

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 2

Grade 3 | Extended Constructed Response (ECR) with the TREE
framework

Module 1 TREES and Shaping the Prompt

Module 2 Writing the Thesis (central idea) (The Trunk of the Tree)

Module 3 Reason/Way (The First Branch of the Tree)

Module 4 Evidence (The Second Branch of the Tree)

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Teacher Lesson Plan Guide

TREES and Shaping the Prompt

Grade 3 | Cluster 2 | Module 1

Grade: 3

Cluster: 2, Extended Constructed Response (ECR) built on the TREE framework

Module: 1 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: TREES and Shaping the Prompt

Content Connection / Passage Titles: "Laura Ingalls Wilder" and "Carmen Lomas Garza"
(Week 1, Low Stamina, approximately 250 words per passage)

Primary TEKS: [3.11B\(i\)](#) (purposeful structure); [3.12B](#) (informational composition), with lesson plan breakouts [3.12B\(i\)](#), [3.12B\(ii\)](#), and [3.12B\(iii\)](#)

Daily Instructional Time: 15 minutes per day across five days; 75 minutes total

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Response Strand (7-Strand) TEKS Woven Into This Module

Teach the Response strand through reading, annotation, discussion, and brief writing. Use the following expectations at the named points in the module.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected texts. *[Day 3 family-memory connection]*
- **[3.7B]** write a response to a literary or informational text that demonstrates an understanding of a text. *[Brief responses about the two nonfiction passages]*
- **[3.7C]** use text evidence to support an appropriate response. *[BOOM BOOM GRAB evidence cards and additional writing]*
- **[3.7D]** retell and paraphrase texts in ways that maintain meaning and logical order. *[Brief oral retelling before comparing the authors]*
- **[3.7E]** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. *[Dot, Discover, Drop and every TRACKS annotation]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Prompt explanations and additional writing]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Day 3 discussion and Day 5 Turn and Teach]*

1. A Little Inspiration Goes a Long Way!

Great teachers teach students how to grow ideas. Like a tree reaching for sunlight, strong thinking grows when instruction gives students strong roots.

TEACHER SCRIPT

"You can grow strong ideas when you first understand the prompt. Your red circle, yellow box, and green triangle help you find the job before you write."

Connection to this week's thinking: teach students to slow down, identify a prompt's topic, charge, and clue word, and name the answer it requires.

2. Why This Module Matters

Nothing else in this cluster works until students can tell what a prompt is actually asking. An ECR prompt is usually a statement, carries a topic, a charge, and a clue word, and uses that clue word to signal WHY or HOW thinking. By the end of the week, students mark those parts in an unfamiliar prompt and explain the kind of answer it demands.

Where it fits into writing: shaping the prompt is the first step in organizing a focused ECR. The TREE framework connects a thesis (central idea) trunk to reasons or ways, evidence, and explanation.

Why it matters beyond this assignment: students learn to identify the subject, the job, and the thinking required before responding in any subject.

3. Module Essential / Overarching Question

How can a writer tell exactly what an extended constructed response prompt is asking before writing a single sentence?

Have students record initial thinking on Monday and return to the same question on Friday.

Monday: Record the student's initial understanding.

Friday: Record the student's final understanding.

Change in understanding: Have students identify what changed and point to evidence.

Family Communication

4. Parent Communication Purpose

Use family communication to explain the week's prompt-shaping work, offer conversation starters, and suggest simple shared activities. When students explain the learning at home, families can hear thinking that usually stays in the classroom.

How to Send It: Share the English or Spanish message in the family's preferred language, or share both. Use the same questions and activities in either language.

5. Family Letter (English)

English family communication: Share this week's learning with families: Cluster 2, Module 1, TREES and Shaping the Prompt introduces extended constructed responses.

Tell families that students are beginning extended constructed response writing. Explain that strong writing grows like a tree: before writing, students circle the topic in red, box the charge in yellow, and triangle the clue word in green. WHY asks for a reason; HOW asks for a way or method.

Describe the two true stories: Laura Ingalls Wilder preserved everyday frontier life in the Little House books; Carmen Lomas Garza preserves Mexican-American family life through art, including holiday tamale making. Explain the focus on purposeful structure ((3.11B(i))) within informational writing ((3.12B)), complete simple sentences, and capital letters in proper nouns such as Laura Ingalls Wilder and Wisconsin. Invite families to ask the student to explain a marked prompt.

Closing: Thank families for listening and sign as the student's teacher, The Writing Academy, LLC.

6. Family Letter (Spanish) / Carta para las Familias

Comunicación con las familias en español: Comparta el aprendizaje de esta semana: el Grupo 2, Módulo 1, TREES y Analizar la Pregunta presenta las respuestas construidas extendidas.

Explique que el estudiante comienza a escribir respuestas construidas extendidas, o ECR. Antes de escribir, aprenderá a marcar el tema con un círculo rojo, la tarea o verbo importante con un cuadro amarillo y la palabra clave con un triángulo verde. POR QUÉ pide una razón; CÓMO pide una manera o un método.

Describe las dos historias reales: Laura Ingalls Wilder escribió sobre la vida diaria en la frontera; Carmen Lomas Garza, artista mexicoamericana de Kingsville, Texas, pinta escenas familiares, como hacer tamales durante las fiestas. Explique la estructura con propósito ((3.11B(i))) y la escritura informativa ((3.12B)), además de las oraciones simples completas y las mayúsculas en nombres propios como Laura Ingalls Wilder y Wisconsin. Invite a las familias a pedirle al estudiante que explique una consigna marcada.

Despedida: Agradezca el apoyo familiar y firme como la maestra o el maestro del estudiante, The Writing Academy, LLC.

7. Family Conversation Starters

- Invite families to ask students to show a marked prompt and explain each color and shape.

- Invite families to ask for the difference between a WHY prompt and a HOW prompt.
- Suggest a conversation about what Laura Ingalls Wilder wrote and why readers enjoyed it.
- Suggest a conversation about what Carmen Lomas Garza paints and how both artists preserve history.
- Ask families to discuss which part of understanding a prompt feels hardest and listen to the student's explanation.

8. Simple Family Activities

Share these activities as short conversations requiring no special materials.

Family Activity: Mark the Question

Mark the Question: Invite families to ask an everyday question, such as why they went to the store that morning. Have the student name its topic, charge, and clue word aloud.

Family Activity: Ordinary Day Story

Ordinary Day Story: Invite a family member to describe an ordinary day from the past. Have the student choose one detail worth keeping for a reader a hundred years from now.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 2, Module 1
Module Category	Informational Writing / ECR: TREES and Shaping the Prompt
Primary TEKS	3.11B(i) ; 3.12B , with lesson plan breakouts 3.12B(i) , 3.12B(ii) , 3.12B(iii)
Primary Breakout	Organize with purposeful structure by identifying the topic, charge, and clue word before drafting.
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G
Recursive TEKS	3.11C revision; 3.11D conventions; Dot, Discover, Drop; TRACKS evidence; TREE structure
Content Connection	Nonfiction: "Laura Ingalls Wilder" and "Carmen Lomas Garza"; Low Stamina
Daily Lesson Time	15 minutes per day; five days; 75 minutes total
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate

Student Product(s)	Tree labels; auditory fill-ins; BOOM BOOM GRAB responses; four shaped prompts; Award and Target; tracker
Formal Assessment Product	Four-prompt practice page, five-component exit ticket, and brief additional writing

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students analyze an ECR prompt by identifying its topic, charge, and clue word, then determine whether it requires WHY thinking or HOW thinking.

I Will Statements

- Teach students to mark the topic with a red circle.
- Teach students to mark the charge with a yellow box.
- Teach students to mark the clue word with a green triangle.
- Teach students to decide whether the prompt requires WHY or HOW thinking.
- Teach students to explain the task before writing.

I Can Statements

- Look for the noun of importance identified accurately.
- Look for the verb of importance identified accurately.
- Look for the WHY or HOW clue word identified accurately.
- Listen for a partner explanation that preserves the prompt's meaning.

CLASS SLIDE

Module Slide 1: Display the I Will and I Can learning targets for topic, charge, clue word, and WHY/HOW thinking.

13. Success Criteria

Use these criteria to make successful prompt shaping visible before students work independently.

- The red circle marks the correct topic.
- The yellow box marks the correct charge.
- The green triangle marks the clue word.
- The student correctly names WHY or HOW.
- The student cites the clue word as the reason for the classification.
- The student restates the prompt's job without changing its meaning.

14. Evidence That Will Demonstrate Mastery

Keep the completed four-prompt practice page and the Day 5 exit ticket together to show growth.

- Day 2: record how students classify thesis (central idea), evidence, and explanation in BOOM BOOM GRAB.
- Day 2: check the individual partner-prompt marks before revealing the model.
- Day 3: collect four independently shaped prompts, each labeled WHY or HOW.
- Day 4: collect one demonstrated strength and one next-step goal supported by the student's work.
- Day 5: collect one unfamiliar prompt with three accurate marks, a correct type, and an explanation of the task.

15. TEKS Correlations

Teach purposeful structure through prompt analysis ([3.11B(i)]) and informational composition ([3.12B]). The lesson plan separates the informational expectation into [3.12B(i)], [3.12B(ii)], and [3.12B(iii)]; use section 26 for complete official expectations.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
[3.11B(i)]	Writing Process, Structure	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion	Day 1 model	Days 2-3 prompt shaping	Day 3 practice; Day 5 exit ticket
[3.12B(i)]	Informational Composition	Clear central idea focus within [3.12B]	Day 1 WHY/HOW model	Day 3 prompt-type decisions	Day 5 task explanation
[3.12B(ii)]; [3.12B(iii)]	Informational Composition	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	Day 2 tree-card distinctions	Day 2 game; additional writing	Brief informational response
[3.11C]	Writing Process, Revision	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Additional writing	Read aloud; strengthen one word	Revised brief response
[3.11D]	Writing Process, Editing	Complete sentences; singular, common, and proper nouns; capitalization; spelling within the full [3.11D] expectation	Conventions connection	Additional writing checklist	Edited brief response

The lesson plan's revising and editing breakouts identify focused practice within [3.11C] and [3.11D]. Keep conventions feedback separate from prompt-shaping accuracy.

