____, ____, and ____.

MY HIDDEN WHY PROMPT

Card ____ • Clue word: _____

Thesis (Central Idea):

MY HIDDEN HOW PROMPT

Card ____ • Clue word: _____

Thesis (Central Idea):

STUDENT SUPPORT - Another Way to Show What You Know

Underline the clue in each card. You still choose the accurate answer and build the sentence.

Ready to Stretch? Take Your Thinking Further!

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

Plan My Informational Response

Gather evidence and explain what it shows.

DETAIL 1

WHAT IT SHOWS

DETAIL 2

WHAT IT SHOWS

STUDENT SUPPORT - Another Way to Show What You Know

Use the TRACKS hunt. You still explain each detail.

Ready to Stretch? Take Your Thinking Further!

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

Informational Draft - Page 1

Begin with your thesis (central idea). Match the structure to the prompt's hidden job.

DRAFTING FOCUS

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

[illegible]

Informational Draft - Page 2

Begin with your thesis (central idea). Match the structure to the prompt's hidden job.

DRAFTING FOCUS

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

[illegible]

Revise, Edit, and Share

Improve structure and check conventions.

REVISE

☐ engaging idea ☐ sentence structure ☐ word choice ☐ coherence (add, delete, combine)

EDIT

☐ conjunctive adverbs ☐ indefinite pronouns ☐ subordinating conjunctions ☐ commas in complex sentences

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the clue that proves your prompt job.

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 job.

READY TO STRETCH? - Prompt Architect Challenge

Create two hidden WHY prompts and two hidden HOW prompts using only the poem and the drama.

DIRECTIONS

Each sentence-statement prompt must use one precise clue word. Start with: "Explain the significance of ____." "Describe the ways ____." "Explain what the dialogue reveals about ____." "State the reasons ____."

MY HIDDEN WHY PROMPTS

MY HIDDEN HOW PROMPTS

DEFEND ONE

Choose one prompt you wrote and explain why its clue word proves the classification.

STUDENT SUPPORT - Another Way to Show What You Know

Trade with a partner and check that each prompt has exactly one precise clue word.

Ready to Stretch? Take Your Thinking Further!

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

Study Three Prompt-Job Exemplars

Notice how a response moves from missing the hidden job to matching it exactly.

PROMPT

Describe the significance of the Bill of Rights in the poem "Our Rights, Our Voices."

LOW

"The poem is about rights."

The clue word "significance" signals a hidden WHY job. What did this response skip - the clue word, the reason thinking, or both?

MEDIUM

"The Bill of Rights is significant because it lists rights."

The response notices the WHY job. What still needs to be added so it explains why those rights matter to people?

HIGH

"The Bill of Rights is significant because it protects people's freedoms, requires fair treatment in courts, and guides laws that affect everyone. The poet says, 'The Fifth says courts must treat you fair,' which shows the rights guard people in daily life."

How does this response answer the hidden WHY job instead of just naming the topic?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the clue word, then mark where each response answers - or misses - the hidden job. You still judge 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

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

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 find the clue words that show whether a prompt wants WHY or HOW?

My Answer

I hunt for clue words: words like importance and impact point to WHY (reasons), while words like reveal, influence, and demonstrate point to HOW (ways) - naming the clue word tells me what kind of answer to write.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the clue word: My prompt says ___, which points to ___ (WHY or HOW), so I will write about ___.

Ready to Stretch? Take Your Thinking Further!

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

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CLUSTER 3



M O D U L E

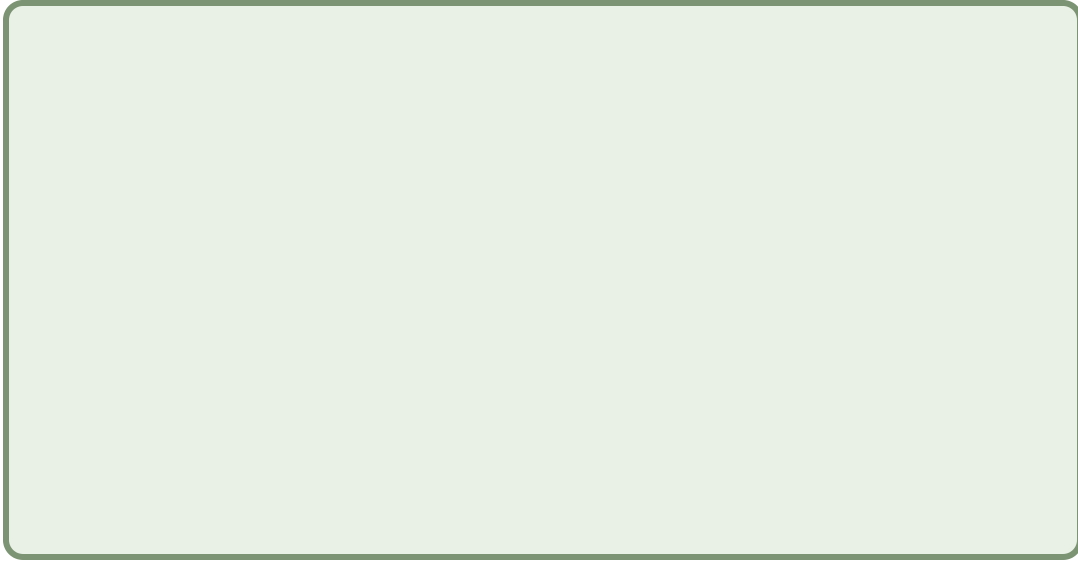


Magnifying Reasons into Topic Sentences

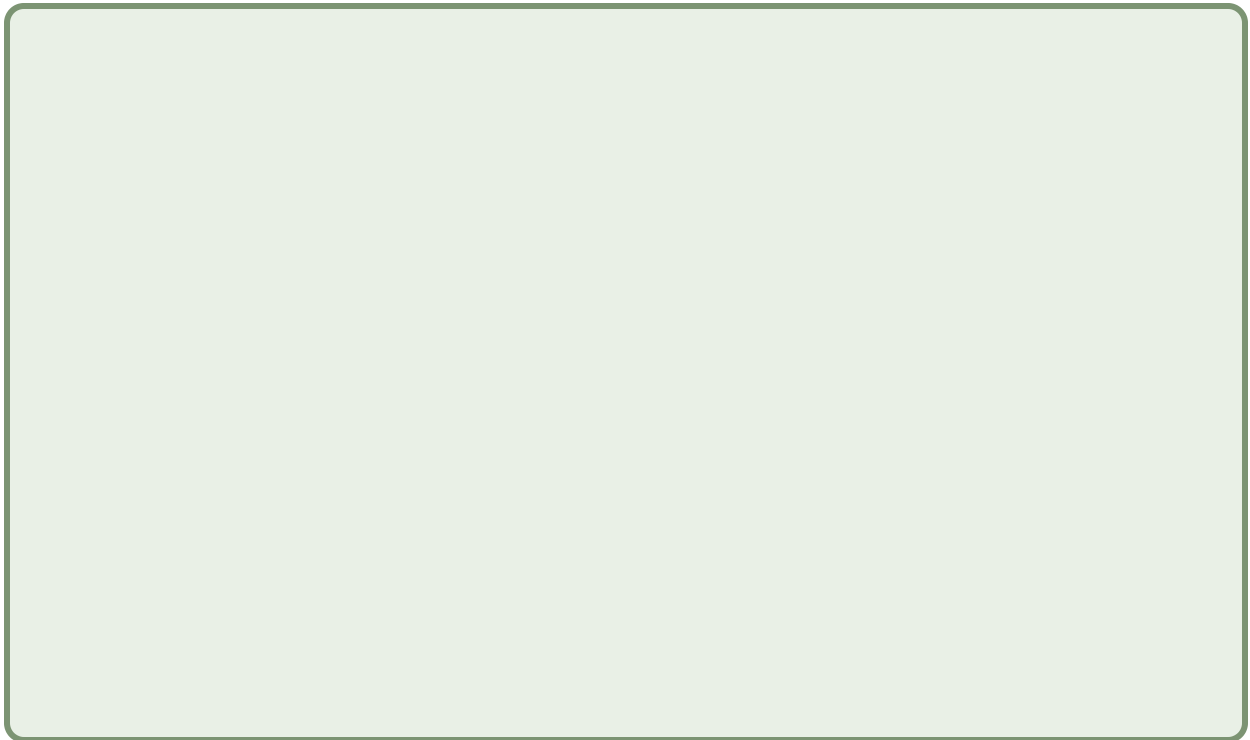
Turning Many Ideas into Three



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

Brainstorm wide, group with pride, narrow with care, choose the best three.

WHY THIS MODULE MATTERS

After you shape a WHY prompt and write a thesis (central idea), you grow the first major branch of the ECR TREE: the reason or way. This module teaches you to magnify your thinking instead of settling for the first idea - brainstorm many WHY reasons, sort like-minded reasons into buckets, narrow each bucket to one strong idea, and keep the best three as topic sentences for your three body paragraphs.

Essential Question

How do I magnify many reasons into three strong topic sentences?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop my draft with specific facts.

TEKS 5.11(B)(v) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with specific details

HOW I SAY THE STANDARD!

I can develop my draft with specific details.

The Standards I Am Learning - Part 2

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

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 3

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

TEKS 5.11(C)(i) - Official Standard

revise drafts to improve sentence structure

HOW I SAY THE STANDARD!

I can change my sentences so my topic sentences are 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 reasons are clearer.

TEKS 5.11(C)(iii) - Official Standard

revise drafts to improve coherence by adding ideas

HOW I SAY THE STANDARD!

I can add ideas so my topic sentences hold together.

TEKS 5.11(C)(iv) - Official Standard

revise drafts to improve coherence by deleting ideas

HOW I SAY THE STANDARD!

I can delete ideas that repeat so my writing stays focused.

TEKS 5.11(C)(v) - Official Standard

revise drafts to improve coherence by combining ideas

HOW I SAY THE STANDARD!

I can combine short ideas so my writing flows.

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(x) - Official Standard

edit drafts using standard English conventions, including conjunctive adverbs

HOW I SAY THE STANDARD!

I can use a conjunctive adverb such as however correctly.

TEKS 5.11(D)(xiv) - Official Standard

edit drafts using standard English conventions, including indefinite pronouns

HOW I SAY THE STANDARD!

I can use indefinite pronouns correctly.

TEKS 5.11(D)(xv) - Official Standard

edit drafts using standard English conventions, including subordinating conjunctions in complex sentences

HOW I SAY THE STANDARD!

I can use a subordinating conjunction to build a complex sentence.

TEKS 5.11(D)(xxi) - Official Standard

edit drafts using standard English conventions, including commas in complex sentences

HOW I SAY THE STANDARD!

I can use a comma correctly in a complex sentence.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can listen and restate what I heard about magnifying reasons.

ELPS 2(B)(i) - Official Standard

expand and internalize initial English vocabulary by using content-area vocabulary during formal classroom interactions

HOW I SAY THE STANDARD!

I can use content words when I talk in class.

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

I can explain my thinking out loud with more detail.

ELPS 3(G)(ii) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words to using content-based grade-level text by paraphrasing content-area text

HOW I SAY THE STANDARD!

I can retell what I read in my own words.