16. Standards Coverage Matrix

Use the matrix to distinguish primary instruction, Response strand practice, and recurring conventions. Lesson plan breakout labels identify narrower practice within the full standards.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(i)	Organizing with purposeful structure, including an introduction and a conclusion	Day 1 model; Days 2-3 shaping; Day 5 ticket
PRIMARY	3.12B	Informational text with a clear central idea and genre characteristics and craft	WHY/HOW analysis; additional writing
RECURSIVE	3.11C	Improve sentence structure and word choice for coherence and clarity	Additional writing revision
SPIRAL	3.7A	describe personal connections to a variety of sources, including self-selected texts	Day 3 family-memory connection
SPIRAL	3.7B	write a response to a literary or informational text that demonstrates an understanding of a text	Brief responses about the two nonfiction passages
SPIRAL	3.7C	use text evidence to support an appropriate response	BOOM BOOM GRAB evidence cards and additional writing
SPIRAL	3.7D	retell and paraphrase texts in ways that maintain meaning and logical order	Brief oral retelling before comparing the authors
SPIRAL	3.7E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	Dot, Discover, Drop and every TRACKS annotation
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate	Prompt explanations and additional writing
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning	Day 3 discussion and Day 5 Turn and Teach
RECURSIVE	3.11D	Edit using standard English conventions	Additional writing editing checklist
RECURSIVE	3.11D(i) ; 3.11D(iii) ; 3.11D(ix) ; 3.11D(xi)	Sentences, nouns, capitalization, and spelling	Conventions connection; additional writing
RECURSIVE	Dot, Discover, Drop / TRACKS / TREE	Reading, annotation, and ECR organization habits	Passage preparation; all five days

17. ELPS Correlations

Use the lesson plan's ELPS correlations for the language demands of listening, prompt analysis, oral explanation, and brief writing.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	follow oral directions with accuracy	Day 2
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Days 1, 2, and 3
3(E)	Reading	Purpose for Reading	use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension	Day 1
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Days 1, 2, and 3
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5 additional writing

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	follow oral directions with accuracy	Intervention, after Day 3
2(F)	Speaking	restate, ask questions about, or respond to information during formal and informal classroom interactions	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward
4(F)	Writing	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward

18. ELPS Linguistic Accommodations

Maintain the full thinking demand while adjusting how multilingual learners demonstrate understanding.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the topic and charge in the writing prompt.
Beginning	Name the clue word that indicates the required response type.
Intermediate	Complete a short phrase identifying the thesis (central idea) from the prompt.
High Intermediate	Write a simple sentence explaining how the clue word shapes the thesis (central idea).
Advanced	Compare two interpretations of the thesis (central idea) and justify which matches the charge.

Language Supports

- Provide red-circle, yellow-box, and green-triangle cue cards.
- Allow oral rehearsal before writing and use a picture of a job list to explain charge.
- Read a prompt aloud or chunk its display while leaving the choices to the student.
- Use an oral frame naming the clue word and the WHY or HOW response it signals.
- Permit discussion in the home language before rehearsal in English.

Evidence of access: students may point, rehearse orally, or use a word bank, but still select the topic, charge, and clue word and explain the type independently.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen to the tree explanation, game sentences, and partner reasoning. ELPS 1(E), 1(C).
Speaking	Students identify prompt parts and justify WHY/HOW classifications. ELPS 2(E), 2(F).
Reading	Students preview nonfiction passages and read model, practice, and exit prompts. ELPS 3(E).
Writing	Students complete fill-ins, mark prompts, explain the task, and edit brief writing. ELPS 4(D), 4(E).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, let students touch each word, reduce the number of practice prompts, or provide oral frames.	Identify the topic, charge, or clue word for the student during independent assessment.

Students must still locate all three parts, name WHY or HOW, and explain the choice.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate the noun, verb, and clue word.	Supported; the prompt may be read aloud twice.	Three marks on the correct words.
Inferential			

	Decide the answer type required by the clue word.	Guided on Days 1-2; independent by Day 5.	WHY or HOW named with the clue word as evidence.
Evaluative	Judge whether a proposed answer satisfies the charge.	Partner discussion on Day 3; independent on Day 5.	Explanation of why the response does or does not do the required job.
Synthesis	Extend a shaped prompt into a complete ECR tree.	Independent enrichment after mastery.	Thesis (central idea), reason or way, evidence, and explanation aligned to the prompt.

22. The Five Thinking Levels

Read the charts from Reflective at the top to Foundational at the bottom. Name the thinking students already demonstrate, then ask the question one level above it.

Level	Symbol	Color Label	Thinking Stage	Description
Level 5	◆ diamond	Blue	Reflective	WHY: universal meaning; clues include lesson and why it still matters. HOW: the larger relationship; clues include connected and works as a whole.
Level 4	△ triangle	Green	Independent	WHY: personal meaning; clues include teaches and matters to me. HOW: a pattern; clues include repeats and changes over time.
Level 3	▽ inverted triangle	Yellow	Visible	WHY: importance in the text; clues include valuable and necessary. HOW: parts working together; clues include compares, combines, and joins.
Level 2	■ square	Orange	Emergent	WHY: purpose; clues include wanted, decided, and goal. HOW: one thing affecting another; clues include supports, shapes, and creates.
Level 1	● circle	Red	Foundational	WHY: cause; clues include because, caused, and led to. HOW: connection; clues include related, linked, and matches.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Reflective	Why is it important to everyone?	Student explains a universal lesson.	Stories can keep the past alive for everyone.
Independent	Why is it important to the reader?	Student explains personal meaning or application.	Laura's books show that ordinary days are worth remembering.
Visible	Why is it important in the passage?	Student explains significance within the text.	Laura's descriptions let readers picture the prairie.
Emergent	Why was it done?	Student explains purpose.	Garza wanted family traditions remembered.
Foundational	Why did it happen?	Student explains cause.	Laura's family moved to find land to farm.

Module focus: identify the kind of thinking a clue word demands. Raise word choice after the prompt's structure is secure. WHY asks about reasons, purpose, or importance; HOW asks about methods or relationships.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Explain is the charge.	The first verb is mistaken for the verb of importance.	Ask what the topic does. In the model, stories help; Explain is the direction.
Any reason answers a WHY prompt.	A true statement may be accepted even when unrelated to the charge.	Check that the response names the topic and performs the requested job.
Marking is only a warm-up.	Prompt analysis is rushed because marks are quick to draw.	Protect the modeling and selection time. Later modules depend on independent shaping.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Every noun is the topic.	The student circles several unrelated nouns.	Ask which noun phrase the rest of the sentence is about. Use two simple prompts before returning to full prompts.
An ECR prompt must end with a question mark.	The student waits for a question or adds a question mark.	Compare a direct question with an ECR statement and identify their punctuation.
WHY and HOW mean the same thing.	The student guesses the type without reading the clue word.	Contrast an answer with because and one with through; have the student identify the reason.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Target: [3.11B(i)], purposeful structure, and [3.12B], informational composition. Students shape the prompt before drafting. The lesson plan's [3.12B(i)], [3.12B(ii)], and [3.12B(iii)] breakouts connect the clue word to a clear central idea and informational characteristics and craft.

26. How I Say the Standard!

TEKS says	How I say it
[3.11B]: develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.12B]: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C]: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D]: edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Explain that students first identify the prompt's topic, charge, and clue word to organize a focused informational response. Teach WHY as a reason and HOW as a way. Apply the lesson plan's narrower sentence, noun, capitalization, and spelling focus during additional writing. The full expectations at left retain the official TEKS wording.

27. This Week I Can...

Have students demonstrate three accurate marks, name WHY or HOW, and explain the task to a partner before writing an answer.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Recall previously practiced question types: WHAT, WHY, and HOW.

- Recognize that a writing prompt gives the writer a task.
- Recognize nouns and verbs and a complete sentence.
- Use Dot, Discover, Drop to mark and resolve unfamiliar words.
- Distinguish proof from the text from an explanation supplied by the writer. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner what evidence does and what explanation does. Then point to a noun and a verb in a familiar sentence."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
prompt	The writing task that tells what to write about.	Have students name the task before drafting.
topic	The noun of importance; what the prompt is about.	Have students identify the red-circle phrase.
charge	The verb of importance; what the topic does.	Have students identify the yellow-box word.
clue word	The word signaling WHY or HOW.	Have students identify the green triangle and name the required answer type.

31. Conventions Connection

During additional writing, review complete simple sentences and subject-verb agreement (**[3.11D(i)]**); singular, common, and proper nouns (**[3.11D(iii)]**); capitalization of geographical names such as Wisconsin (**[3.11D(ix)]**); and spelling, including high-frequency words (**[3.11D(xi)]**). Have students check capital letters in Laura Ingalls Wilder and Wisconsin. Use ELPS 4(E) for the language conventions support.

32. Writing Connection

Shaping is the first step in writing an ECR. The topic identifies the subject, the charge identifies its job, and the clue word determines WHY or HOW thinking. This module prepares students to grow a thesis (central idea) trunk and supporting branches in the modules that follow.

33. Watch Out!

Common misconception: students box Explain because it appears first. **Teacher move:** distinguish the direction from the charge by asking what the topic does. In the model, Laura Ingalls Wilder's stories help readers; help is the charge.

34. Ready Check

Read the model prompt: Explain why Laura Ingalls Wilder's stories help readers understand history. Ask students to locate a noun and a verb, then explain what WHY requests. Use the response to plan shape-cue support and oral rehearsal.

35. Teacher Look-Fors

- Students circle the noun phrase that names the topic.
- Students box the topic's verb rather than the direction Explain.
- Students triangle WHY or HOW and use it to justify the answer type.
- Students restate the task without replacing it with a passage summary.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These academic thinking words help you understand questions and explain your answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Tier 1 words are everyday words you use with your family and friends, such as tree, grow, and answer. Say each word, then use it in a sentence about your tree."

Word	Student-Friendly Definition	Oral Rehearsal Frame
tree	A tall plant with a trunk and branches.	Rehearse with students: A tree grows from the _____.
branch	A part that grows out from the trunk of a tree.	Rehearse with students: A branch grows out of the _____.
grow	To get bigger or develop over time.	Rehearse with students: My thinking can _____ like a tree.
reason	Why something happened or why something is true.	Rehearse with students: One _____ is _____.
proof	Something that shows an idea is true.	Rehearse with students: My _____ comes from the passage.
explain	To tell about something so others understand it.	Rehearse with students: I can _____ what the evidence shows.
answer	What a person says or writes to respond to a question.	Rehearse with students: My _____ must match the prompt.
word	A group of letters that means something.	Rehearse with students: The clue _____ tells me why or how.
shape	To give something a clear form.	Rehearse with students: First I _____ the prompt.
mark	To make a sign on something so it can be found again.	Rehearse with students: I _____ the topic with a red circle.
story	A telling of what happened.	Rehearse with students: Laura wrote a _____ about the prairie.
family	The people a person lives with and belongs to.	Rehearse with students: Garza painted her _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic thinking words help you understand questions and explain answers. Say each word, then use it in a sentence about your passage with a partner."

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	The writing task that tells what to write about.	Rehearse with students: The _____ tells me what to prove.
analyze	To look closely at the parts of something.	Rehearse with students: I _____ the prompt before I write.
topic	The noun of importance; what the prompt is about.	Rehearse with students: The _____ is _____.
charge	The verb of importance; the job the prompt gives the writer.	Rehearse with students: The _____ tells me to _____.
clue word	The word showing whether the prompt wants WHY or HOW.	Rehearse with students: The clue word is _____, so this is a _____ prompt.
thesis (central idea)	The sentence that gives the answer to the prompt.	Rehearse with students: My thesis (central idea) answers the _____.
evidence	Proof taken straight from the passage.	Rehearse with students: My _____ comes from paragraph _____.
explanation	Telling what the evidence shows.	Rehearse with students: This _____ means _____.
significance	Why something matters.	Rehearse with students: The _____ of this idea is _____.
structure	The way the parts of writing are put together.	Rehearse with students: Good _____ helps my reader.
statement	A sentence that tells rather than asks.	Rehearse with students: An ECR prompt is usually a _____.
informative	Writing that gives true information about a topic.	Rehearse with students: This is an _____ response.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words connect to the historical topics in your passages. When you understand them, you can understand the passages more easily. Say each word before you read."