ELPS 3(G)(iii) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words to using content-based grade-level text by summarizing content-area text

HOW I SAY THE STANDARD!

I can summarize what I read.

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(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(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 3 Learning Launchpad

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

I CAN

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

I WILL

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

LEARNING DESTINATION

I will magnify at least eight WHY reasons into three distinct, connected topic sentences that can organize the three body paragraphs of an informative ECR.

MY LAUNCHPAD PROMISE

The magnifying HABIT I will practice first is _____ because

My Module 3 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Brainstorm many WHY reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Sort like-minded reasons into buckets	a lot / a little / new	a lot / a little / new	a lot / a little / new
Narrow each bucket to one strong idea	a lot / a little / new	a lot / a little / new	a lot / a little / new
Keep three distinct reasons	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write three connected topic sentences	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal for this module:

Tier 1 Vocabulary - Everyday Words

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

fair

Say it: FAIR

What it means: treating people in a just way

Try the frame: A fair rule is ____.

voice

Say it: VOYSS

What it means: a chance to share an idea or choice

Try the frame: My voice matters when ____.

rule

Say it: ROOL

What it means: a direction people are expected to follow

Try the frame: One rule I follow is ____.

right

Say it: RYT

What it means: a freedom or protection people have

Try the frame: One right protects ____.

law

Say it: LAW

What it means: an official rule for a community

Try the frame: A law can ____.

Tier 1 Vocabulary - Everyday Words

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

safe

Say it: SAYF

What it means: protected from harm

Try the frame: I feel safe when ____.

choose

Say it: CHOOZ

What it means: decide between options

Try the frame: I choose ____ because ____.

hear

Say it: HEER

What it means: listen to someone's ideas

Try the frame: People should hear ____.

build

Say it: BILD

What it means: put parts together to make something

Try the frame: I can build ____.

guide

Say it: GYD

What it means: help show the way

Try the frame: This guide helps me ____.

Tier 2 Vocabulary - Academic Words

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

prompt

Say it: PROMPT

What it means: the statement that gives a writing job

Try the frame: The prompt asks me to ____.

thesis (central idea)

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

What it means: the central sentence that answers a prompt

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

reason

Say it: REE-zuhn

What it means: an idea that explains why something is true or important

Try the frame: One reason is ____.

way

Say it: WAY

What it means: a method that explains how something happens

Try the frame: One way is ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof from a text

Try the frame: My evidence is ____.

Tier 2 Vocabulary - Academic Words

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

explanation

Say it: ek-spluh-NAY-shuhn

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

Try the frame: My explanation shows ____.

analyze

Say it: AN-uh-lyz

What it means: study parts closely to understand them

Try the frame: I analyze by ____.

classify

Say it: KLAS-uh-fy

What it means: sort ideas by shared features

Try the frame: I classify these by ____.

coherent

Say it: koh-HEER-uhnt

What it means: clear and logically connected

Try the frame: My response is coherent because ____.

response

Say it: rih-SPONS

What it means: a written answer to a prompt

Try the frame: My response explains ____.

Tier 3 Vocabulary - Passage-Specific Words

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

amendment

Say it: uh-MEND-muhnt

What it means: an official change or addition to a governing document

Try the frame: An amendment can ____.

religion

Say it: rih-LIJ-uhn

What it means: a set of beliefs about faith or worship

Try the frame: Religion is mentioned when ____.

jury

Say it: JOO-ree

What it means: a group that listens in a court case

Try the frame: A jury helps ____.

punishments

Say it: PUN-ish-ments

What it means: consequences for breaking a law

Try the frame: Punishments should be ____.

colonists

Say it: KOL-uh-nists

What it means: people who lived in colonies

Try the frame: The colonists wanted ____.

Tier 3 Vocabulary - Passage-Specific Words

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

Parliament

Say it: PAR-luh-ment

What it means: the lawmaking group in England

Try the frame: Parliament made ____.

representation

Say it: rep-rih-zen-TAY-shuhn

What it means: having people speak or decide for a group

Try the frame: Representation means ____.

self-government

Say it: self-GUV-ern-ment

What it means: people taking part in governing themselves

Try the frame: Self-government gives people ____.

apprentice

Say it: uh-PREN-tiss

What it means: a young person learning a trade from an expert

Try the frame: An apprentice learns ____.

conflict

Say it: KON-flikt

What it means: a problem or disagreement

Try the frame: The conflict grows when ____.

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 are reading.
O - Discover	Discover the meaning of the word as we learn together through our lessons.
T - Drop	Go back and erase the dot above the word once you know its meaning.

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 reason or way is the first branch Module 3 grows.

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)

THIS MODULE'S FOCUS

- This module focuses on the FIRST MAJOR BRANCH - the reason or way.
- After writing a thesis (central idea), I magnify my thinking: brainstorm many ideas, group them into buckets, keep one strong idea from each bucket, and narrow to my three best, most different buckets.

PASSAGE-GROUNDED REASON BUCKETS

Both passages give me details for three reason buckets: Protection and Safety, Fairness in Laws, and Voice and Representation. The poem states that rights protect people and that laws should be fair. In the drama, Thomas and Mr. Harris discuss self-government and the need for people to be heard.

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 explains WHY the thesis is true.

Ready to Stretch? Take Your Thinking Further!

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

The Magnifying Process for WHY Prompts

Brainstorm wide, group with pride, narrow with care, choose the best three.

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

OUR CHANT

HEAR YE! HEAR YE! REASONS ARE NEAR ME!

TOPIC-SENTENCE CHECK

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Color-Coded Buckets

Group like reasons together. Combine ideas that repeat the same meaning.

MODEL - FAIRNESS AND VOICE

Sample WHY prompt: Explain why the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important.

Sample thesis (central idea): Both the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important because people need protection, representation, and the freedom to be heard.

THE BUCKETS

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

MY THREE TOPIC-SENTENCE LEADERS

rights protect people from unfair treatment • fair laws help people live more justly • people need a voice in decisions that affect them

WHY GROUP BEFORE NARROWING?

Two reasons can be true and still repeat the same big idea. Grouping like-minded reasons and keeping one leader from each bucket keeps my three topic sentences distinct so each body paragraph has its own job.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

My Learning Destination

Know what success will look and sound like.

BIG GOAL

I will magnify at least eight WHY reasons into three distinct, connected topic sentences that can organize the three body paragraphs of an informative ECR.

SUCCESS CRITERIA

- I brainstorm at least eight connected reasons during independent work.
- I sort like-minded reasons by shared meaning into clear buckets.
- I select a clear leader for each bucket.
- I keep three distinct, thesis-connected topic sentences.

INDEPENDENT PRODUCT

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

I WILL KNOW I AM READY WHEN...

MY FIRST THINKING (DAY ONE)

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

How do I magnify many WHY reasons into three distinct topic sentences?

My thinking level before we begin:

MOVE YOUR THINKING

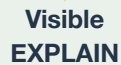
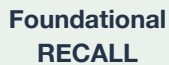
Foundational
RECALL

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CONNECT

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EXPLAIN

Independent
USE

Reflective
EXTEND



STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or use this starter:
Magnifying my thinking helps because ____.

Then write your own thinking.

Say your answer first or use this starter:
Magnifying my thinking helps because ____.
Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

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

Our Rights, Our Voices

Passage 5 • Poem • Part 1 of 7

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

- [1] Long ago, when a nation was new,
- [2] Leaders asked, “What should we do?”
- [3] They wanted rules that all could know,
- [4] To help the young country safely grow.
- [5] They wrote down rights to make things fair,
- [6] So people’s freedoms would be there.
- [7] These promises would help explain
- [8] How laws should work across the land.
- [9] They knew the country still would grow,
- [10] And future generations needed to know

Our Rights, Our Voices - Continued 2

Passage 5 • Poem • Part 2 of 7

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

- [11] That everyone should have a voice,
- [12] And freedoms should protect each choice.
- [13] The First says you can speak your mind,
- [14] Practice religion of any kind,
- [15] Write your thoughts and gather too,
- [16] And transmit ideas as others do.
- [17] People also have the right to meet
- [18] Peacefully along a town or street.
- [19] They can ask leaders to hear their plea,
- [20] And work together respectfully.

Our Rights, Our Voices - Continued 3

Passage 5 • Poem • Part 3 of 7

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

[21] The Second says you have a right

[22] To keep yourself safe day or night,

[23] The Third says soldiers cannot stay,

[24] Inside your home in any way.

[25] Each amendment has an important role.

[26] Together they help protect the whole.

[27] They remind the government what it can do,

[28] While protecting the rights of me and you.

[29] The Fourth is protective of things and space,

[30] No searches happen without a case,

Our Rights, Our Voices - Continued 4

Passage 5 • Poem • Part 4 of 7

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

- [31] The Fifth says courts must treat you fair,
- [32] And follow laws with proper care.
- [33] The Sixth gives you a trial that's fair,
- [34] With a jury there to listen and care,
- [35] The Seventh keeps your right to sue,
- [36] In certain cases brought to court too.
- [37] The people who wrote these rights believed
- [38] Fairness should always be achieved.
- [39] They wanted justice to guide the land,

Our Rights, Our Voices - Continued 5

Passage 5 • Poem • Part 5 of 7

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

- [40] With equal laws that would always stand.
- [41] The Eighth says punishments must be fair,
- [42] Not too harsh or hard to bear,
- [43] The Ninth reminds us rights still exist,
- [44] Even ones not on the list.
- [45] The Tenth says powers not written down
- [46] Belong to states and people around.
- [47] This helps divide authority,
- [48] Creating balance for you and me.
- [49] These rights protect us every day,

Our Rights, Our Voices - Continued 6

Passage 5 • Poem • Part 6 of 7

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

[50] And help guide laws in every way.

[51] They shape the choices leaders make,

[52] And the responsibilities we all take.

[53] When people learn these rights at school,

[54] They better understand each rule.

[55] Knowing freedoms, big and small,

[56] Helps us respect the rights of all.

[57] The Bill of Rights has stood the test,

[58] Helping our nation do its best.

[59] Though many years have passed us by,

Our Rights, Our Voices - Continued 7

Passage 5 • Poem • Part 7 of 7

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

- [60] Its freedoms still reach you and I.
[61] As new generations learn these rights,
[62] They help keep fairness shining bright.
[63] By understanding what they mean,
[64] We can build a future strong and free.

Our Rights, Our Voices - TRACKS Evidence Hunt

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

Symbol	Evidence Type	Exact Evidence	Why It Fits
(T)	T - Time	"Long ago, when a nation was new,"	It fits because _____
(R)	R - Reactions	"They wanted rules that all could know,"	It fits because _____
(A)	A - Actions	"They wrote down rights to make things fair,"	It fits because _____
(C)	C - Character, Concept, Creature	"The First says you can speak your mind,"	It fits because _____
(K)	K - Key Knowledge	"These rights protect us every day,"	It fits because _____
(S)	S - Scenery / Setting	"Inside your home in any way."	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Voice of Their Own

Passage 6 • Drama • Part 1 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

Characters:

NARRATOR

THOMAS (a young apprentice)

MR. HARRIS (a shop owner)

Scene 1: Outside the Shop

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

A Voice of Their Own - Continued 2

Passage 6 • Drama • Part 2 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

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

A Voice of Their Own - Continued 3

Passage 6 • Drama • Part 3 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

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

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

[7] THOMAS: Really?