Word	Say It This Way	Student-Friendly Definition
prairie	PRAIR-ee	A wide, flat area of land covered with grass.
frontier	frun-TEER	Land at the edge of a settled area.
wagon	WAG-un	A vehicle with wheels pulled by animals.
storytelling	STOR-ee-tel-ing	Sharing events as a story so others can picture them.
traditions	truh-DISH-uns	Ways of doing things passed down in a family or group.
tamales	tuh-MAH-lays	A Mexican food made of dough steamed in a corn husk.
culture	KUL-cher	The customs, beliefs, and ways of life of a group.
artwork	ART-wurk	Something made by an artist, such as a painting.
celebration	sel-uh-BRAY-shun	A special event held to honor something.
adventures	ad-VEN-churs	Exciting or unusual experiences.
neighbors	NAY-burs	People who live nearby.
Mexican-American	MEK-si-kun uh-MER-i-kun	Describing people of Mexican heritage who live in the United States.

Use the Teach BIG Academic Vocabulary Companion App for additional Tier 2 practice and assessment when available.

39. Background Knowledge & Teacher Context

Background knowledge: students have practiced answering questions, finding sentences in numbered paragraphs, and distinguishing evidence from explanation. Preview the Low Stamina nonfiction passages about Laura Ingalls Wilder and Carmen Lomas Garza.

Teacher context: an ECR prompt is usually a statement beginning with Explain. The clue word may occur inside the sentence. The charge is the verb of importance within the topic phrase, not the direction Explain.

Content connection: Wilder's descriptions help readers picture daily life on the prairie; Garza's pictures preserve family traditions. Reuse the same two passages so students can concentrate on the new thinking. WHY prepares students for a reason linked by because or since; HOW prepares them for a way expressed with through, by, or with.

The ECR Habit

Teach students to read with Dot, Discover, Drop, tag relevant passage details with TRACKS (**3.7E**), and shape the prompt. The TREE framework grows a thesis (central idea) trunk with reason or way, evidence, and explanation branches. Module 1 establishes the prompt-analysis foundation; complete ECR development is an extension. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Teacher guide; both Low Stamina passages; Student Interactive Notebooks; chart paper; small tree diagrams
Activity / game materials	BOOM BOOM GRAB tree and sentence cards; scissors; envelopes or folded paper for Practice Pockets; optional gameboard and Pencil Guy markers
Writing materials	Red, yellow, and green pencils or markers for prompts; pastel green, purple, yellow, and orange highlighters for TRACKS
Assessment materials	Four-prompt practice page; exit tickets; answer keys; tracker; intervention strips; enrichment materials
Technology	Daily Deck, all 36 Module 1 slides; display or whiteboard
Accessibility supports	Shape cue cards; oral frames; picture support for charge; WHY/HOW chart

41. Preparation Before Day 1

- ☐ Draw the Growing Tree, Shaping an ECR Prompt, and WHY/HOW anchor charts.
- ☐ Copy both Low Stamina passages, one set per student, unless students use the Interactive Workbook.
- ☐ Cut one demonstration set of BOOM BOOM GRAB cards; prepare Practice Pockets.
- ☐ Load the Daily Deck and check all 36 Module 1 slides in order.
- ☐ Set out red, yellow, and green prompt markers and the separate TRACKS highlighting colors.
- ☐ Prepare the four practice prompts, independent exit ticket, and intervention and enrichment materials.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Gather 3 minutes; Reveal 10 minutes; check and transition 2 minutes. Introduce the tree, model the three marks, and rehearse prompt vocabulary.
Day 2	15	A Attempt	Opening 2 minutes; BOOM BOOM GRAB 8 minutes; partner shaping 4 minutes; closing 1 minute.
Day 3	15	D Discuss + U Use	Discuss 4 minutes; independent four-prompt practice 9 minutes; collect and close 2 minutes.
Day 4	15	A Award + T Target	Award 6 minutes; Target 7 minutes; share and close 2 minutes.
Day 5	15	E Educate and Explain to Others	Turn and Teach 5 minutes; poem and movement 2 minutes; exit ticket 6 minutes; closure 2 minutes.

43. Tiny Times Transition

Use brief, zero-material retrieval routines during classroom transitions. Keep hallway responses silent and protect the five-day lesson sequence.

- Why or How Fingers: read short prompts; students show one finger for WHY and two for HOW.
- Circle, Box, Triangle Hands: say stories, help, why, artwork, tells, or how; students show the matching shape.

- Statement or Question: read an ECR statement and a direct question; students distinguish them with thumbs up or down.
- Use the routine while cards return to Practice Pockets or notebooks are set out; keep cues short and movements simple.

Citizenship & Content Connection

44. The Citizenship Connection

Connect careful reading and respectful listening to preserving family histories and cultural traditions. Both nonfiction passages offer concrete examples.

Element	This Module
Suitability	Wilder and Garza preserved everyday experiences so later readers and viewers could learn from them.
Focus	Respect for family memories, culture, and the contributions of writers and artists.
Historical / Content Connection	Wilder described life on the American frontier; Garza depicts Mexican-American family and community experiences.
Perspective Connection	Invite students to recognize the value of familiar traditions and listen respectfully to experiences different from their own.
Literacy-to-Citizenship Connection	Accurate prompt reading and evidence-based explanation help students represent another person's experience responsibly.
Citizenship Question	Ask students how stories and pictures help a community remember its past.
Teacher Script	<i>"You can help a community remember by listening carefully to family stories. When you read Wilder's stories or study Garza's art, you can notice everyday details that matter to other people."</i>
Accuracy / Source Note	Use the supplied passages for the historical details and keep interpretations connected to the text.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Topic: the noun of importance	Charge: the verb of importance	Clue word: WHY or HOW

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	why; reason, purpose, importance	A reason; later modeled with because, since, or when in a complex sentence.
HOW prompts	how; way, method, relationship	A way or method; later modeled with through, by, or with.

ECR TREE Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea): trunk	The answer to the prompt; the passage and prompt form the ground.
R	Reason / Way: branch	Why or how the thesis (central idea) is true.
E	Evidence: branch	Proof from the passage. Use TRACKS to locate details. 3.7C 3.7E
E	Explanation: branch	How the evidence supports the answer. 3.7G
Extension	Significance: leaves	Why the idea matters; optional Tree Builder Challenge extension beyond the core Module 1 target.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As you read, place a small dot above any word you cannot yet read or explain. Discover its pronunciation or meaning. Drop the dot when you understand the word. You are keeping track of the words you are learning."

CLASS SLIDE

Module Slide 2: Dot, Discover, Drop. Have students mark unfamiliar words, discover their meanings, and erase resolved dots.

Encouragement script: "When you notice an unfamiliar word, you have found a place to grow. You can discover its meaning and erase the dot when you understand it."

CREATE THE ANCHOR CHART

Label the tree's ground **PASSAGE AND PROMPT**, its trunk **THESIS (CENTRAL IDEA)**, and branches **REASON / WAY**, **EVIDENCE**, **EXPLANATION**. Display the prompt key and the WHY/HOW chart. Keep the three prompt shapes separate from vocabulary dots and TRACKS evidence marks.

47. Student Source Passage(s)

Passage use: use the two source texts below at low stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Laura Ingalls Wilder" (Stamina: Low)

- [1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.
- [2] As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.
- [3] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.
- [4] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.
- [5] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive.

Passage 2: "Carmen Lomas Garza" (Stamina: Low)

- [1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- [2] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.
- [3] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost like storytelling through pictures.
- [4] Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.
- [5] Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

48. Student Annotation Guide

Direct students to the smallest meaningful phrase and ask why it matters before accepting an annotation. TRACKS categories guide evidence searches; different defensible choices may be valid. **[3.7E]**

Laura Ingalls Wilder

TRACKS	Evidence
T Time	Paragraph 1: 1867; paragraph 2: long ago.
R Reactions	Paragraph 3: readers enjoyed the books; paragraph 5: readers continue to be inspired.
A Actions	Paragraphs 1-2: moved, traveled by wagon, began to write.
C Character/Concept/Creature	Paragraphs 1 and 3: Laura Ingalls Wilder and her family.
K Key Knowledge	Paragraph 3: the Little House books.
S Scenery/Setting	Paragraphs 1 and 4: prairie, wide fields, small homes.

Carmen Lomas Garza

TRACKS	Evidence
T Time	Paragraph 1: 1948; paragraph 2: holidays.
R Reactions	Paragraph 3: viewers imagine actions and feelings; paragraph 5: artwork shown in museums and schools.
A Actions	Paragraphs 2 and 4: paints, writes, and illustrates.
C Character/Concept/Creature	Paragraph 1: Carmen Lomas Garza; paragraph 2: culture.
K Key Knowledge	Paragraph 4: books in both English and Spanish.
S Scenery/Setting	Paragraphs 1-2: Kingsville, Texas, and family scenes.

49. TRACKS Evidence Highlighting

Use TRACKS to identify measurable evidence in each passage. Highlight only the smallest meaningful phrase. Keep vocabulary dots and prompt shapes distinct from evidence highlighting. **[3.7E]**

Maintain the same six categories and pastel color assignments across both passages. T and S use green; R uses purple; A and C use yellow; K uses orange.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Teacher guidance: accept varied highlighting when students can explain its category and relevance. Do not grade against a single exact highlighting pattern. **[3.7E]**

50. Five-Day GRADUATE Lesson

Teach one focused lesson each day for exactly 15 minutes. Use the five-day sequence to move from modeling to guided practice, independent prompt shaping, reflection, and transfer. Schedule additional writing and differentiated extensions separately.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: establish the TREE framework and model the topic, charge, and clue word. Gather 3 minutes; Reveal 10 minutes; check and transition 2 minutes.

Standard	Focus
TEKS	[3.11B(1)] purposeful structure; [3.12B] informational composition; [3.7E] meaningful annotation
ELPS	1(E) listening comprehension; 2(F) responding; 3(E) previewing; 4(D) written language

GATHER ■ TEACH

CLASS SLIDE

Module Slides 1 and 3: Introduce the learning targets and TREES and Shaping the Prompt.

TEACHER SCRIPT

"Would you rather have a seed or a bag of sunlight? Show one finger for a seed and two for sunlight. Sunlight cannot grow a plant by itself. Today you will grow ideas by first preparing the ground."

CLASS SLIDE

Module Slide 4: Show the blank tree. Ask why sunlight alone cannot grow anything; accept responses that recognize something must first be planted.

Preview both Low Stamina passages with Dot, Discover, Drop. Have students identify unfamiliar words without pre-highlighting the text. **[3.7E]**

CLASS SLIDE

Module Slide 5: Label ground PASSAGE AND PROMPT, trunk THESIS (CENTRAL IDEA), and branches REASON / EVIDENCE / EXPLANATION.

REVEAL ■ TEACH

CLASS SLIDE

Module Slide 6: Contrast a direct question with an ECR statement. Explain that this cluster's ECR prompts use WHY or HOW.

CLASS SLIDE

Module Slide 7: Display the unmarked model. Explain why Laura Ingalls Wilder's stories help readers understand history.

TEACHER SCRIPT

"Watch how you can find the prompt's job. You circle Laura Ingalls Wilder's stories because that is the topic. You box help because that is what the stories do. You triangle why because it tells you to give a reason."

Model Explain why Laura Ingalls Wilder's stories help readers understand history. Circle Laura Ingalls Wilder's stories in red; box help in yellow; triangle why in green. Explain is the direction to the writer.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Module Slide 8: Reveal red circle on Laura Ingalls Wilder's stories, yellow box on help, green triangle on why; answer type WHY.