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

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

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

A Voice of Their Own - Continued 4

Passage 6 • Drama • Part 4 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

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

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

[14] **THOMAS:** Can both things be true?

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

A Voice of Their Own - Continued 5

Passage 6 • Drama • Part 5 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

Scene 2: Customers Arrive

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

A Voice of Their Own - Continued 6

Passage 6 • Drama • Part 6 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

[18] NARRATOR: News traveled slowly from one colony to another. Riders carried letters, and travelers shared stories wherever they stopped. Even though the colonies were far apart, people often talked about the same problems.

[19] THOMAS: They sounded worried.

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

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

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

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

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

A Voice of Their Own - Continued 7

Passage 6 • Drama • Part 7 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

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

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

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

Scene 3: Later That Day

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

A Voice of Their Own - Continued 8

Passage 6 • Drama • Part 8 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

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

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

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

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

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

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

[37] **MR. HARRIS:** That is the idea.

[38] **THOMAS:** Do they make every decision?

A Voice of Their Own - Continued 9

Passage 6 • Drama • Part 9 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

[39] MR. HARRIS: No. They meet, discuss problems, and work together before making choices.

[40] THOMAS: That seems like a fair way to solve problems.

[41] MR. HARRIS: It gives people a chance to be heard.

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

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

A Voice of Their Own - Continued 10

Passage 6 • Drama • Part 10 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

Scene 4: Thinking About the Future

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

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

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

[48] THOMAS: Why?

A Voice of Their Own - Continued 11

Passage 6 • Drama • Part 11 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

[50] THOMAS: That makes sense.

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

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

[53] MR. HARRIS: Exactly.

[54] THOMAS: Even if they don't agree?

[55] MR. HARRIS: Even then.

A Voice of Their Own - Continued 12

Passage 6 • Drama • Part 12 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

[56] NARRATOR: Not every colonist shared the same opinion. Some believed England should continue leading the colonies. Others believed the colonies should have more control over their own affairs. Although they disagreed, many people continued discussing these important ideas.

[57] THOMAS: I never realized that one question could make people think so much.

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

Scene 5: A New Understanding

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

A Voice of Their Own - Continued 13

Passage 6 • Drama • Part 13 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

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

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

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

A Voice of Their Own - Continued 14

Passage 6 • Drama • Part 14 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

[64] **THOMAS:** Then it makes sense for those people to have a voice.

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

[66] **THOMAS:** I think I understand self-government now.

[67] **MR. HARRIS:** Tell me what it means.

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

[69] **MR. HARRIS:** Well said.

[70] **THOMAS:** It doesn't mean everyone agrees, but everyone has a chance to be heard.

[71] **MR. HARRIS:** That's an important difference.

[72] **THOMAS:** I wonder what will happen next.

[73] **MR. HARRIS:** Only time will tell.

A Voice of Their Own - Continued 15

Passage 6 • Drama • Part 15 of 15

AS YOU READ

Use the DOT HABIT for unfamiliar words. TAP the TRACKS by marking exact evidence. Notice which ideas are alike enough to belong in the same bucket.

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

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

A Voice of Their Own - TRACKS Evidence Hunt

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

Symbol	Evidence Type	Exact Evidence	Why It Fits
(T)	T - Time	"Scene 3: Later That Day"	It fits because _____
(R)	R - Reactions	"But it doesn't seem fair."	It fits because _____
(A)	A - Actions	"People shared ideas with neighbors and family members."	It fits because _____
(C)	C - Character, Concept, Creature	"THOMAS"	It fits because _____
(K)	K - Key Knowledge	"It gives people a chance to be heard."	It fits because _____
(S)	S - Scenery / Setting	"Scene 1: Outside the Shop"	It fits because _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: Royal Reason Parade

Hold up a magnifying glass and three colorful baskets. Chant with your class.

MY DAY 1 LEARNING TARGET

I can listen for a distinct, paragraph-sized reason and explain the sequence for magnifying many WHY reasons into three topic sentences.

OUR CHANT

HEAR YE! HEAR YE! REASONS ARE NEAR ME!

TODAY WE WILL LOOK FOR

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

STUDENT SUPPORT - Another Way to Show What You Know

Echo the chant, clap its rhythm, and hold up three fingers when you hear the number of reasons to keep.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - REVEAL: The Magnifying Process for WHY Prompts

When writers answer a WHY prompt, they give strong reasons - not the first idea they find.

THE FOUR STEPS

1. Brainstorm many reasons.
2. Place like-minded reasons into groups or buckets.
3. Narrow each group to one strong idea.
4. Keep the best three and turn them into topic sentences.

MODULE WRITING PROMPT

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

PASSAGE CONNECTION

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

STUDENT SUPPORT - Another Way to Show What You Know

Strong writers do not stop at the first idea. Brainstorm widely so you have choices worth comparing.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - ATTEMPT: Magnify the Reasons

Brainstorm wide. Do not choose yet.

THESIS (CENTRAL IDEA)

Both the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important because people need protection, representation, and the freedom to be heard.

SAMPLE BRAINSTORMED REASONS

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

COLOR-CODED BUCKETS

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

BEFORE YOU CUT

Dashed lines mean CUT. Cut only on the dashed lines and keep each card together. Match first; check the card back second; adjust if needed.

STUDENT SUPPORT - Another Way to Show What You Know

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

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 - Magnify the Reasons Cards 1

Cut only on the dashed lines. Keep each card together.

REASON CARD 1
“rights protect freedoms”
Which bucket? Sort me.

REASON CARD 2
“homes should be protected”
Which bucket? Sort me.

REASON CARD 3
“trials should be fair”
Which bucket? Sort me.

REASON CARD 4
**“punishments should not be too
harsh”**
Which bucket? Sort me.

REASON CARD 5
“laws should be fair”
Which bucket? Sort me.

REASON CARD 6
“rules affect everyone”
Which bucket? Sort me.

Card Backs - Magnify the Reasons Cards

1

Check the bucket only after your group commits.

Protection and Safety
MAGNIFY THE REASONS · Card 2

Protection and Safety
MAGNIFY THE REASONS · Card 1

Protection and Safety
MAGNIFY THE REASONS · Card 4

Protection and Safety
MAGNIFY THE REASONS · Card 3

Fairness in Laws
MAGNIFY THE REASONS · Card 6

Fairness in Laws
MAGNIFY THE REASONS · Card 5

CUT PAGE - Magnify the Reasons Cards 2

Cut only on the dashed lines. Keep each card together.

REASON CARD 7

“people need fairness every day”

Which bucket? Sort me.

REASON CARD 8

“people want to be heard”

Which bucket? Sort me.

REASON CARD 9

“colonists wanted a voice”

Which bucket? Sort me.

REASON CARD 10

**“self-government lets people help
make decisions”**

Which bucket? Sort me.

REASON CARD 11

“representation matters”

Which bucket? Sort me.

REASON CARD 12

“people need to speak their minds”

Which bucket? Sort me.

Card Backs - Magnify the Reasons Cards

2

Check the bucket only after your group commits.

Voice and Representation
MAGNIFY THE REASONS · Card 8

Fairness in Laws
MAGNIFY THE REASONS · Card 7

Voice and Representation
MAGNIFY THE REASONS · Card 10

Voice and Representation
MAGNIFY THE REASONS · Card 9

Voice and Representation
MAGNIFY THE REASONS · Card 12

Voice and Representation
MAGNIFY THE REASONS · Card 11

Magnify the Reasons - My Tri-Fold Organizer

Record your brainstormed reasons, your grouped buckets, and your bucket leaders.

Bucket	Cards I Sorted Here	My Leader
Blue - Protection and Safety		
Green - Fairness in Laws		
Yellow - Voice and Representation		

MY THREE TOPIC SENTENCES

1.

2.

3.

STUDENT SUPPORT - Another Way to Show What You Know

Say each leader aloud before recording.
Make sure your three topic sentences come from different buckets.

Ready to Stretch? Take Your Thinking Further!

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

Day 3 - DISCUSS

Explain the Magnifying Process - do not merely label it.

TALK IT THROUGH

Why is brainstorming many reasons better than stopping at the first one?

How did buckets help you see ideas more clearly?

Why must our final topic sentences come from separate groups?

CONNECT TO THE ESSENTIAL QUESTION

How do I magnify many WHY reasons into three distinct topic sentences?

STUDENT SUPPORT - Another Way to Show What You Know

Use the frame: Brainstorming gives more choices because _____. Buckets help because _____. Separate groups 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 Notebook Task - Magnify My Reasons

Brainstorm, group, narrow, and write three topic sentences - on your own.

INDEPENDENT THESIS (CENTRAL IDEA)

The poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" are important because both texts show that people need fairness, protection, and a voice.

MY MAGNIFYING PLAN

Brainstorm at least eight possible reasons:

My bucket names:

My best three reasons from different buckets:

SAMPLE TOPIC-SENTENCE KEY

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Magnify Draft - Three Topic Sentences

Turn your best three reasons into complete, connected topic sentences.

TOPIC-SENTENCE CHECK

☐ Names one reason ☐ Connects to my thesis (central idea) ☐ Differs from the other two

TOPIC-SENTENCE CHECK

☐ Names one reason ☐ Connects to my thesis (central idea) ☐ Differs from the other two

TOPIC-SENTENCE STARTERS

One reason fairness and voice are important is that ____.

Another reason these ideas matter is that ____.

A third reason the poem and drama are significant is that ____.

TOPIC-SENTENCE STARTERS

One reason fairness and voice are important is that ____.

Another reason these ideas matter is that ____.

A third reason the poem and drama are significant is that ____.

TOPIC-SENTENCE STARTERS

One reason fairness and voice are important is that ____.

Another reason these ideas matter is that ____.

A third reason the poem and drama are significant is that ____.

TOPIC-SENTENCE STARTERS

One reason fairness and voice are important is that ____.

Another reason these ideas matter is that ____.

A third reason the poem and drama are significant is that ____.

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

Day 4 - AWARD Yourself

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

CHOOSE ONE

- Draw a Magnifying Master Badge and star your strongest topic sentence.
- Complete: "Today I learned how to turn many ideas into ____."

MY AWARD

One reason I magnified well today was

This topic sentence will make a strong body paragraph because

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 4 - TARGET Your Next Move

One layer I understand well. One layer I will strengthen.

TARGET YOUR GOALS

One layer I understand well is _____.

One layer I will strengthen is _____.

One topic sentence I may revise is _____ because
_____.

REVISING AND EDITING CONNECTION

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

MY EDITED TOPIC SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

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

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 to Others

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

MY DAY 5 LEARNING TARGET

I will teach the layers of the Magnifying Process and explain how three distinct reasons become topic sentences.

TURN AND TEACH

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

MY TEACHING CARD

First, I brainstormed:

Then I grouped:

Next I narrowed:

Finally, my topic sentence is:

TEACH-BACK CHECKLIST

- Explains Layer 1: brainstorm as many reasons as possible.
- Explains Layer 2: place like-minded reasons into buckets.
- Explains Layer 3: narrow each bucket to one strong idea.
- Explains how to keep the best three and write topic sentences.

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Intervention - Three Steps, One Bucket at a Time

Slow the process down. Sort six cards, name one leader per group, then write one topic sentence.