Have students identify WHY as a request for a reason. Record the model's three parts and answer type.

WHY: teach that a reason may be connected with because or since.

HOW: teach that a way or method may be expressed with through, by, or with.

Connect the Prompt to the TREE Framework

CLASS SLIDE

Module Slide 9: Use a brief Tree Grow, Branch Reach, or Root Stomp movement within the allotted Reveal time.

CLASS SLIDE

Module Slide 10: Read the auditory fill-ins for question, statement, noun, verb, and WHY/HOW. Have students say the missing word and write it.

CLASS SLIDE

Module Slide 11: Reveal the answers. A direct question asks; an ECR prompt is usually a statement. Topic names the noun of importance; charge names the verb of importance; clue word signals WHY/HOW.

Point to the tree's ground, trunk, and branches. Keep this week's assessed focus on shaping the prompt; use the tree to show what will grow from it. **3.7C** **3.7G**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Ask which mark belongs on the verb of importance. Expect yellow box. If needed, display the cues and rehearse red circle noun, yellow box verb, green triangle clue.

Misconception / teacher move: if students box Explain, ask what the stories do. Have students distinguish the direction from the charge help.

Access and product: read the prompt aloud twice and permit oral rehearsal while students choose the words. Collect tree labels, the marked model, and auditory fill-ins.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: classify thesis (central idea), evidence, and explanation in BOOM BOOM GRAB, then shape the Garza HOW prompt with a partner. Opening 2 minutes; game 8 minutes; shaping 4 minutes; closing 1 minute.

Standard	Focus
TEKS	3.11B(1) purposeful structure; 3.12B informational composition; 3.7C evidence and 3.7G explanation
ELPS	1(C) following directions; 2(F) responding to information

ATTEMPT ○ LEARN

CLASS SLIDE

Module Slides 12-13: Display tree cards THESIS (CENTRAL IDEA), EVIDENCE, EXPLANATION and teach the game directions.

CLASS SLIDE

Module Slides 20-21: Explain how Carmen Lomas Garza's artwork tells stories about family life. Circle the topic with the class; partners independently box tells and triangle how before the completed model is revealed.

Seat partners facing three tree cards. Read each entire sentence before giving the BOOM BOOM GRAB signal. Use an optional third student as scorekeeper.

GAME MATERIALS

Prepare three tree cards per pair, the five sentence cards, and a Practice Pocket. Allow students to cut and store their own cards.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Seat partners with the three tree cards face up and reachable.	Both partners see all cards.
2	Read the entire sentence before signaling BOOM BOOM GRAB.	Students wait for the signal.
3	First correct grab earns one point; a wrong grab gives the partner the point.	Require a brief explanation of the choice.
4	Sentence 1: Laura Ingalls Wilder wrote stories about her early life on the American frontier.	Evidence
5	Sentence 2: This shows that Laura wanted people to understand what life was like long ago.	Explanation
6	Sentence 3: Laura Ingalls Wilder helped readers learn about history through storytelling.	Thesis (central idea)
7	Sentence 4: Garza's paintings show families cooking together and celebrating holidays.	Evidence
8	Sentence 5: This helps people understand Mexican-American traditions.	Explanation
9	Reveal the five-item key on Module Slide 19 and compare scores.	Evidence; Explanation; Thesis (central idea); Evidence; Explanation.
10	Circle Carmen Lomas Garza's artwork in the partner prompt with the class.	Red circle: the topic.
11	Have partners mark their own charge and clue word, then reveal Module Slide 21.	Yellow box: tells; green triangle: how; type HOW.
12	Return every card to the Practice Pocket for future retrieval.	Each student retains a marked prompt.

Teacher guidance: award one point for the first correct card; a wrong grab awards the point to the partner. Play all five sentences, check against the key, and return cards to Practice Pockets.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

After the shared red circle, inspect each student's yellow box and green triangle before revealing the model. Expect topic Carmen Lomas Garza's artwork, charge tells, clue how, and type HOW.

Misconception / teacher move: evidence comes from the passage; explanation tells what that evidence shows; a thesis (central idea) answers the prompt. Have students justify each choice.

Access and product: reread cards and allow pointing or oral rehearsal. Collect the game responses and each student's shaped partner prompt before showing the model.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: discuss why prompt parts matter, then independently shape all four practice prompts. Discuss 4 minutes; Use 9 minutes; collect and close 2 minutes.

Standard	Focus
TEKS	[3.11B(i)] purposeful structure; [3.12B] informational composition; [3.7E] meaningful annotation
ELPS	1(E) listening; 2(E) oral explanation; 4(D) written language

DISCUSS ○ LEARN

CLASS SLIDE

Module Slides 22-26: Discuss evidence, explanation, thesis (central idea), clue words, and why the first practice prompt needs a reason.

TEACHER SCRIPT

"Explain how you know a sentence is evidence or explanation. What does your thesis (central idea) do? Use the sentence's job to support your choice."

Expected reasoning: evidence comes straight from the text, explanation connects proof to an idea, and the thesis (central idea) answers the prompt.

TEACHER SCRIPT

"Compare the first two prompts. Which answer would need a word like because? How does your clue word tell you?"

CLASS SLIDE

Expect students to distinguish proof from explanation and to cite why as the reason for choosing a reason-based answer.

PERSONAL CONNECTION QUESTION (DISCUSS) **[3.7A]**

Invite students to connect a family memory or tradition to one of the passages and explain which detail prompted the connection. **[3.7A]**

Have students briefly retell how Wilder and Garza preserve memories, then compare written stories with pictures. Connect personal observations to the passages before returning to prompt analysis. **[3.7A]** **[3.7B]** **[3.7D]** **[3.7G]**

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Module Slides 28-29: Display directions and four unmarked prompts. Students work alone: red circle, yellow box, green triangle, then WHY or HOW.

Practice 1: Explain why Laura Ingalls Wilder's stories help readers understand history. Key: Laura Ingalls Wilder's stories / help / why / WHY. **[3.7E]**

Practice 2: Explain how Carmen Lomas Garza's artwork tells stories about family life. Key: Carmen Lomas Garza's artwork / tells / how / HOW.

Practice 3: Explain why Laura Ingalls Wilder became an important author. Key: Laura Ingalls Wilder / became / why / WHY.

Practice 4: Explain how Carmen Lomas Garza preserves cultural traditions through art. Key: Carmen Lomas Garza / preserves / how / HOW.

CLASS SLIDE

A correct classification includes a justification from the clue word. Keep optional draft writing separate from the four-prompt check.

Independent Prompt Shaping Check

Scoring: award one point for each correct topic, charge, clue word, and type on each prompt: 16 points total. A score of 13 or more indicates readiness for Module 2 without additional support.

WRITING REQUIREMENT **3.7F**

Have students use topic, charge, and clue word in explanations of their marked prompts. Apply newly acquired vocabulary in written explanations. **3.7F**

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Collect all four prompts before showing the key. Check each mark and the WHY/HOW label independently; use errors to group students for Prompt Detective.

Misconception / teacher move: if Explain is boxed, ask what the topic does; in practice 1 the stories help. Recheck that word without supplying the independent answer.

Access and product: reread the prompt or offer shape cues without selecting words. Collect each student's four marked prompts and WHY/HOW classifications.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: identify a demonstrated strength and set one evidence-based next step. Award 6 minutes; Target 7 minutes; share and close 2 minutes.

Standard	Focus
TEKS	3.11B(i) purposeful structure; 3.12B informational composition; 3.7E meaningful annotation
ELPS	1(E) listening comprehension; 2(D) oral expression; 4(F) written goal

AWARD ✓ **ASSESS**

CLASS SLIDE

Module Slide 30: Display the Award tree and recognize specific evidence from students' work.

TEACHER SCRIPT

"Look at what your brain can do now. You can find important parts of a prompt before you write. Point to one mark that shows your strongest work. You are growing strong writing roots!"

CLASS SLIDE

Invite students to place a star on their tree and explain one accurate topic, charge, or clue-word choice.

Have students draw a small tree. Label roots for understanding the prompt, trunk for thesis (central idea), and branches for evidence and explanation. Use the drawing to locate the student's demonstrated success; do not imply mastery of an unwritten thesis (central idea).

TARGET ✓ ASSESS

CLASS SLIDE

Module Slide 31: Ask how understanding a prompt strengthens an answer, why prompts use WHY/ HOW, and how evidence makes writing believable.

Have students choose one goal grounded in their four-prompt work: locating the topic, finding the charge, reading the clue word, or reading the whole prompt before marking.

CLASS SLIDE

Module Slide 32: Have students complete the next-step goal stem and rehearse it with a partner.

Embedded check: students point to a specific mark or explanation supporting the strength and identify the error or uncertainty behind the goal.

SMALL-GROUP SUPPORT: SLIDE 14

Use Prompt Detective after Day 3 for students who need fewer choices and oral rehearsal. Keep the next goal tied to the missing topic, charge, or clue word.

Access and product: students say the goal to a partner before writing. Collect the Award tree, one specific strength, and one next-step goal.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach prompt shaping to a partner and transfer it to an unfamiliar Garza prompt. Turn and Teach 5 minutes; poem and movement 2 minutes; ticket 6 minutes; closure 2 minutes.

Standard	Focus
TEKS	[3.11B(i)] purposeful structure; [3.12B] informational composition; [3.7E] meaningful annotation
ELPS	1(E) listening; 2(E) oral explanation; 4(F) task explanation; 4(E) additional editing

EXPLAIN ✓ ASSESS [3.7G]

CLASS SLIDE

Module Slide 33: Use Turn and Teach frames naming the topic, charge, and clue word, each supported with because.

EDUCATE

TEACHER SCRIPT

"Teach your partner how you find the noun of importance, the verb of importance, and the clue word. Explain how you know whether your answer needs a reason or a way."

CLASS SLIDE

Module Slide 34: Lead the Writing Process Poem as a call-and-response 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!

Listen for a justification using because and a specific prompt word. Students identify the noun of importance, verb of importance, and WHY/HOW clue word, then explain the response required.

Transfer (Garza WHY Prompt) 3.7B

CLASS SLIDE

Module Slide 36: Explain why Carmen Lomas Garza painted everyday family moments. Have students mark three parts, write WHY or HOW, and explain the task in one sentence.

Have students independently complete the same five-component exit ticket printed in section 57: Explain why Carmen Lomas Garza painted everyday family moments. Score topic, charge, clue word, type, and task explanation at 20 points each.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Expect Carmen Lomas Garza / painted / why / WHY. The final sentence must identify the task as giving a reason for painting everyday family moments.

Access without lowering rigor: read the prompt aloud and permit oral rehearsal; students select all marks and compose the explanation independently.

CLASS SLIDE

Extension after the core lesson: use the Tree Builder Challenge with the Wilder HOW prompt; keep its full-tree writing separate from the exit score.

CLASS SLIDE

Guide routine: have students update the progress tracker and point to proof for each rating; use ratings to prepare Module 2 instruction.

Return to the Citizenship Connection

Ask students how Wilder's stories and Garza's pictures help communities remember ordinary experiences.

Return to the Overarching Question

Have students compare Monday's initial thinking with Friday's answer to the overarching question. Collect the partner explanation, exit ticket, and updated progress tracker.

CLOSING ENCOURAGEMENT

"You now know how to slow down and find your prompt's topic, charge, and clue word. Those three parts help you choose the thinking your answer needs. Next, you will grow the trunk of your writing tree."

Student Exemplars

Compare these prompt-shaping exemplars for Explain why Laura Ingalls Wilder became an important author. Have partners defend which response best explains the required task using topic, charge, and clue word.

51. Low / Developing Exemplar

Field	Detail
Student response	Example analysis: the student circles Laura and boxes Explain, then states that the prompt is about Laura Ingalls Wilder.
What the student did successfully	The student identifies the person and attempts two marks.
What is missing	The charge should be became. The green triangle is absent, and the explanation names only the topic.
Why it falls at this level	The response does not identify the job as giving a reason.
Exact next instructional step	Reteach direction versus charge. Offer two prompts with a single noun, then return to the full prompt.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Topic: Laura Ingalls Wilder. Charge: became. Clue: why. The student explains only that the writing is about why she is important.
What the student did successfully	All three parts are identified correctly.
What is missing	The final sentence does not explicitly identify the task as giving a reason.
Why it falls at this level	The marks are accurate, but the response stops short of explaining the answer's required form.
Exact next instructional step	Ask which word could connect a reason to the answer. Guide oral rehearsal toward because.

53. High / Secure Exemplar

Part	Example
Prompt parts	Topic: Laura Ingalls Wilder. Charge: became. Clue: why.
Thinking type	WHY; the answer must give a reason.
Secure task explanation	The student explains that the prompt requires a reason and predicts a connector such as because.
Why it works	The analysis names the topic, charge, clue word, answer type, and required thinking. This student is ready for the Tree Builder Challenge.

Additional Secure Exemplars

Type	Clue Word	Secure Prompt Analysis	Why It Works
Wilder practice	WHY		Connects the entire topic and its charge to a reason.

		Topic: Laura Ingalls Wilder's stories; charge: help; clue: why. The answer must give a reason the stories help readers understand history.	
Garza practice 3.7B	HOW	Topic: Carmen Lomas Garza's artwork; charge: tells; clue: how. The answer must explain a way the artwork tells stories about family life.	Identifies a method rather than a reason.

Extension: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works
Evidence	Wilder passage, paragraph 4: readers could picture wide fields, small homes, and busy days on the farm.	The specific descriptions support the idea that storytelling helps readers imagine prairie life.
Explanation	The writer explains that those details let a reader build a picture in the mind.	Connects the text proof to the thesis (central idea) in an optional full-tree extension.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate final understanding: the student locates the topic, charge, and clue word, names WHY or HOW, cites the clue word as proof, and explains the requested task without changing its meaning. Accept varied wording that gives the same job. A finished ECR is an extension, not a requirement for Module 1 prompt-shaping mastery.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	A seed/sunlight hook connects prepared ground to purposeful writing.
T2	Day 1 Reveal	■ TEACH	The teacher models three marks on the Wilder WHY prompt and labels the tree.
L3	Day 2 Attempt	○ LEARN	Students classify five BOOM BOOM GRAB sentences and mark the partner HOW prompt.
L4	Day 3 Discuss	○ LEARN	Students justify evidence, explanation, thesis (central idea), and WHY/HOW distinctions.
A5	Day 3 Use	✓ ASSESS	Students independently mark and classify four prompts.
A6	Day 4 Award	✓ ASSESS	Students identify a strength supported by a specific mark or explanation.
A7	Day 4 Target	✓ ASSESS	Students select one goal from an observed need.
A8	Day 5 Explain	✓ ASSESS	Students teach the three marks and justify the thinking type.
A9	Day 5 Transfer	✓ ASSESS	Students independently mark the Garza WHY exit prompt and explain its task.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students locate all three prompt parts, classify WHY/HOW, and explain the required task.
Who Administers It	The classroom teacher during guided practice and independent assessment.
Materials Needed	Both passages, prompt cards, practice page, notebooks, red/yellow/green pencils, and exit ticket.
Related TEKS Breakout	3.11B(i) purposeful structure; 3.12B informational composition.
Task	Students mark the topic, charge, and clue word, write the prompt type, and explain its job.
Expected Response	All marks identify the correct words; the task explanation states a reason for WHY or a way for HOW.

Informal assessment: during Day 2, inspect each student's partner prompt before revealing the model. Expected topic: Carmen Lomas Garza's artwork; charge: tells; clue: how; type: HOW.

Formative assessment: score the Day 3 four-prompt practice at one point per topic, charge, clue word, and type. There are 16 possible points; 13 or more indicates readiness for Module 2 without additional support.

Exit assessment: use the five components of the Garza WHY ticket in section 57. Each is worth 20 points; total 100. Keep the ticket with the four-prompt practice page.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Prompt Analysis
Explain why Laura Ingalls Wilder's stories help readers understand history.	WHY: a reason	Topic Laura Ingalls Wilder's stories; charge help; clue why.
Explain how Carmen Lomas Garza's artwork tells stories about family life.	HOW: a way	Topic Carmen Lomas Garza's artwork; charge tells; clue how.
Explain why Laura Ingalls Wilder became an important author. Explain how Carmen Lomas Garza preserves cultural traditions through art.	WHY, then HOW	Wilder / became / why; Garza / preserves / how.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **[3.11B(i)]; [3.12B(i)].** **Teacher target:** assess prompt shaping and an accurate explanation of the task.

Administration: have students read the prompt independently or listen to it read aloud without hints. Have students circle the topic in red, box the charge in yellow, and triangle the clue word in green.

Prompt to display: Explain why Carmen Lomas Garza painted everyday family moments.

Components 1-3: Check the three marks on the displayed prompt. Award 20 points each for the topic, charge, and clue word.

Component 4: Have the student select the prompt type: ☐ WHY ☐ HOW (20 points)

Component 5: Have the student write one sentence explaining the prompt's task to a friend. (20 points)

Teacher record: note the next step after scoring: _____

Total Score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Red circle: Carmen Lomas Garza.	Identifies the topic.	20	[3.11B(i)]
2	Yellow box: painted.	Identifies the charge rather than Explain.	20	[3.11B(i)]
3	Green triangle: why.	Identifies the clue word.	20	[3.12B(i)]
4 and 5	4: WHY. 5: an explanation that the prompt asks for a reason Carmen Lomas Garza painted everyday family moments. Accept equivalent wording.	Names the type and explains its job without changing the task.	20 + 20	[3.11B(i)]; [3.12B(i)]

59. Scoring Principle

Score the five exit-ticket components separately at 20 points each: topic, charge, clue word, type, and task explanation. Minor handwriting or spelling errors do not remove prompt-analysis credit when meaning is clear. Score brief additional writing separately; do not require a finished thesis (central idea) or ECR for this exit ticket.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
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5 of 5	100%	Secure	Bridge to Module 2; offer the Tree Builder Challenge.
4 of 5	80%	Developing	Reteach the missed component and reassess that skill.
3 of 5	60%	Emerging	Use Prompt Detective with simplified strips and oral rehearsal.
0-2 of 5	0-40%	Beginning	Remodel one prompt part at a time and reassess all three marks and the type.

61. Recommended Gradebook Label

Gradebook label: G3 C2 M1

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	[3.11B(i)] purposeful structure; [3.12B] , including lesson plan breakouts [3.12B(i)] and [3.12B(iii)] .
Spiral TEKS	[3.11C] revision; [3.11D] conventions; [3.7C] evidence; [3.7F] vocabulary; [3.7G] explanation.
Purpose	Extend the familiar shaped prompt into a brief informational response after the core lesson. Score this product separately from the prompt-shaping exit ticket.
Exact Student Prompt	Explain why Laura Ingalls Wilder's stories help readers understand history.
Exact Student Directions	Have students shape the prompt, name WHY, list two passage-based possible reasons, select the stronger one, and draft an answer. Then revise, edit, and share.
Non-Negotiable Expectations	A prompt-matched central idea supported by a relevant reason. Use passage evidence and explanation to develop the brief response with support as needed; do not require a significance statement for core Module 1 mastery.

WRITING REQUIREMENT **[3.7F]**

Have students use newly acquired module vocabulary appropriately in the written response. **[3.7F]**

63. Student Planning Frame

Use this planning sequence for the brief additional response. Students make each choice; offer access support without supplying a reason.

1. Have students use Dot, Discover, Drop, then mark topic, charge, and clue word.
2. Have students label the prompt WHY and explain that it requests a reason.
3. Have students list two details from the Wilder passage that could become reasons.
4. Have students circle the stronger reason.
5. Have students draft a thesis (central idea) that answers the shaped prompt.
6. Have students add relevant proof and explain its connection to the idea. **[3.7C]** **[3.7G]**
7. Have students reread for clarity, revise one word or sentence, then edit and share.

64. Writing Assignment Rubric

Use this supplemental rubric only for the additional writing task. Score five criteria at up to four points each, with zero for an absent response. Report the core prompt-shaping score separately.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes and thinking type	All three marks correct; WHY identified and justified.	Type correct; one mark imprecise.	Some marks or the type correct.	Requires support to identify the parts.
Thesis (central idea)	Clearly explains why Wilder's stories help readers understand history.	Answers WHY with a general reason.	Mentions a related detail without a clear answer.	Names only the topic.
Evidence 3.7C	Relevant passage detail directly supports the answer.	Relevant detail needs a clearer connection.	Detail is only loosely related.	Proof is unclear.
Explanation 3.7G	Explains how the detail supports the answer.	Connection is mostly clear.	Mostly repeats the detail.	Connection is unclear.
Conventions and vocabulary 3.7F	Complete sentences and accurate nouns/capitals; vocabulary used appropriately.	Meaning clear with minor errors.	Errors occasionally obscure meaning.	Errors frequently obscure meaning.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Offer the Tree Builder Challenge with thesis (central idea), reason, evidence, explanation, and optional significance.
14-17	70-85%	Developing	Confer on the weakest criterion and have the student revise one part.
10-13	50-65%	Emerging	Provide a short conference on the prompt-to-answer connection.
Below 10	0-45%	Beginning	Return to prompt analysis with simplified strips and oral rehearsal.

66. Teacher Feedback Shortcuts

- **Strength script:** "You found the topic by identifying what the whole prompt is about."
- **Strength script:** "You chose the charge by asking what the topic does."
- **Target script:** "Check your clue word. Does your explanation call for a reason or a way?"
- **Target script:** "Read the whole prompt again. Which verb tells what your topic does?"
- **Evidence script:** "You selected a useful detail. Explain how it supports your answer."
- **Vocabulary script:** "Use a word from your vocabulary work to explain your thinking more precisely."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Use Prompt Detective to rebuild topic, charge, and clue-word selection with fewer choices and oral rehearsal.
Group Size	Small group of three to five students.
Time	12 minutes
Materials	Simplified prompt strips; red, yellow, and green pencils; shape cue cards.
Relevant TEKS Breakout	3.11B(i) purposeful structure.
Relevant ELPS	1(C) following oral directions; 2(F) restating and responding.

Step 1: give each student one simplified prompt strip. Read it aloud twice while students track each word with a finger.

CLASS SLIDE

Provide oral frames identifying the noun of importance, verb of importance, clue word, and WHY/ HOW type.

TEACHER SCRIPT

"You can be a prompt detective. First find and say the topic, then the charge, then the clue word. Add your red circle, yellow box, and green triangle. Now show on your own how you know whether the prompt asks WHY or HOW."