THE SIX CARDS

rights protect freedoms • fair laws • colonists wanted a voice • self-government gives people a say • punishments should be fair • people need protection from unfair power

THE STEPS

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

MY TOPIC SENTENCE

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Enrichment - Stronger Than, Weaker Than

Which topic sentence is more precise, and why?

VOICE AND REPRESENTATION GROUP

Topic Sentence A: One reason these texts matter is that people want a voice.

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

MY COMPARISON

The stronger sentence is (circle one): A / B

It is stronger because

ANSWER KEY

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

STUDENT SUPPORT - Another Way to Show What You Know

Read both sentences aloud. You still decide and explain which one is more precise.

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 do I magnify many WHY reasons into three distinct topic sentences?

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 bucket:

WRITTEN - INDEPENDENT MAGNIFYING

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

My buckets:

EXIT TICKET

Complete: "I can recognize a strong topic sentence by looking for _____. " Then state the magnifying sequence from memory.

STUDENT SUPPORT - Another Way to Show What You Know

Choose Listen, Look, or Collect: say your sequence aloud, show a labeled bucket, or hand in a Magnify page.

Ready to Stretch? Take Your Thinking Further!

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

MY MODULE CHECK-IN

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

AWARD

Circle your strongest topic sentence. Write what you are proud of and name the bucket or magnifying move that made it strong.

TARGET

Choose one: Write a question about a new topic this lesson made you curious about, or name the magnifying step (brainstorm, group, narrow, or keep three) you want to improve.

EXPLAIN

Name the page that best proves your growth. Explain what you did there and how it made your three topic sentences more distinct.

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

Day 5 - Writing Opportunity: Magnify a WHY Thesis

Choose one prompt and magnify a WHY thesis (central idea) into buckets of reasons.

PROMPT BANK

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

PLANNING SUPPORT

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

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 buckets 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 narrow, then keep three before you draft.

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

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

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

STUDENT SUPPORT - Another Way to Show What You Know

Use the Magnifying Process page and both selections. You choose the buckets and the leaders.

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

Begin with your thesis (central idea). Keep each topic sentence connected and distinct.

REASON CHECK

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

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 no margins, text, or other markings on the paper.

Magnify Draft - Page 2

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

THREE DISTINCT TOPIC SENTENCES CHECK

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

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

Revise, Edit, and Share

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

REVISE

Read your topic sentences aloud. Delete repeated wording. Combine two ideas that repeat the same meaning into a stronger group leader.

Idea I deleted:

Two ideas I combined:

EDIT - Conventions Sweep

☐ Conjunctive adverbs ☐ Indefinite pronouns ☐ Subordinating conjunctions in complex sentences ☐ Commas in complex sentences

SHARE

My partner heard magnified thinking when I _____ because

STUDENT SUPPORT - Another Way to Show What You Know

Read only your thesis (central idea) and your three final topic sentences to a partner. The feedback must name a specific reason or bucket.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Did your independent response keep three distinct topic sentences?

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Point to your central idea and your three topic sentences. Defend why each one is distinct enough for its own paragraph.

PROOF OF TRANSFER

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

READY TO STRETCH? - Competing Sets of Reasons

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

DIRECTIONS

Use the prompt: Explain why the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important. Create one set of three topic sentences focused mostly on the poem, a second set focused mostly on the drama, and a final mixed set that works best for both texts together. Then write a short reflection explaining which set is strongest and why.

MY POEM-FOCUSED SET

1.

2.

3.

MY DRAMA-FOCUSED SET

1.

2.

3.

Study Three Topic-Sentence Exemplars

Compare three topic sentences for the same WHY reason. Notice what grows the thinking.

PROMPT

Explain why the poem "Our Rights, Our Voices" and the drama "A Voice of Their Own" show that fairness and voice are important. (Write one topic sentence for the reason: rights protect people.)

LOW

"Rights are good."

What is working: the response names a related idea. What needs improvement: name one clear reason, connect it to the thesis (central idea), and make it broad enough for a paragraph.

MEDIUM

"One reason is rights protect people."

The topic sentence names a reason and connects to the idea. What is still missing to make it distinct and paragraph-sized?

HIGH

"One reason fairness and voice are important is that rights protect people from unfair treatment." This topic sentence names a single distinct reason, connects to the thesis (central idea), and is broad enough to organize a full body paragraph without repeating the other two reasons.

How does this topic sentence stay distinct from a reason about fair laws or a reason about voice in decisions?

STUDENT SUPPORT - Another Way to Show What You Know

Underline the reason and the connection to the thesis (central idea) 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 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 magnify many reasons into three strong topic sentences?

My Answer

I brainstorm a lot of reasons, group the ones that are alike, drop the weak or repeated ones, and keep three distinct reasons - each one becomes its own focused topic sentence.

STUDENT SUPPORT - Another Way to Show What You Know

Start by sorting: My three strongest reasons are ____, ____, and ____, and each becomes a topic sentence.

Ready to Stretch? Take Your Thinking Further!

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

The Writing Academy[®], LLC

CLUSTER 3



M O D U L E

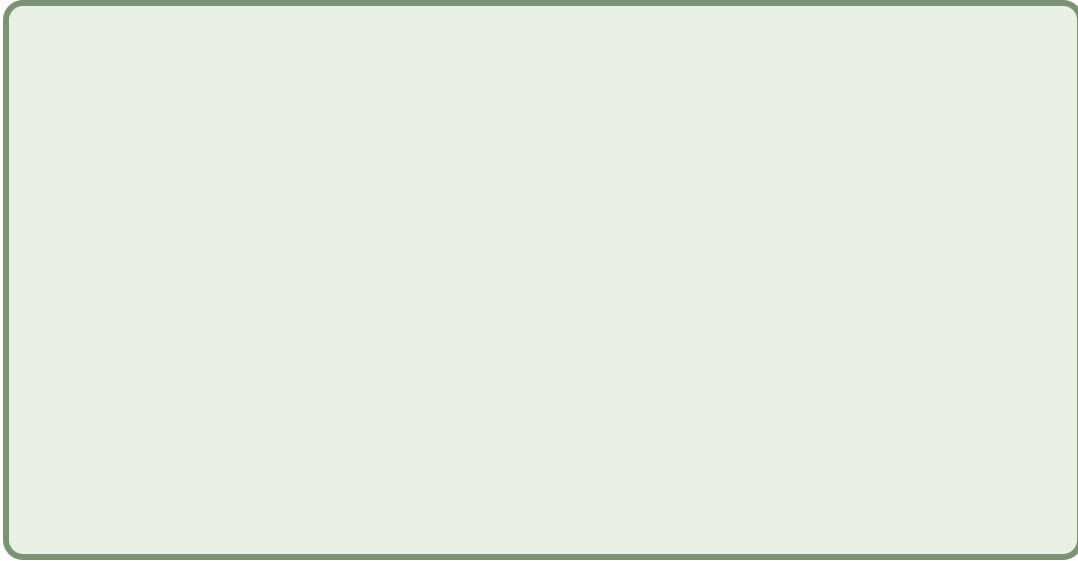


Proving Reasons with Evidence and Explanation

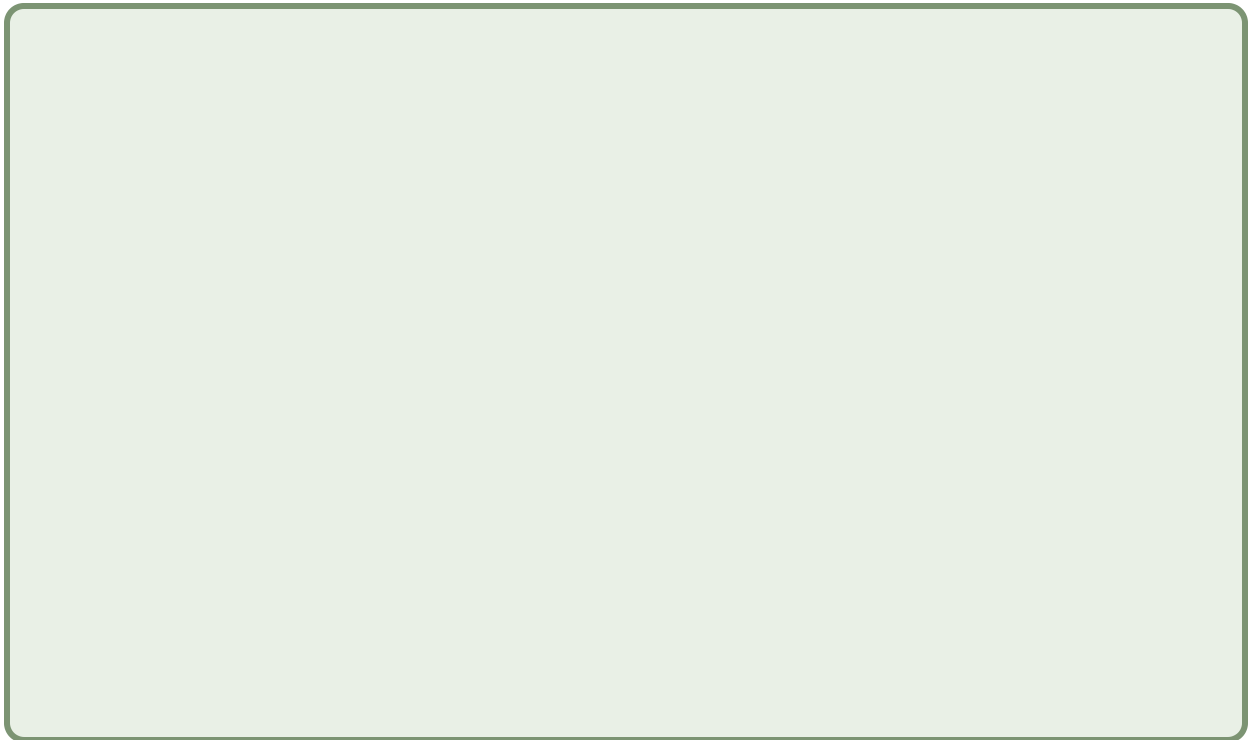
Using CSI to Prove and Explain



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 reason is a claim. Evidence gives it proof. Explanation tells the reader why the proof matters.

WHY THIS MODULE MATTERS

Do not let a quote just sit there. A reason needs a quotation that truly proves it, and it needs an explanation that tells the reader how that quotation does its job. In "Our Rights, Our Voices" and "A Voice of Their Own," you will practice choosing the quotation that connects directly to a reason, strongly supports it, and is important enough to prove it - then explain what that quotation shows.

Essential Question

How do I use CSI to choose the right proof and explain what it shows?

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

How This Book Helps Me Think

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

THE INDEPENDENCE ROUTINE

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

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

Visual Conventions You Will See

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

The Standards I Am Learning - Part 1

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

TEKS 5.11(B)(iv) - Official Standard

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

HOW I SAY THE STANDARD!

I can develop my draft with specific facts.

TEKS 5.11(B)(v) - Official Standard

develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with specific details

HOW I SAY THE STANDARD!

I can develop my draft with specific details.

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.

The Standards I Am Learning - Part 2

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

TEKS 5.12(B)(iii) - Official Standard

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

HOW I SAY THE STANDARD!

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

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 thinking is clearer.

TEKS 5.11(C)(iii) - Official Standard

revise drafts to improve coherence by adding ideas

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 3

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

TEKS 5.11(C)(iv) - Official Standard

revise drafts to improve coherence by deleting ideas

HOW I SAY THE STANDARD!

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

TEKS 5.11(C)(v) - Official Standard

revise drafts to improve coherence by combining ideas

HOW I SAY THE STANDARD!

I can combine short ideas so my writing flows.

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 their subjects and verbs agree.

TEKS 5.11(D)(vi) - Official Standard

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

HOW I SAY THE STANDARD!

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

The Standards I Am Learning - Part 4

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

TEKS 5.11(D)(vii) - Official Standard

edit drafts using standard English conventions, including collective nouns

HOW I SAY THE STANDARD!

I can use collective nouns correctly.

TEKS 5.11(D)(viii) - Official Standard

edit drafts using standard English conventions, including comparative adjectives

HOW I SAY THE STANDARD!

I can use comparative adjectives correctly when I compare two things.

TEKS 5.11(D)(ix) - Official Standard

edit drafts using standard English conventions, including superlative adjectives

HOW I SAY THE STANDARD!

I can use superlative adjectives correctly when I compare three or more things.

TEKS 5.11(D)(x) - Official Standard

edit drafts using standard English conventions, including conjunctive adverbs

HOW I SAY THE STANDARD!

I can use a conjunctive adverb such as however correctly.

The Standards I Am Learning - Part 5

Read the official TEKS and how a student 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.

TEKS 5.11(D)(xii) - Official Standard

edit drafts using standard English conventions, including prepositional phrases

HOW I SAY THE STANDARD!

I can build a correct prepositional phrase.

TEKS 5.11(D)(xiii) - Official Standard

edit drafts using standard English conventions, including prepositional phrases and subject-verb agreement

HOW I SAY THE STANDARD!

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

TEKS 5.11(D)(xiv) - Official Standard

edit drafts using standard English conventions, including indefinite pronouns

HOW I SAY THE STANDARD!

I can use indefinite pronouns correctly.

The Standards I Am Learning - Part 6

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

TEKS 5.11(D)(xv) - Official Standard

edit drafts using standard English conventions, including subordinating conjunctions in complex sentences

HOW I SAY THE STANDARD!

I can use a subordinating conjunction to build a complex sentence.

TEKS 5.11(D)(xxi) - Official Standard

edit drafts using standard English conventions, including commas in complex sentences

HOW I SAY THE STANDARD!

I can use a comma correctly in a complex sentence.

TEKS 5.11(D)(xxvii) - Official Standard

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

HOW I SAY THE STANDARD!

I can check Grade 5 spelling patterns.

TEKS 5.11(D)(xxviii) - Official Standard

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

HOW I SAY THE STANDARD!

I can apply Grade 5 spelling rules.

The Standards I Am Learning - Part 7

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

TEKS 5.11(D)(xxix) - Official Standard

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

HOW I SAY THE STANDARD!

I can spell words I see and use often correctly.

TEKS 5.7(C) - Official Standard

use text evidence to support an appropriate response

HOW I SAY THE STANDARD!

I can use text evidence to support my response.

The ELPS I Am Learning

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

ELPS 1(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 2(B)(i) - Official Standard

expand and internalize initial English vocabulary by ... using content-area vocabulary needed for academic success during formal classroom interactions

HOW I SAY THE STANDARD!

I can use content-area words when I talk in class.

ELPS 2(E)(i) - Official Standard

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

HOW I SAY THE STANDARD!

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

ELPS 3(G)(ii) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics by paraphrasing content-area text

HOW I SAY THE STANDARD!

I can paraphrase content-area text in my own words.

ELPS 3(G)(iii) - Official Standard

express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics by summarizing content-area text

HOW I SAY THE STANDARD!

I can summarize content-area text.

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(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(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

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

I WILL

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

LEARNING DESTINATION

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

MY LAUNCHPAD PROMISE

The CSI HABIT I will practice first is _____ because

My Module 4 Learning Dashboard

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

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

Circle one for each skill, each day.

Skill	Monday	Wednesday	Friday
Name one focused reason	a lot / a little / new	a lot / a little / new	a lot / a little / new
Choose a direct quotation that passes CSI	a lot / a little / new	a lot / a little / new	a lot / a little / new
Introduce evidence with an accurate signal marker	a lot / a little / new	a lot / a little / new	a lot / a little / new
Write an explanation that begins with This	a lot / a little / new	a lot / a little / new	a lot / a little / new
Revise a chain for coherence and conventions	a lot / a little / new	a lot / a little / new	a lot / a little / new

My goal:

Tier 1 Vocabulary

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

fair

Say it: FAIR

What it means: treating people in a just way

Try the frame: A fair rule is ____.

voice

Say it: VOYSS

What it means: a chance to share an idea or choice

Try the frame: My voice matters when ____.

rule

Say it: ROOL

What it means: a direction people are expected to follow

Try the frame: One rule I follow is ____.

right

Say it: RYT

What it means: a freedom or protection people have

Try the frame: One right protects ____.

law

Say it: LAW

What it means: an official rule for a community

Try the frame: A law can ____.

Tier 1 Vocabulary

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

safe

Say it: SAYF

What it means: protected from harm

Try the frame: I feel safe when ____.

choose

Say it: CHOOZ

What it means: decide between options

Try the frame: I choose ____ because ____.

hear

Say it: HEER

What it means: listen to someone's ideas

Try the frame: People should hear ____.

build

Say it: BILD

What it means: put parts together to make something

Try the frame: I can build ____.

guide

Say it: GYD

What it means: help show the way

Try the frame: This guide helps me ____.

Tier 2 Vocabulary

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

prompt

Say it: PROMPT

What it means: the statement that gives a writing job

Try the frame: The prompt asks me to ____.

thesis (central idea)

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

What it means: the central sentence that answers a prompt

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

reason

Say it: REE-zuhn

What it means: an idea that explains why something is true or important

Try the frame: One reason is ____.

way

Say it: WAY

What it means: a method that explains how something happens

Try the frame: One way is ____.

evidence

Say it: EV-uh-duhns

What it means: specific proof from a text

Try the frame: My evidence is ____.

Tier 2 Vocabulary

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

explanation

Say it: ek-spluh-NAY-shuhn

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

Try the frame: My explanation shows ____.

analyze

Say it: AN-uh-lyz

What it means: study parts closely to understand them

Try the frame: I analyze by ____.

classify

Say it: KLAS-uh-fy

What it means: sort ideas by shared features

Try the frame: I classify these by ____.

coherent

Say it: koh-HEER-uhnt

What it means: clear and logically connected

Try the frame: My response is coherent because ____.

response

Say it: rih-SPONS

What it means: a written answer to a prompt

Try the frame: My response explains ____.

Tier 3 Vocabulary

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

amendment

Say it: uh-MEND-muhnt

What it means: an official change or addition to a governing document

Try the frame: An amendment can ____.

religion

Say it: rih-LIJ-uhn

What it means: a set of beliefs about faith or worship

Try the frame: Religion is mentioned when ____.

jury

Say it: JOO-ree

What it means: a group that listens in a court case

Try the frame: A jury helps ____.

punishments

Say it: PUN-ish-ments

What it means: consequences for breaking a law

Try the frame: Punishments should be ____.

colonists

Say it: KOL-uh-nists

What it means: people who lived in colonies

Try the frame: The colonists wanted ____.

Tier 3 Vocabulary

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

Parliament

Say it: PAR-luh-ment

What it means: the lawmaking group in England

Try the frame: Parliament made ____.

representation

Say it: rep-rih-zen-TAY-shuhn

What it means: having people speak or decide for a group

Try the frame: Representation means ____.

self-government

Say it: self-GUV-ern-ment

What it means: people taking part in governing themselves

Try the frame: Self-government gives people ____.

apprentice

Say it: uh-PREN-tiss

What it means: a young person learning a trade from an expert

Try the frame: An apprentice learns ____.

conflict

Say it: KON-flikt

What it means: a problem or disagreement

Try the frame: The conflict grows when ____.

The Proof Chain

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

Proof Chain Step	What It Is
Reason	The claim I am proving.
Evidence	A quotation with a signal marker.
Explanation	Thinking that tells how the evidence proves the reason.

Reason -> Quoted Evidence with Signal Marker -> Explanation

REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

Read one step at a time. You still choose the exact quotation and write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

CSI for Evidence

Connects. Strongly supports. Important enough.

Letter	What Writers Ask
C - Connects	Does this quotation connect directly to my reason?
S - Strongly supports	Does it strongly support my idea?
I - Important enough	Is it important enough to prove my point?

SIGNAL MARKERS FOR EVIDENCE

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

ORAL REHEARSAL - CSI FRAME

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Explanation: Three Types

Explanation often begins with the word This.

Explanation Type	What It Does
Definition	Explains what an idea means.
Expert Testimony	Connects to what knowledgeable people say.
Story / Anecdote	Connects to a brief experience.

EXPLANATION SIGNAL MARKERS

This means... This shows... This proves... This connects to... This reminds me of...

REMEMBER

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Study a Complete Reason + Evidence + Explanation Set

See how CSI turns a quotation into proof.

REASON

People need a voice in decisions that affect them.

EVIDENCE (with signal marker)

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

CSI CHECK

Connects: this reason is about having a voice. Strongly supports: the quotation gives clear text proof. Important enough: the quotation directly proves the reason.

EXPLANATION (Expert Testimony)

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

CHECK THE CONNECTION

What does the quotation prove?

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

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

MY FIRST THINKING (DAY ONE)

Answer now. You will answer again near the end.

How do I use CSI to choose the right proof and explain what it shows?

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

STUDENT SUPPORT - Another Way to Show What You Know

Say your answer first or begin: I choose my proof by _____. Then write your own thinking.

Ready to Stretch? Take Your Thinking Further!

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

Our Rights, Our Voices

Passage 5 • Poem • Part 1 of 6

AS YOU READ

Read the poem once as a clean copy. Use the DOT HABIT. TAP the TRACKS. Notice words and lines that connect to rights, fairness, protection, and the reasons a poet gives for why rights matter.

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

- [1] Long ago, when a nation was new,
- [2] Leaders asked, “What should we do?”
- [3] They wanted rules that all could know,
- [4] To help the young country safely grow.
- [5] They wrote down rights to make things fair,
- [6] So people’s freedoms would be there.
- [7] These promises would help explain
- [8] How laws should work across the land.
- [9] After the Constitution was complete,
- [10] Many people thought one part was incomplete.
- [11] They wanted written rights everyone could see,
- [12] To help protect each person's liberty.
- [13] They knew the country still would grow,
- [14] And future generations needed to know

Our Rights, Our Voices - Continued 2

Passage 5 • Poem • Part 2 of 6

AS YOU CONTINUE READING

Keep reading closely, TAPping the TRACKS. Mark one line that could become quoted evidence.