Have students underline and say the noun, then the verb, then the clue word, one at a time.

Step 2: have students add the red circle, yellow box, and green triangle only after locating all three parts.

CLASS SLIDE

Display one simplified prompt at a time; reveal the key only after each student has marked it.

Practice keys: Explain why Garza paints family celebrations: Garza / paints / why / WHY. Explain how Laura wrote about the prairie: Laura / wrote / how / HOW.

Step 3: use two more strips: Explain why Laura moved many times: Laura / moved / why / WHY. Explain how Garza shares her culture: Garza / shares / how / HOW.

Step 4: have students explain the prompt using frames that name the noun of importance, verb of importance, clue word, and type.

Reassessment: Explain why Laura Ingalls Wilder wrote the Little House books. Key: Laura Ingalls Wilder / wrote / why / WHY. Return students to core instruction when all three marks and the type are correct. If only the charge is missed, repeat the verb step with one more strip.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask whether an ECR prompt is usually a statement or question.	A statement.	The student expects a question mark.	Contrast the two sentence forms and name the difference.
Ask for the charge in the Wilder stories prompt.	help	Explain	Ask what the stories do; distinguish direction from charge.
Ask which shape marks the clue word and how it determines type.	Green triangle; why signals WHY and how signals HOW.	The student selects a topic or guesses from Explain.	Use shape cues and have the student locate the clue word.
Ask what a WHY answer needs.	A reason, often connected with because.	More evidence without a reason.	Read a because answer and a through answer aloud so students hear the distinction.

69. Student Support Quick Reference

If a student...	Support to Provide
Marks every noun	Use two single-noun prompts before returning to full prompts. The student still makes the choice.
Cannot hear WHY versus HOW	Contrast because and through orally. Permit home-language discussion before English rehearsal.
Cannot explain charge or freezes at a long prompt	Show a job-list picture; accept job word while marking correctly. Chunk the prompt, then uncover the rest. Require an oral explanation naming the selected word.
Masters quickly	Use the Tree Builder Challenge or compare two new prompts and predict which needs because.

Supporting materials: use the three anchor charts, shape cues, simplified prompt strips, oral frames, BOOM BOOM GRAB cards, and progress tracker. Keep decisions with the student.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Use the Tree Builder Challenge to extend accurate prompt analysis into a full ECR tree.
Group Size	Independent work followed by a class presentation; 15-minute extension.
Materials	Large paper, colored pencils, both passages, and the tree anchor chart.
Relevant TEKS Breakout	3.11B(i) ; 3.11B(ii) relevant details, identified as breakout 3.11B(iii) in the lesson plan; 3.12B(i) .
Relevant ELPS	2(E) oral explanation; 4(F) detailed writing.

Tree Builder Challenge: have students shape the Wilder HOW prompt, then draw a full tree. Invite comparison with how Garza uses pictures to preserve experience. [3.7B](#)

CLASS SLIDE

Explain how Laura Ingalls Wilder’s storytelling helps readers imagine life on the prairie.

Have students write a thesis (central idea) on the trunk, a reason or way on one branch, evidence on another, and an explanation on a third. Add a significance leaf as an extension beyond the core target.

Model: Wilder’s storytelling helps readers imagine prairie life through descriptions of the places her family lived. A reason is that she described the land; paragraph 4 supplies wide fields, small homes, and busy farm days.

Explanation and significance: the details let readers build a picture in the mind. An optional significance statement may explain that stories can teach history in ways facts alone cannot.

Share: have students present the tree in one minute or less and identify a classmate’s different branch that also works, explaining why.

71. Additional Writing Opportunity: Plan and Draft

Writing prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

Connection: students already shaped this prompt. Use the additional writing opportunity to show how prompt analysis becomes the first step in composing a brief informational answer.

Planning Support

1. Have students shape the prompt with a red circle, yellow box, and green triangle.
2. Have students name WHY and identify a reason as the needed thinking.
3. Have students list two possible passage-based reasons.
4. Have students circle the stronger reason.
5. Have students draft a thesis (central idea) that answers the charge.
6. Have students develop it with text proof and explanation. **3.7C** **3.7G**
7. Have students use module vocabulary appropriately and reread for meaning. **3.7F**

WRITING REQUIREMENT **3.7F**

Have students use newly acquired module vocabulary appropriately in the written response. **3.7F**

Drafting: after selecting the stronger of two possible reasons, have students draft an answer and add relevant evidence and explanation with appropriate support.

Success Criteria

- All three prompt parts are identified.
- The answer matches the WHY task.
- The selected reason comes from the passage.
- Evidence and explanation support the central idea.
- The writing uses complete sentences and appropriate vocabulary.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read aloud, check whether the sentence answers the charge, and replace one plain word with a stronger choice. Improve sentence structure and word choice for clarity. **3.11C**

Edit: check complete sentences and agreement (**3.11D(i)**), nouns (**3.11D(iii)**), capitals in names and places (**3.11D(ix)**), and grade-appropriate spelling (**3.11D(xi)**). Keep prairie and wagon lowercase except at the beginning of a sentence.

Share: use partner reading, an author's chair, a gallery of marked prompts, or a class Prompt Detective booklet. Have the audience identify the clue word and comment on an accurate mark.

Companion resources: use the Revising and Editing Daily Slides, teacher lesson plans, and Student Interactive Workbooks for further practice. The writing conference resource can support a brief conference and next-step record.

Engagement & Home Connection

73. Auditory Engagement Moments

Use the HEAR cycle: Hear with a purpose, Extract what matters, Act on it, Retrieve it. Students hear and say the thinking before completing written prompt analysis.

- Hear: read descriptions of topic, charge, and clue word; have students select the matching term.
- Extract: pause for students to supply noun, verb, WHY, or HOW in the auditory fill-ins.
- Act: have partners compare choices and explain disagreements using the model prompt.
- Retrieve: ask students to recall the charge's job and the shape that marks it without looking at the chart.

74. Pause Points

Pause briefly before revealing models or collecting independent work so students have time to select and justify words.

PAUSE POINT: BEFORE WRITING

Have students read the whole prompt and identify its job before drawing any marks.

PAUSE POINT: MIDWAY

Have students check whether the topic is the noun of importance, the charge is what the topic does, and the clue word signals WHY or HOW.

PAUSE POINT: BEFORE YOU FINISH

Have students explain the answer type using the clue word as evidence. Ask for a reason rather than a guess.

75. At-Home Connection

Send the three short task cards together in a pocket so families may choose the order. Include a signature strip for each conversation. Keep the work brief and use home-language discussion as a bridge to English.

TEACHER INFORMATION: TASK CARD 1

Share this card with all students to practice explaining the prompt marks.

Task Card 1: Teach the Three Marks. Have students teach the red circle, yellow box, and green triangle to someone at home, ask an everyday question, and write a sentence naming its clue word and type. **[3.11B(i)] [3.12B(i)]** Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to connect the two passages to everyday memories at home.

Task Card 2: Ordinary Day Detective. Have students choose an ordinary detail worth remembering a hundred years from now, write two sentences including a capitalized proper noun, and read them to a family member. **[3.11B(i)] [3.12B(iii)]** Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Provide this supported version without labeling the learner. Oral rehearsal, a word bank, drawing, and home-language discussion preserve the same thinking demand.

Task Card 3: Say It, Then Write It. Provide topic, charge, clue word, why, and how as a word bank. Invite home-language discussion, oral rehearsal, and then a written or drawn prompt with all three marks. Drawing the marks counts. **3.11B(i)** **3.12B(i)** Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use your tracker to notice your growth. Check the rating that matches what you can do independently, then point to work that proves your choice. Choose one skill to practice next."

Teacher directions: have students select Not Yet, Getting It, or I've Got It after practice. Require evidence for each rating. Use a partner audit, brief conference, or the next-step goal to make the rating actionable.

Skill to Observe	Not Yet	Getting It	I've Got It!
Finds the noun of importance.			
Finds the verb of importance.			
Finds the clue word.			
Distinguishes WHY from HOW.			
Explains what the prompt asks.			
Uses the clue word as evidence for the answer type.			
Recognizes an ECR prompt as a statement.			
Distinguishes thesis (central idea), evidence, and explanation.			
Identifies a next step using evidence from marked prompts.			

77. Student Award

Student Award: have the student name one successful prompt-shaping move and point to evidence in the work.

78. Student Target

Student Target: have the student identify one prompt-shaping skill to practice next and explain the need.

Use the same evidence-based Award and Target routine as Day 4. Revisit the goal when Module 2 begins.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you learned that a prompt is the ground your whole answer grows in. You mark the topic, the noun of importance, with a red circle. You mark the charge, the verb of importance, with a yellow box. You mark the clue word with a green triangle because it tells you whether your answer needs WHY thinking or HOW thinking. Your three marks name the subject, the job, and the thinking your answer must use. When you tag passage evidence, use the TRACKS categories and their colors. Next week you will grow the trunk."

80. Essential / Overarching Question, Answered

How can a writer tell exactly what an extended constructed response prompt is asking before writing a single sentence?

A writer can tell exactly what an ECR prompt is asking by marking its three parts: the topic in a red circle, the charge in a yellow box, and the clue word in a green triangle. Together these words name the subject, the job, and the kind of thinking the response must use. WHY calls for a reason; HOW calls for a way or method.

81. Teacher Reflection

- Which prompt part produced the strongest understanding: topic, charge, or clue word?
- Which of the four practice prompts caused the most confusion, and why?
- What evidence showed that students recognized ECR statements and distinguished WHY from HOW?
- How many students marked Explain as the charge, and how should the model change?
- Which students need Prompt Detective and which are ready for the Tree Builder Challenge?
- What should carry forward about game pacing, partner reasoning, and students' next goals?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Keep a four-prompt practice page with its Day 5 exit ticket to show growth.
- Photograph the completed Growing Tree chart with ground, trunk, and branches labeled.
- Keep an Interactive Notebook sample with the Day 1 auditory fill-ins.
- Record observations of a pair classifying BOOM BOOM GRAB cards.
- Keep the progress tracker and evidence-based next goal.
- Save exit tickets across levels of readiness with the next instructional step noted.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use all 36 Module 1 Daily Deck slides in the order shown. Ranges below group related slides within the existing planning table.

Slide	Title	Required Content	Lesson Location
1	Learning Destination	I Will and I Can targets: topic, charge, clue word, WHY/HOW.	Before Day 1
2	Dot, Discover, Drop	Vocabulary dots and resolution of unfamiliar words.	Passage preparation
3	TREES and Shaping the Prompt	Grade 3; Cluster 2; Module 1; Low Stamina.	Day 1 Gather
4-5	The Growing Tree	Blank tree, then ground, trunk, and branches labeled.	Day 1 Reveal
6	ECR Statement	Contrast a direct question with an ECR statement.	Day 1 Reveal
7-8	Model Prompt	Wilder stories prompt, unmarked then marked.	Day 1 Reveal
9	Movement	Tree Grow, Branch Reach, or Root Stomp.	Day 1
10-11	Auditory Engagement	Fill-ins, then question/statement/noun/verb/WHY-HOW answers.	Day 1 Reveal
12-13	BOOM BOOM GRAB	Three tree cards and game directions.	Day 2 Attempt
14-18	Five Sentences	Evidence; explanation; thesis (central idea); evidence; explanation.	Day 2 Attempt
19	Game Answer Key	Reveal all five classifications.	Day 2 Attempt
20-21	Partner Prompt	Garza artwork HOW prompt; partners mark before the model appears.	Day 2 partner shaping
22-26	Discussion	Evidence, explanation, thesis (central idea), clue words, and compare question.	Day 3 Discuss
27	Movement	Shape Stretch, Prairie Wind, or Wagon Roll.	Day 3
28-29	Prompt Shaping Practice	Directions and four unmarked practice prompts.	Day 3 Use
30-32	Award and Target	Tree drawing; curiosity questions; next-step goal.	Day 4
33	Turn and Teach	Oral frames naming each part and explaining its job.	Day 5 Explain
34-35	Writing Process Poem and Movement	Call and response; Sky Writing, Tall Tree/Small Seed, or Silent Cheer.	Day 5
36	Exit Ticket	Explain why Carmen Lomas Garza painted everyday family moments.	Day 5 assessment

Guide routines: use the overarching question, citizenship connection, tracker, and exemplars alongside the deck. Schedule additional writing and differentiated extensions separately from the five 15-minute lessons.