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

- [15] That everyone should have a voice,
- [16] And freedoms should protect each choice.
- [17] The First says you can speak your mind,
- [18] Practice religion of any kind,
- [19] Write your thoughts and gather too,
- [20] And transmit ideas as others do.
- [21] People also have the right to meet
- [22] Peacefully along a town or street.
- [23] They can ask leaders to hear their plea,
- [24] And work together respectfully.
- [25] The Second says you have a right
- [26] To keep yourself safe day or night,
- [27] The Third says soldiers cannot stay,
- [28] Inside your home in any way.
- [29] These early rights helped people see

Our Rights, Our Voices - Continued 3

Passage 5 • Poem • Part 3 of 6

AS YOU CONTINUE READING

Keep reading closely, TAPping the TRACKS. Mark one line that could become quoted evidence.

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

- [30] How government should carefully be.
- [31] Its powers have important limits too,
- [32] To protect the rights of me and you.
- [33] Each amendment has an important role.
- [34] Together they help protect the whole.
- [35] They remind the government what it can do,
- [36] While protecting the rights of me and you.
- [37] The Fourth is protective of things and space,
- [38] No searches happen without a case,
- [39] The Fifth says courts must treat you fair,
- [40] And follow laws with proper care.
- [41] The Sixth gives you a trial that's fair,
- [42] With a jury there to listen and care,

Our Rights, Our Voices - Continued 4

Passage 5 • Poem • Part 4 of 6

AS YOU CONTINUE READING

Keep reading closely, TAPping the TRACKS. Mark one line that could become quoted evidence.

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

- [43] The Seventh keeps your right to sue,
- [44] In certain cases brought to court too.
- [45] The people who wrote these rights believed
- [46] Fairness should always be achieved.
- [47] They wanted justice to guide the land,
- [48] With equal laws that would always stand.
- [49] The Eighth says punishments must be fair,
- [50] Not too harsh or hard to bear,
- [51] The Ninth reminds us rights still exist,
- [52] Even ones not on the list.
- [53] The Tenth says powers not written down
- [54] Belong to states and people around.
- [55] This helps divide authority,
- [56] Creating balance for you and me.

Our Rights, Our Voices - Continued 5

Passage 5 • Poem • Part 5 of 6

AS YOU CONTINUE READING

Keep reading closely, TAPping the TRACKS. Mark one line that could become quoted evidence.

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

- [57] The first ten changes, large and small,
- [58] Are known as the Bill of Rights by all.
- [59] Together they form an important guide
- [60] That helps protect us nationwide.
- [61] These rights protect us every day,
- [62] And help guide laws in every way.
- [63] They shape the choices leaders make,
- [64] And the responsibilities we all take.
- [65] When people learn these rights at school,
- [66] They better understand each rule.
- [67] Knowing freedoms, big and small,
- [68] Helps us respect the rights of all.
- [69] The Bill of Rights has stood the test,
- [70] Helping our nation do its best.

Our Rights, Our Voices - Continued 6

Passage 5 • Poem • Part 6 of 6

AS YOU CONTINUE READING

Keep reading closely, TAPping the TRACKS. Mark one line that could become quoted evidence.

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

- [71] Though many years have passed us by,
[72] Its freedoms still reach you and I.
[73] As new generations learn these rights,
[74] They help keep fairness shining bright.
[75] By understanding what they mean,
[76] We can build a future strong and free.
[77] Our rights come with responsibility too.
[78] We should respect others in all we do.
[79] When everyone follows laws that are fair,
[80] Our voices and freedoms can all be shared.

Our Rights, Our Voices - TRACKS Evidence Hunt

Study the exact words. Verbally explain which reason each detail could prove.

TRACKS	Exact Evidence	Which Reason It Could Prove
T • Time	"Long ago, when a nation was new,"	It could prove _____
R ■ Reactions	"They wanted written rights everyone could see,"	It could prove _____
A ▲ Actions	"They wrote down rights to make things fair,"	It could prove _____
C ★ Character, Concept, Creature	"The First says you can speak your mind,"	It could prove _____
K ♦ Key Knowledge	"These rights protect us every day,"	It could prove _____
S ▼ Scenery / Setting	"Inside your home in any way."	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

A Voice of Their Own

Passage 6 • Drama • Part 1 of 31

AS YOU READ

Follow each speaker. Use the numbers to return to exact evidence, and TAP the TRACKS.

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

[1] Characters:

[2] NARRATOR

[3] THOMAS (a young apprentice)

[4] MR. HARRIS (a shop owner)

[5] Scene 1: Outside the Shop

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

A Voice of Their Own - Continued 2

Passage 6 • Drama • Part 2 of 31

AS YOU CONTINUE READING

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

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

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

A Voice of Their Own - Continued 3

Passage 6 • Drama • Part 3 of 31

AS YOU CONTINUE READING

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

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

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

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

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

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

[12] THOMAS: Really?

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

A Voice of Their Own - Continued 4

Passage 6 • Drama • Part 4 of 31

AS YOU CONTINUE READING

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

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

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

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

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

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

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

A Voice of Their Own - Continued 5

Passage 6 • Drama • Part 5 of 31

AS YOU CONTINUE READING

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

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

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

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

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

A Voice of Their Own - Continued 6

Passage 6 • Drama • Part 6 of 31

AS YOU CONTINUE READING

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

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

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

[23] Scene 2: News from Other Colonies

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

A Voice of Their Own - Continued 7

Passage 6 • Drama • Part 7 of 31

AS YOU CONTINUE READING

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

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

[25] **THOMAS:** That traveler looked tired.

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

[27] **THOMAS:** Did he bring news?

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

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

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

[31] **THOMAS:** What did he say?

A Voice of Their Own - Continued 8

Passage 6 • Drama • Part 8 of 31

AS YOU CONTINUE READING

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

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

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

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

[34] MR. HARRIS: Not at all.

[35] THOMAS: That surprises me.

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

A Voice of Their Own - Continued 9

Passage 6 • Drama • Part 9 of 31

AS YOU CONTINUE READING

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

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

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

[38] (A customer enters the shop.)

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

[40] MR. HARRIS: Good afternoon.

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

[42] MR. HARRIS: I have.

A Voice of Their Own - Continued 10

Passage 6 • Drama • Part 10 of 31

AS YOU CONTINUE READING

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

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

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

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

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

[46] (The customer leaves.)

[47] **THOMAS:** What kind of meeting?

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

[49] **THOMAS:** Does everyone agree?

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

A Voice of Their Own - Continued 11

Passage 6 • Drama • Part 11 of 31

AS YOU CONTINUE READING

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

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

[51] **THOMAS:** Do people argue?

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

[53] **THOMAS:** That sounds important.

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

[55] Scene 3: Later That Day

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

A Voice of Their Own - Continued 12

Passage 6 • Drama • Part 12 of 31

AS YOU CONTINUE READING

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

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

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

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

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

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

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

A Voice of Their Own - Continued 13

Passage 6 • Drama • Part 13 of 31

AS YOU CONTINUE READING

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

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

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

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

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

[65] **THOMAS:** That seems fair.

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

[67] **THOMAS:** Do the representatives always agree?

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

A Voice of Their Own - Continued 14

Passage 6 • Drama • Part 14 of 31

AS YOU CONTINUE READING

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

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

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

[70] **MR. HARRIS:** Exactly.

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

[72] Scene 4: Thinking About the Future

A Voice of Their Own - Continued 15

Passage 6 • Drama • Part 15 of 31

AS YOU CONTINUE READING

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

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

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

[74] NARRATOR: As the day went on, Thomas continued thinking about everything he had heard. The more he learned, the more questions he had. He began to notice that many adults were talking about government whenever they gathered together.

A Voice of Their Own - Continued 16

Passage 6 • Drama • Part 16 of 31

AS YOU CONTINUE READING

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

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

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

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

[77] **THOMAS:** Why?

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

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

[80] **MR. HARRIS:** Most people do.

[81] **THOMAS:** Then how do they decide?

A Voice of Their Own - Continued 17

Passage 6 • Drama • Part 17 of 31

AS YOU CONTINUE READING

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

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

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

[83] THOMAS: That sounds like hard work.

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

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

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

A Voice of Their Own - Continued 18

Passage 6 • Drama • Part 18 of 31

AS YOU CONTINUE READING

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

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

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

[88] **MR. HARRIS:** Good afternoon.

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

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

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

[92] **MR. HARRIS:** They do.

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

[94] (She walks away.)

A Voice of Their Own - Continued 19

Passage 6 • Drama • Part 19 of 31

AS YOU CONTINUE READING

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

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

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

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

[97] THOMAS: That seems wise.

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

[99] Scene 5: A Visit from a Neighbor

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

[101] NEIGHBOR: Hello, Mr. Harris.

A Voice of Their Own - Continued 20

Passage 6 • Drama • Part 20 of 31

AS YOU CONTINUE READING

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

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

[102] **MR. HARRIS:** Welcome! What brings you by today?

[103] **NEIGHBOR:** I stopped to pick up a few supplies before heading home.

[104] (Thomas gathers the supplies while listening to the conversation.)

[105] **NEIGHBOR:** Have you heard any more news from Virginia?

[106] **MR. HARRIS:** Only that people continue meeting with their representatives.

[107] **NEIGHBOR:** My cousin lives there. He says people feel proud that their voices can be heard.

A Voice of Their Own - Continued 21

Passage 6 • Drama • Part 21 of 31

AS YOU CONTINUE READING

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

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

[108] **THOMAS:** Does everyone get exactly what they want?

[109] **NEIGHBOR:** (smiles) No. That almost never happens.

[110] **THOMAS:** Then why do they like it?

[111] **NEIGHBOR:** Because they know someone is listening to the people who live there.

[112] **MR. HARRIS:** That makes many people feel their community matters.

[113] **THOMAS:** I think I understand.

[114] **NEIGHBOR:** When leaders know the people they represent, they often understand local problems better.

A Voice of Their Own - Continued 22

Passage 6 • Drama • Part 22 of 31

AS YOU CONTINUE READING

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

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

[115] **THOMAS:** That makes sense.

[116] **NEIGHBOR:** Well, I'd better get home. Good day to both of you.

[117] **MR. HARRIS:** Safe travels.

[118] (The neighbor leaves.)

[119] **NARRATOR:** Conversations like this happened often. One person would share something they had heard, and another person would ask a question. Little by little, people learned more about representative government and self-government.

[120] Scene 6: Lessons from the Shop

A Voice of Their Own - Continued 23

Passage 6 • Drama • Part 23 of 31

AS YOU CONTINUE READING

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

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

[121] (Thomas dusts the shelves while Mr. Harris organizes the day's sales.)

[122] **THOMAS:** When I first started working here, I thought this shop was only about selling supplies.

[123] **MR. HARRIS:** Shops can be places where people exchange ideas as well as goods.

[124] **THOMAS:** I've learned more this week than I expected.

[125] **MR. HARRIS:** Learning often begins with asking questions.

[126] **THOMAS:** I'm glad I asked mine.

[127] **MR. HARRIS:** So am I.

A Voice of Their Own - Continued 24

Passage 6 • Drama • Part 24 of 31

AS YOU CONTINUE READING

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

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

[128] **THOMAS:** I used to think government had nothing to do with ordinary people.

[129] **MR. HARRIS:** Many young people think that.

[130] **THOMAS:** Now I see that laws affect families, businesses, farmers, and workers.

[131] **MR. HARRIS:** They certainly do.

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

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

[134] **THOMAS:** I can understand why.

A Voice of Their Own - Continued 25

Passage 6 • Drama • Part 25 of 31

AS YOU CONTINUE READING

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

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

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

[136] Scene 7: A New Understanding

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

A Voice of Their Own - Continued 26

Passage 6 • Drama • Part 26 of 31

AS YOU CONTINUE READING

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

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

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

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

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

A Voice of Their Own - Continued 27

Passage 6 • Drama • Part 27 of 31

AS YOU CONTINUE READING

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

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

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

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

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

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

[145] MR. HARRIS: Tell me.

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

[147] MR. HARRIS: Well said.

A Voice of Their Own - Continued 28

Passage 6 • Drama • Part 28 of 31

AS YOU CONTINUE READING

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

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

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

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

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

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

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

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

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

A Voice of Their Own - Continued 29

Passage 6 • Drama • Part 29 of 31

AS YOU CONTINUE READING

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

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

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

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

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

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

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

A Voice of Their Own - Continued 30

Passage 6 • Drama • Part 30 of 31

AS YOU CONTINUE READING

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

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

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

A Voice of Their Own - Continued 31

Passage 6 • Drama • Part 31 of 31

AS YOU CONTINUE READING

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

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

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

A Voice of Their Own - TRACKS Evidence Hunt

Study the exact words. Verbally explain which reason each detail could prove.

TRACKS	Exact Evidence	Which Reason It Could Prove
T ● Time	"Scene 3: Later That Day"	It could prove _____
R ■ Reactions	"But it doesn't seem fair."	It could prove _____
A ▲ Actions	"People can disagree and still work together."	It could prove _____
C ★ Character, Concept, Creature	"THOMAS (a young apprentice)"	It could prove _____
K ♦ Key Knowledge	"The people choose representatives to speak for them."	It could prove _____
S ▼ Scenery / Setting	"Scene 1: Outside the Shop"	It could prove _____

STUDENT SUPPORT - Another Way to Show What You Know

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

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - GATHER: The Proof Parade

A reason is a claim. It needs proof, support, and explanation.

MY DAY 1 LEARNING TARGET

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

THE PROOF PARADE

Reason -> Evidence -> Explanation. A reason is a claim. Evidence gives it proof, and explanation tells the reader why that proof matters.

THE CHANTS

Hey! Hey! Hey! Evidence is on the way!
Wow! Wow! Wow! I'm explaining now!

FINISH THE THOUGHT

After a reason comes _____.

After evidence comes _____.

STUDENT SUPPORT - Another Way to Show What You Know

Say each chant aloud with a partner before you write your answer.

Ready to Stretch? Take Your Thinking Further!

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

Day 1 - Mentor Moment: Quotation into Explanation

Notice how the explanation does not repeat the quote.

REASON

People need a voice in decisions that affect them.

EVIDENCE

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

EXPLANATION

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

NOTICE

What does the explanation tell the reader that the quotation alone does not?

STUDENT SUPPORT - Another Way to Show What You Know

Read each part aloud. You still explain what the explanation adds.

Ready to Stretch? Take Your Thinking Further!

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

Day 2 - REVEAL: CSI and Signal Markers

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

MY DAY 2 LEARNING TARGET

I will select direct quotations with CSI and introduce them smoothly.

CSI

C = Connects directly to my reason. S = Strongly supports my idea. I = Important enough to prove my point.

TEST THREE QUOTATIONS

Read a reason, then test three quotations against it. Which one connects, strongly supports, and is important enough?

SIGNAL MARKERS

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

NOTEBOOK

My selected quote with a signal marker:

STUDENT SUPPORT - Another Way to Show What You Know

Say the signal marker aloud before you write your quotation.

Ready to Stretch? Take Your Thinking Further!

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

Reason, Evidence, Explanation Match-Up

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

MY DAY 3 LEARNING TARGET

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

HOW TO PLAY

1. Pick up a Reason card.
2. Choose the Evidence card that best proves it, using CSI.
3. Choose the Explanation card that tells how the evidence proves the reason.
4. Say the evidence chant when you select a quote, then the explanation chant before you select an explanation.
5. Defend the three-way match to a partner.

MODEL THE MATCH

Reason (R1: rights protect people from unfair treatment) → Evidence (E1: "These rights protect us every day,") → Explanation (D1, Definition). Connects? Yes. Strongly supports? Yes. Important enough? Yes. Strong chain!

NO-CUT PATHWAY

You do not have to cut. Use the card codes (R1, E1, D1...) and record your matches on the recording page. Complete the same CSI test and explanation.

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason first, then compare two evidence cards before choosing. You still defend the match.

Ready to Stretch? Take Your Thinking Further!

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

Get Ready to Play

Choose cut cards or the numbered no-cut pathway.

SET UP

If you are cutting cards, cut only on the dashed lines. Keep each card together. Or skip cutting and use the No-Cut Pathway with card codes.

STUDENT SUPPORT - Another Way to Show What You Know

Use the numbered no-cut pathway and record the same match and CSI.

Ready to Stretch? Take Your Thinking Further!

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

✂ CUT PAGE - Reason, Evidence, Explanation Match-Up Reason Cards

Cut only on the dashed lines.

R1 — REASON CARD

One reason fairness and voice are important is that rights protect people from unfair treatment.

R2 — REASON CARD

To begin, fair laws help people live more justly.

R3 — REASON CARD

Another reason these ideas matter is that people need a voice in decisions that affect them.

Card Backs - Reason Cards

Check only after the group commits.

R2

REASON, EVIDENCE, EXPLANATION
MATCH-UP

REASON CARD

R1

REASON, EVIDENCE, EXPLANATION
MATCH-UP

REASON CARD

R3

REASON, EVIDENCE, EXPLANATION
MATCH-UP

REASON CARD

✂ CUT PAGE - Reason, Evidence, Explanation Match-Up Evidence Cards 1

Cut only on the dashed lines.

E1 — EVIDENCE CARD

The poet said, "These rights protect us every day,"

E2 — EVIDENCE CARD

The poet said, "They wrote down rights to make things fair,"

E3 — EVIDENCE CARD

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

E4 — EVIDENCE CARD

The poet said, "Practice religion of any kind,"

Card Backs - Evidence Cards 1

Check only after the group commits.

E2

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EVIDENCE CARD

E1

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EVIDENCE CARD

E4

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EVIDENCE CARD

E3

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EVIDENCE CARD

✂ CUT PAGE - Reason, Evidence, Explanation Match-Up Evidence Cards 2

Cut only on the dashed lines.

E5 — EVIDENCE CARD

The playwright said, "People want to be heard."

Card Backs - Evidence Cards 2

Check only after the group commits.

	E5 REASON, EVIDENCE, EXPLANATION MATCH-UP EVIDENCE CARD

✂ CUT PAGE - Reason, Evidence, Explanation Match-Up Explanation Cards

Cut only on the dashed lines.

D1 — EXPLANATION (Definition)

This means the rights were created to guard people and help prevent unfair treatment.

D2 — EXPLANATION (Definition)

This shows that fairness is not just an idea; laws must protect it in real situations.

X1 — EXPLANATION (Expert Testimony)

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

S1 — EXPLANATION (Story / Anecdote)

This reminds me of times when rules felt fairer because people could help shape them.

Card Backs - Explanation Cards

Check only after the group commits.

D2

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EXPLANATION CARD

D1

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EXPLANATION CARD

S1

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EXPLANATION CARD

X1

REASON, EVIDENCE, EXPLANATION
MATCH-UP

EXPLANATION CARD

Reason, Evidence, Explanation Match-Up - Recording

Record three matches and complete CSI.

SET 1

Reason card: ____ Evidence card: ____ Explanation card: ____

My CSI check (Connects / Strongly Supports / Important Enough):

SET 2

Reason card: ____ Evidence card: ____ Explanation card: ____

My CSI check (Connects / Strongly Supports / Important Enough):

SET 3

Reason card: ____ Evidence card: ____ Explanation card: ____

My CSI check (Connects / Strongly Supports / Important Enough):

ANSWER KEY

R1 → Best Evidence E1 → Strong Explanation D1

R2 → Best Evidence E2 → Strong Explanation D2

R3 → Best Evidence E3 → Strong Explanation X1/S1

Note: Cards E4 and E5 may be accurate quotations, but they are weaker CSI matches for these exact reasons. Explain why before returning all cards to your Interactive Notebook pocket.

Day 4 - DISCUSS: Make the Quote Do Its Job

A quote may be true and still not be the best evidence for this reason.

MY DAY 4 LEARNING TARGET

I will compare explanation styles and explain why a matching quote is stronger than another accurate quote.

Why can't any quote work?

How did CSI improve your choice?

Why does beginning with This help the reader?

How are definition, expert testimony, and story/anecdote different?

THINK ABOUT IT

A strong proof chain is clear enough that another writer can follow and explain every choice.

STUDENT SUPPORT - Another Way to Show What You Know

Use: This quotation matches _____. It is strong because _____. My explanation adds _____.

Ready to Stretch? Take Your Thinking Further!

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

Build My Paragraph Parts - Rights Protect People

Match a reason to a quotation and explain what it proves.

REASON SENTENCE

One reason fairness and voice are important is that rights protect people from unfair treatment.

EVIDENCE (with signal marker)

The poet said, "These rights protect us every day,"

MY CSI + EXPLANATION

Connects: this reason is about _____. Strongly supports: the quotation gives proof.

Important enough: this shows _____ and matters because _____. Choose Definition, Expert Testimony, or Story/Anecdote.

NAME THE EXPLANATION TYPE

Definition, Expert Testimony, or Story/Anecdote?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this quotation prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build My Paragraph Parts - Fair Laws Matter

Match a reason to a quotation and explain what it proves.

REASON SENTENCE

To begin, fair laws help people live more justly.

EVIDENCE (with signal marker)

The poet said, "They wrote down rights to make things fair,"

MY CSI + EXPLANATION

Connects: this reason is about _____. Strongly supports: the quotation gives proof.

Important enough: this shows _____ and matters because _____. Choose Definition, Expert Testimony, or Story/Anecdote.

NAME THE EXPLANATION TYPE

Definition, Expert Testimony, or Story/Anecdote?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this quotation prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Build My Paragraph Parts - People Need a Voice

Match a reason to a quotation and explain what it proves.

REASON SENTENCE

Another reason these ideas matter is that people need a voice in decisions that affect them.

EVIDENCE (with signal marker)

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

MY CSI + EXPLANATION

Connects: this reason is about _____. Strongly supports: the quotation gives proof.
Important enough: this shows _____ and matters because _____. Choose Definition, Expert Testimony, or Story/Anecdote.

NAME THE EXPLANATION TYPE

Definition, Expert Testimony, or Story/Anecdote?

STUDENT SUPPORT - Another Way to Show What You Know

Ask: What exactly does this quotation prove? You still write the explanation.

Ready to Stretch? Take Your Thinking Further!

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

Module 4 Cumulative Standards Application Check

Check one Reason + Evidence + Explanation chain you built.