84. Virtual / Online Adaptation

Keep the same thinking and evidence requirements while changing the delivery method. Students may draw digital shapes, point to words, or label selections in typed responses.

Element	Adaptation
Shared-screen adaptation	Share the tree drawing live, then post a photograph of the completed chart.
Annotation	Provide each student a copy of the prompt. Students draw red circles, yellow boxes, and green triangles or type topic, charge, and clue labels.
Breakout discussion	Use paired breakout rooms for BOOM BOOM GRAB and Turn and Teach.
Oral response	Allow oral frames and choral fill-ins; collect individual responses before showing answers.
Asynchronous option	Provide three movable digital tree cards and five recorded sentences. Collect classifications and the individually marked partner prompt.
LMS submission	Collect the four-prompt practice and five-component exit ticket through the class assignment folder.
Digital tracking	Keep quiet pause time, require proof for tracker ratings, and save private next-step goals for Module 2.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	

Essential / Overarching Question, Answered

How can a writer tell exactly what an extended constructed response prompt is asking before writing a single sentence?

A writer can tell exactly what an ECR prompt is asking by marking its three parts: the topic in a red circle, the charge in a yellow box, and the clue word in a green triangle. Together these words name the subject, the job, and the kind of thinking the response must use. WHY calls for a reason; HOW calls for a way or method.

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Teacher Lesson Plan Guide

Writing the Thesis (central idea) (The Trunk of the Tree)

Grade 3 | Cluster 2 | Module 2

Grade: 3

Cluster: 2, Extended Constructed Response (ECR) built on the TREE framework

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Writing the Thesis (central idea) (The Trunk of the Tree)

Content Connection / Passage Titles: "Laura Ingalls Wilder" and "Carmen Lomas Garza";
Medium stamina

Primary TEKS: [3.11B\(i\)](#) purposeful structure and an introduction; [3.12B](#) clear central idea, genre characteristics, and craft. Lesson plan breakouts: [3.12B\(i\)](#), [3.12B\(ii\)](#), [3.12B\(iii\)](#).

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Teach the Response strand through personal connections, text-based responses, evidence, retelling, annotation, vocabulary, and discussion at the points identified below.

- **[3.7A]** *describe personal connections* to a variety of sources, including self-selected texts. Day 3 connects family memories to the passages.
- **[3.7B]** *write a response* to a literary or informational text that demonstrates an understanding of a text. Enrichment extends this response work across Wilder and Garza.
- **[3.7C]** *use text evidence* to support an appropriate response. The original answer must be grounded in the passage; CSI means Connect, Support, Infer.
- **[3.7D]** *retell and paraphrase texts* in ways that maintain meaning and logical order. Brief retelling precedes thesis (central idea) construction.
- **[3.7E]** *interact with sources* in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Use Dot, Discover, Drop and TRACKS.
- **[3.7F]** *respond using newly acquired vocabulary* as appropriate. Apply module vocabulary in oral rehearsal and writing.
- **[3.7G]** *discuss specific ideas* in the text that are important to the meaning. Explain how everyday stories preserve history and culture.

1. A Little Inspiration Goes a Long Way!

This module grows the trunk of an ECR. A clear thesis (central idea) holds the response together and gives later reasons and evidence a purpose.

TEACHER SCRIPT

"This week you grow the trunk of your writing. You will keep the prompt's noun and verb, then add your own answer so your reader learns something new."

Connection to this week's thinking: students retain the prompt's topic and action, then supply an answer from their reading. WHY requires a reason; HOW requires a way.

2. Why This Module Matters

Students construct a thesis (central idea) from the noun of importance, the verb of importance, and their own answer. They use the Medium stamina passages "Laura Ingalls Wilder" and "Carmen Lomas Garza," progressing from teacher models and Memory Match to two independent theses.

Where it fits into writing: the thesis (central idea) is the trunk and introduction sentence of an ECR. TREE connects the thesis (central idea) to reasons, evidence, and explanation.

Why it matters: distinguishing restatement from an answer helps students communicate a focused idea. An answer must come from thinking about the passage.

3. Module Essential / Overarching Question

How does a writer turn a prompt into a sentence that gives the reader the answer?

Have students record initial thinking Monday and revisit it after Friday's thesis (central idea).

Record the student's first thinking (Monday):

Record the student's final thinking (Friday):

Ask students to describe what changed in their thinking:

Family Communication

4. Parent Communication Purpose

Explain to families that the three-part thesis (central idea) is the trunk of an ECR. Invite families to listen as students teach the three parts and explain WHY versus HOW.

Share the English or Spanish letter in the family's preferred language. Send short home cards in a notebook pocket and allow families to choose their order.

5. Family Letter (English)

Share this English family letter:

Dear Families, this week your student is learning to turn a prompt into a thesis (central idea), or central idea. The sentence includes the important noun, the important verb, and an original answer. A WHY prompt needs a reason joined with because. A HOW prompt needs a way expressed with through or by.

Our class will read "Laura Ingalls Wilder" and "Carmen Lomas Garza" at Medium stamina. Students match prompts and theses, then write their own sentences about history, culture, and everyday family life. Invite your student to name the three parts and explain which words add an answer from the passage.

With appreciation, your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Comparta esta carta en español con las familias:

Estimadas familias: Esta semana su estudiante aprenderá a convertir una consigna de escritura en una tesis, o idea central. La oración incluye el sustantivo importante, el verbo importante y una respuesta propia. POR QUÉ pide una razón y usa una palabra como porque. CÓMO pide explicar una manera y usa una expresión como a través de.

Leeremos "Laura Ingalls Wilder" y "Carmen Lomas Garza" con un nivel de resistencia lectora medio. Su estudiante relacionará consignas con tesis y escribirá sus propias oraciones sobre la historia, la cultura y la vida familiar. Invítelo a nombrar las tres partes y a explicar qué palabras añaden una respuesta basada en el texto. Pregúntele: ¿Qué información aporta tu respuesta que no estaba en la consigna?

Con aprecio, la maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- Invite families to ask the student to name the three parts of a thesis (central idea).
- Suggest asking which two parts can come from the prompt.
- Suggest asking how the original answer adds passage information.
- Invite families to ask when because fits and when through or by fits.

- Encourage the student to share a thesis (central idea) about a family memory and identify the answer it adds.

8. Simple Family Activities

Send these short conversation activities home. Each uses familiar talk and a small amount of authentic writing.

Family Activity: Teach the Three Parts

Have families invite the student to teach topic, action, and original answer. A family member asks a WHY question; the student answers with because, writes the sentence, and underlines the original answer.

Family Activity: Because and Through

Have students write two family sentences, one using because and one using through. Families listen as the student checks present tense and capital letters in names and explains which sentence is easier to believe.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 2, Module 2
Module Category	Writing the Thesis (central idea) (The Trunk of the Tree); ECR Informational
Primary TEKS	3.11B(i) ; 3.12B , with lesson plan breakouts 3.12B(i) , 3.12B(ii) , 3.12B(iii)
Primary Breakout	Build the thesis (central idea) as the ECR introduction and convey a clear central idea
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G
Recursive TEKS	3.11C revising; 3.11D editing; prompt shaping; Dot, Discover, Drop; TRACKS; TREE
Content Connection	"Laura Ingalls Wilder" and "Carmen Lomas Garza"; Medium stamina
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate

Student Product(s)	Matched pairs; two independent theses; Strong Trunk Award; next-step goal; progress tracker
Formal Assessment Product	Five-component exit ticket; thesis (central idea) plus supporting sentence

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students construct a thesis (central idea) containing a noun of importance, a verb of importance, and their own text-supported answer, using a complex sentence for WHY and a prepositional structure for HOW.

I Will Statements

- Teach students to locate the noun of importance.
- Teach students to locate the verb of importance.
- Teach students to add their own answer from the passage.
- Teach students to use a subordinator such as because for WHY.
- Teach students to use a preposition such as through for HOW.

I Can Statements

- Check that students can name all three thesis (central idea) parts.
- Check that students can write a WHY thesis (central idea).
- Check that students can write a HOW thesis (central idea).
- Check that students can judge whether a thesis (central idea) answers its prompt.

CLASS SLIDE

Module Slide 1: display and discuss the week's learning destination before modeling.

13. Success Criteria

Use these criteria during modeling, conferences, and independent review.

- The thesis (central idea) contains the noun of importance.
- The thesis (central idea) contains the verb of importance.
- Part three adds the student's own answer.
- The answer adds information beyond the prompt and is supported by the passage.
- A WHY thesis (central idea) uses a subordinator in a complex sentence.
- A HOW thesis (central idea) uses a preposition to explain a way and answer the exact prompt.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2: matched prompt/thesis (central idea) pairs with the original answer named aloud.
- Day 3: two independent theses, one WHY and one HOW.
- Day 4: original answer underlined green, Strong Trunk Award, and next-step goal.
- Day 5: five-component ticket about why Wilder's books inspire readers.
- Transfer: thesis (central idea) and supporting sentence about why Garza valued everyday family moments.

15. TEKS Correlations

The primary work develops a purposeful introduction and a clear central idea. Use the lesson plan's breakout labels to locate the focus; Section 26 supplies complete official parent standards.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11B(i)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion	Day 1	Days 2-4	Day 3; Day 5
3.12B(i)	Composition, Central Idea	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	Day 1	Days 2-5	Independent theses; exit ticket
3.12B(ii) , 3.12B(iii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	Days 1-2	Memory Match; additional writing	Thesis (central idea) plus support
3.11C(i) , 3.11C(ii)	Composition, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Days 4-5	Improve clarity and connecting words	Revised thesis (central idea)
3.11D(iv) , 3.11D(vii) , 3.11D(ix) , 3.11D(xxiv) , 3.11D(xxv) , 3.11D(xxx)	Composition, Editing	Lesson plan breakouts: present tense, plural nouns, proper nouns, geographical names and places, and grade-appropriate spelling. See full parent standard 3.11D in Section 26.	Day 5	Own thesis (central idea)	Edited writing

Revising and editing support the thesis (central idea). Apply targeted conventions to students' own writing; score central-idea understanding separately. Official wording: [Texas Education Agency, Grade 3 TEKS](#).