COPY MY REASON → EVIDENCE → EXPLANATION

PROOF CHAIN CHECK

- ☐ the quote directly supports the reason ☐ the signal marker is accurate
- ☐ the explanation begins with This and adds meaning ☐ CSI is complete
- ☐ revised for sentence structure and word choice ☐ added, deleted, or combined ideas for coherence
- ☐ subject-verb agreement, prepositions, and conjunctive adverbs checked ☐ Grade 5 spelling patterns and rules checked

MY REVISED CHAIN

STUDENT SUPPORT - Another Way to Show What You Know

Point to one feature at a time and read aloud. You still decide each revision.

Ready to Stretch? Take Your Thinking Further!

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

Full Reason + Evidence + Explanation

Draft - Page 1

Choose a reason and prove it with quoted evidence and explanation.

DRAFTING FOCUS

Reason → signal marker + quoted evidence → explanation that tells how the quote proves the reason. Use CSI.

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, suggesting it might be from a notebook. There is no handwriting or other markings on the page.

Full Reason + Evidence + Explanation

Draft - Page 2

Continue only if you need more space.

CONNECTION CHECK

Does my evidence match the reason, and does my explanation say what the quotation proves and why it matters?

[illegible]

Day 5 - USE: Independent Proof Chains

For each reason, select a direct quote, add a signal marker, and write an explanation.

MY DAY 5 LEARNING TARGET

I will independently complete proof chains, reflect, and teach a partner.

INDEPENDENT TASK

For each reason, select a direct quote, add a signal marker, write an explanation beginning with This, and label the style.

REASON 1

One reason fairness and voice are important is that rights protect people from unfair treatment.

Evidence:

Explanation:

Style:

REASON 2

To begin, fair laws help people live more justly.

Evidence:

Explanation:

Style:

Day 5 - AWARD the Evidence Expert

Think about how you used evidence today.

TURN-AND-TEACH FRAME

My reason is _____. My evidence is _____. It passes CSI because _____. My explanation says _____. I used the _____ style.

MY AWARD - EVIDENCE EXPERT BADGE

Today I learned how to make evidence do the job of

STUDENT SUPPORT - Another Way to Show What You Know

Star your strongest explanation before writing your brag strip.

Ready to Stretch? Take Your Thinking Further!

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

MOVE YOUR THINKING



**Foundational
RECALL**



**Emergent
CONNECT**



**Visible
EXPLAIN**



**Independent
USE**



**Reflective
EXTEND**

Day 5 - TARGET the Next CSI Move

Choose one precise next step.

- ☐ tighter evidence match
- ☐ stronger signal marker
- ☐ explanation that goes beyond retelling
- ☐ clearer connection between CSI and the reason

REFLECTION

I understand CSI when

I still need help with

MY NEXT GOAL

My next goal for proving a reason 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 your quotation and explain what it proves.

Day 5 - EXPLAIN to a Partner

Teach your partner CSI, then answer the module question.

TEACH-BACK FRAME

To choose evidence, I use CSI: Connects, Strongly supports, Important enough. Signal markers matter because _____. Definition explains meaning, expert testimony connects to what knowledgeable people say, and story/anecdote connects to an experience. One example from a passage is _____. This evidence proves _____.

Partner A teaches: how to choose evidence using CSI, and why signal markers matter.

Partner B teaches: what explanation does, and how definition, expert testimony, and story/anecdote differ.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse with a partner. Use the frame, but teach in your own words.

Ready to Stretch? Take Your Thinking Further!

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

MY THINKING NOW

Answer the module question again.

How do I use CSI to choose the right proof and explain what it shows?

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 strongest proof chain. Write what you are proud of and name the CSI check or explanation move that made it strong.

TARGET

Choose one: write a question about a new topic this lesson made you curious about, or name the evidence-and-explanation step you want to improve next.

EXPLAIN

Name the page that best proves your growth. Explain what you did there and how your evidence and explanation worked together.

I Can...	Not Yet	Growing	Got It
I can name CSI.	☐	☐	☐
I can choose a direct quote that passes CSI.	☐	☐	☐
I can introduce a quote with a signal marker.	☐	☐	☐
I can explain how a quote proves my reason.	☐	☐	☐

Check the Learning - Evidence Decision Conference

Before you submit a proof chain, be ready to explain every choice out loud.

BE READY TO ANSWER

1. Read your reason first. What must your quotation prove?
2. Show the words in the quotation that connect directly to your reason.
3. Use CSI out loud: tell why this quotation strongly supports the idea and why it is important enough.
4. Your explanation begins with This. What does This point back to, and how does your sentence help the reader understand the proof?

Conference Look-For	Student Evidence
Reason is focused	I can state one claim in a complete sentence.
Quotation passes CSI	I can name the direct connection, strong support, and importance.
Explanation adds thinking	I can explain what the quotation proves.
Signal marker is accurate	I can name the poet, playwright, or text before the quotation.

STUDENT SUPPORT - Another Way to Show What You Know

Rehearse your answers with a partner before your conference.

Ready to Stretch? Take Your Thinking Further!

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

Study Three Evidence Exemplars

Notice how a response moves from a bare topic to a full proof chain.

PROMPT

Explain why "Our Rights, Our Voices" and "A Voice of Their Own" show that fairness and voice are important.

LOW

Rights are important. The poet said, "These rights protect us every day," This is good. What is working: the response names a related idea. What needs improvement: add a precise claim, a selected detail, and thinking that explains the connection.

MEDIUM

Rights are important because they protect people. The poet said, "These rights protect us every day," This means rights help people.

What is working: the response moves beyond a bare topic and begins to make a focused claim. What needs improvement: make the relationship more precise and show how accurate text evidence proves it.

HIGH

One reason the poem is important is that rights protect people from unfair treatment. The poet said, "These rights protect us every day," This means the Bill of Rights was designed to guard people and help prevent unfair treatment in their daily lives. The quotation passes CSI because it directly connects to protection, strongly supports the reason, and is important enough to prove it.

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

STUDENT SUPPORT - Another Way to Show What You Know

Underline the reason, the evidence, and the explanation in different ways in each exemplar.

Ready to Stretch? Take Your Thinking Further!

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

READY TO STRETCH? - Which Explanation Works Best?

Compare these responses to "These rights protect us every day,"

A

This is about rights.

B

This means rights protect people every day, so people have more safety from unfair treatment.

C

This is a good quote.

WHICH IS STRONGEST AND WHY?

STUDENT SUPPORT - Another Way to Show What You Know

B is strongest because it explains the evidence's meaning and links it back to protection. Revise A and C so each begins with This and does the quotation's proving job.

Ready to Stretch? Take Your Thinking Further!

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

Auditory Engagement - Catch the Example

Do not choose because a line sounds interesting. Catch the example that passes CSI most completely, then defend it.

ROUND 1 - PROTECTION

Reason: Rights matter because they protect people from unfair treatment.

A: "Practice religion of any kind,"

B: "These rights protect us every day,"

C: "Long ago, when a nation was new."

Which catches the example? Circle one: A / B / C

ROUND 2 - VOICE

Reason: The drama shows that people want a voice in decisions that affect them.

A: "People want to be heard."

B: "People want to be heard."

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

Which catches the example? Circle one: A / B / C

FRESH RECALL

Cover the choices. State the three CSI questions from memory.

STUDENT SUPPORT - Another Way to Show What You Know

B is the clearest CSI match in Round 1; A or B is the most direct proof in Round 2.

Ready to Stretch? Take Your Thinking Further!

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

Day 5 - Writing Opportunity: Prove My Reason

Choose one reason sentence and build a complete proof chain.

HOW TO PROVE MY REASON

1. Read each reason sentence.
2. Select a direct quote from the poem or drama that passes CSI.
3. Add a signal marker before the quote.
4. Write one explanation sentence that begins with This.
5. Label the explanation: definition, expert testimony, or story/anecdote.

REASON SENTENCES

- One reason the poem is important is that rights protect people from unfair treatment.
- Another reason fair laws matter is that they help people live more justly.
- A third reason the drama is significant is that people need a voice in decisions that affect them.

MY CHOICE

Choice: ____ What the quotation proves:

STUDENT SUPPORT - Another Way to Show What You Know

Read all three reason sentences aloud.
Choose the one whose evidence you can explain most clearly.

Ready to Stretch? Take Your Thinking Further!

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

Additional Proof Chain Draft - Page 1

Prove your reason with strong evidence and explanation.

DRAFTING FOCUS

Reason → signal marker + quoted evidence → explanation. Choose the quotation that truly proves the reason.

[illegible]

Additional Proof Chain Draft - Page 2

Prove your reason with strong evidence and explanation.

DRAFTING FOCUS

Reason → signal marker + quoted evidence → explanation. Choose the quotation that truly proves the reason.

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

Revise, Edit, and Share

Improve the explanation, check conventions, then explain one choice.

REVISE

- ☐ explanation begins with This and says what the evidence proves
- ☐ evidence matches the reason
- ☐ signal marker is accurate

EDIT

- ☐ complete sentences and subject-verb agreement
- ☐ irregular verbs
- ☐ collective, comparative, and superlative nouns/adjectives
- ☐ conjunctive adverbs, indefinite pronouns, subordinating conjunctions
- ☐ prepositions and prepositional phrases
- ☐ commas in complex sentences
- ☐ Grade 5 spelling

ONE REVISION

STUDENT SUPPORT - Another Way to Show What You Know

Read the reason, evidence, and explanation aloud. You still decide the revision.

Ready to Stretch? Take Your Thinking Further!

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

Tiny Tracks

Point to the proof you chose.

Tiny Tracks

Small Steps. Big Growth.

I just learned:

My thinking level:

MOVE YOUR THINKING



Foundational
RECALL



Emergent
CONNECT



Visible
EXPLAIN



Independent
USE



Reflective
EXTEND

☐ Easy ☐ Just Right ☐ Challenging

Support I used: _____

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

Ready to Stretch? Take Your Thinking Further!

Defend which explanation type - definition, expert testimony, or story/anecdote - made your thinking sound strongest.

Pause Points

Stop and think before you move on.

PAUSE POINT - After the Reason

Stop and think: What claim am I proving?

PAUSE POINT - After the Quotation

Stop and think: Does it pass CSI?

PAUSE POINT - After the Explanation

Stop and think: Did I tell what the quotation means and how it proves the reason?

PAUSE POINT - Before Sharing

Stop and think: Did I use a signal marker and complete sentences?

Closure - Evidence Expert Exit Ticket

Complete this sentence, then explain an explanation starter.

Complete this sentence:

"A quotation proves my reason when it ____, ____, and ____."

Choose one explanation starter - This means, This shows, or This proves - and say how it helps a writer make evidence do its job.

Portfolio Evidence + Closing Reflection

Choose pages that prove your Module 4 growth.

Evidence	Page	What It Proves
1		
2		
3		

At first, I...

Now I...

MODULE 4 CLOSING IDEA

CSI checks that a quotation connects directly to the reason, strongly supports it, and is important enough to prove it. A signal marker introduces the quotation, and the explanation - beginning with This - tells what that evidence proves, so the proof chain moves from a claim to proof to purposeful meaning.

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 the right proof and explain what it shows?

My Answer

I use CSI: I connect a quotation to my reason, support it with specific proof from the text, and infer what it shows - I introduce the quote with a signal marker, and my explanation tells the reader what the evidence proves.

STUDENT SUPPORT - Another Way to Show What You Know

Start with the reason: My reason is ____, my proof is ____, and it shows ____.

Ready to Stretch? Take Your Thinking Further!

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