16. Standards Coverage Matrix

The lesson plan's breakout labels identify the instructional focus. Section 26 retains the complete official parent wording for purposeful structure, central idea, revising, and editing.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(i)	Purposeful introduction	Day 1 model; thesis (central idea) writing
PRIMARY	3.12B(i)	Clear central idea	Days 1-5
PRIMARY	3.12B(ii) , 3.12B(iii)	Genre characteristics and craft	Memory Match; additional writing
SPIRAL	3.7A	Personal connections	Day 3
SPIRAL	3.7B	Responses demonstrating text understanding	Core responses; enrichment
SPIRAL	3.7C	Text evidence	Original answer
SPIRAL	3.7D	Retelling and paraphrasing	Passage retrieval
SPIRAL	3.7E	Meaningful source interaction	DOT; TRACKS
SPIRAL	3.7F	Newly acquired vocabulary	Oral and written responses
SPIRAL	3.7G	Discuss ideas important to meaning	Day 3; Day 5
RECURSIVE	3.11C(i) , 3.11C(ii)	Sentence structure and word choice	Revision
RECURSIVE	3.11D(iv) , 3.11D(vii) , 3.11D(ix) , 3.11D(xxiv) , 3.11D(xxv) , 3.11D(xxx)	Targeted editing breakouts	Day 5
RECURSIVE	DOT / TRACKS / TREE	Reading, annotation, ECR structure	All five days

17. ELPS Correlations

Use these lesson plan correlations for listening to models, naming thesis (central idea) parts, reading for an answer, and composing a sentence.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4 and 5
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Day 2
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Days 1, 2 and 5
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Day 1
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3, 4 and 5
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	follow oral directions with accuracy	Intervention, after Day 3
4(C)	Writing	write using high-frequency words and content-area vocabulary	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward
4(F)	Writing	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward

18. ELPS Linguistic Accommodations

Maintain the full thesis (central idea) goal while varying language support. Students still supply an answer from the passage.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a thesis (central idea) sentence matching a displayed prompt; use three-part visuals.
Beginning	Name the thesis (central idea) sentence that turns a prompt into a central idea.
Intermediate	Complete a short thesis (central idea) frame answering the prompt.
High Intermediate	Write a simple thesis (central idea) and explain its purpose in relation to the prompt.
Advanced	Compare two theses and justify which better matches the prompt.

Language Supports

- Display three-part and WHY/HOW charts.
- Allow oral rehearsal before writing.
- Supply noun and verb in a frame when needed; leave the answer blank.
- Use because for WHY and through/by for HOW as initial supports.
- Invite home-language rehearsal before English writing; require the same passage-based thinking.

Evidence of access without reduced rigor: students identify the prompt type, choose a connecting word, and supply an original text-supported answer.

19. Language Domains

Domain	How This Module Builds It
Listening	Listen to modeled builds and auditory fill-ins; 1(E).
Speaking	Name the parts, defend matches, and teach the sequence; 2(E), 2(F).
Reading	Read Medium stamina passages and prompt cards; 3(F).
Writing	Write two independent theses and revise; 4(D), 4(F), 4(E).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Provide a sentence frame, visual supports, oral rehearsal, and an intact prompt.	Supply the student's original answer or choose its connecting word.

The student decides what the passage shows and chooses a connecting word that matches WHY or HOW.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Copy the noun and verb from the prompt.	Supported all week.	First two parts match the prompt.
Inferential	Generate a passage-supported answer.	Model Day 1; guided Day 2; independent Day 3.	Part three adds new information.
Evaluative			

	Judge whether the thesis (central idea) answers with appropriate structure.	Partners Day 2; independent Day 5.	Rejects restatement and explains why.
Synthesis	Combine ideas across Wilder and Garza.	Independent enrichment.	One thesis (central idea) is true of both texts.

22. The Five Thinking Levels

Use five levels to describe the thinking in a thesis (central idea). A supported first attempt provides a starting point for growth.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	Student explains a cause using because, since, or when.	Reason or cause
Emergent (Orange)	Why was it done?	Student explains a purpose or motive.	Purpose and motivation
Visible (Yellow)	Why is it important in the passage?	Student explains text-based importance.	Evidence and relevance
Independent (Green)	How do the ideas connect?	Student uses through the use of or in connection with.	Strategy and technique
Reflective (Blue)	Why does it matter beyond one text?	Student explains how everyday stories preserve history.	Broader meaning

Move from locating noun and verb to independently supplying and defending an answer. Enrichment synthesizes both texts.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A complete sentence is a complete thesis (central idea).	A grammatical sentence may only repeat the prompt.	Count noun, verb, and original answer.
A subordinator is optional for WHY.	Two separate sentences may be accepted.	Require a complex sentence joining the reason.
Longer answers are stronger.	Length may receive praise without new meaning.	Compare a long restatement and a short complete answer.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Copying is answering.	No new information appears.	Ask for an oral answer based on the passage, then writing.
Because works for every prompt.	Because is used for HOW.	Touch the matching WHY/HOW box before writing.
The answer can come from imagination.	A plausible sentence lacks support.	Require a supporting paragraph.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Primary targets: **[3.11B(i)]**, purposeful structure and an introduction; **[3.12B]**, informational writing with a clear central idea. The lesson plan's **[3.12B(i)]**, **[3.12B(ii)]**, and **[3.12B(iii)]** breakouts address central idea, genre characteristics, and craft. This module builds the thesis (central idea) trunk for later ECR branches.

26. How I Say the Standard!

TEKS says	How I say it
[3.11B] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.12B] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Teach students to retain the prompt's noun and verb, add an answer supported by the passage, and select a subordinator for WHY or a preposition for HOW. Revise and edit the sentence. Use the lesson plan breakouts in Section 15 to identify the focus within these complete parent expectations.

27. This Week I Can...

Teach students to build the ECR trunk: noun of importance, verb of importance, and an original answer from the passage, joined in the structure the clue word demands.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Confirm students can shape topic, charge, and clue word.

- Confirm students can identify WHY and HOW.
- Review complete sentences.
- Retrieve Dot, Discover, Drop and TRACKS. [3.7E]
- Locate the TREE trunk and recall that evidence supports an answer. [3.7C]

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, show a red circle for the topic, a yellow box for the charge, and a green triangle for the clue word. Tell your partner whether WHY needs a reason or HOW needs a way."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
thesis (central idea)	The sentence answering the prompt.	Have students identify its three parts.
subordinator	A joining word beginning a dependent clause, such as because.	Have students use because to introduce a reason.
preposition	A relationship word such as through, by, or with.	Have students use through to explain a way.
restate	Say the same thing again without adding an answer.	Compare restatement with a complete thesis (central idea).

31. Conventions Connection

Apply the lesson plan editing breakouts: present tense [3.11D(iv)], plural nouns [3.11D(vii)], proper nouns [3.11D(ix)], geographical names [3.11D(xxiv)], geographical places [3.11D(xxv)], and spelling patterns [3.11D(xxx)]. Check students' own theses on Day 5. ELPS 4(E) supports conventions.

32. Writing Connection

The thesis (central idea) is the TREE trunk. Reasons and evidence develop the answer; explanation connects their meaning. This module's independent product is the thesis (central idea), with one supporting sentence in the additional writing opportunity.

33. Watch Out!

Common misconception: a sentence repeating the noun and verb is finished. Cover part three of a model and ask what the reader still needs to learn. Require an answer from the passage.

34. Ready Check

Read the prompt about why Wilder's stories help readers understand history. Check that students identify topic, action, and WHY. Provide the shape key and oral rehearsal as needed.

35. Teacher Look-Fors

- Students retain the noun and verb accurately.
- Students distinguish WHY and HOW before selecting a connecting word.
- Students add an answer supported by a paragraph.

- Students write one complete sentence and recognize restatement.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Use these academic words to explain how your three thesis (central idea) parts fit together."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Here are your everyday words for this week: trunk, strong, and build. Say them, then use them to explain how your thesis (central idea) holds your writing up. Rehearse each frame with your partner."

Word	Student-Friendly Definition	Oral Rehearsal Frame
trunk	The thick main stem of a tree.	Have students rehearse: The trunk holds the tree up.
strong	Not weak; able to hold a lot.	Have students rehearse: A strong thesis (central idea) holds the writing up.
build	Put parts together to make something.	Have students rehearse: Build the thesis (central idea) from three parts.
part	One piece of a whole thing.	Have students rehearse: A thesis (central idea) has three parts.
sentence	A group of words that tells a complete idea.	Have students rehearse: A thesis (central idea) is one sentence.
answer	What is said back to a question or task.	Have students rehearse: The answer comes from thinking about the passage.
match	Go together correctly.	Have students rehearse: The thesis (central idea) must match the prompt.
understand	Know what something means.	Have students rehearse: Readers understand history through stories.
history	Events that happened in the past.	Have students rehearse: Laura wrote about history.
paint	Make a picture with color.	Have students rehearse: Garza paints family scenes.
daily	Happening every day.	Have students rehearse: Laura described daily life.
author	A person who writes books.	Have students rehearse: Laura became an important author.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic thinking words help you understand questions and explain answers. Say complex sentence. Now say it to your partner and point to the subordinator on the anchor chart."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	The sentence that gives the answer to the prompt.	Have students rehearse: The thesis (central idea) is _____.
complex sentence	A sentence with one independent clause and at least one dependent clause.	Have students rehearse: A WHY answer needs a complex sentence.
simple sentence	A sentence with one independent clause.	Have students rehearse: A simple sentence expresses one complete idea.
subordinator	A joining word such as because, since, or when that starts a dependent clause.	Have students rehearse: The subordinator because introduces a reason.
preposition	A word such as through, by, or with that shows a relationship.	Have students rehearse: The preposition through introduces a way.
prompt	The writing task that states what to write about.	Have students rehearse: The prompt states what the response must explain.
noun of importance	The topic word or phrase in the prompt.	Have students rehearse: The noun of importance is _____.
verb of importance	The action or relationship the prompt gives the topic.	Have students rehearse: The verb of importance is _____.
structure	The way the parts of a sentence are put together.	Have students rehearse: The clue word guides the structure.
restate	Say the same thing again in a new way.	Have students rehearse: A thesis (central idea) must do more than restate the prompt.
support	Hold up or prove an idea.	Have students rehearse: Reasons support the thesis (central idea).
coherent	Clear and holding together well.	Have students rehearse: Writing is coherent when its parts fit.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words connect to the history and culture in your passages. Say each word, listen to its meaning, and use it to explain what you read."

Word	Say It This Way	Student-Friendly Definition
frontier	frun-TEER	Land at the edge of a settled area.
prairie	PRAIR-ee	A wide, flat area of land covered with grass.
grasslands	GRASS-lands	Large open areas covered mostly in grass.
chores	chorz	Small jobs done regularly around a home or farm.
settled	SET-uld	Moved to a place and made a home there.
Kingsville	KINGZ-vil	The Texas city where Carmen Lomas Garza was born.
illustrated	IL-us-tray-ted	Made pictures for a book.
heritage	HAIR-i-tij	Traditions and history passed down in a family.
techniques	tek-NEEKS	Special ways of doing something skillfully.
community	kuh-MYOO-ni-tee	A group of people who live in the same place.
gatherings	GATH-er-ings	Times when people come together.
museums	myoo-ZEE-ums	Buildings where art or history is displayed.

Use the Teach BIG Academic Vocabulary Companion App for additional Tier 2 practice and assessment. Rehearse passage vocabulary before reading so unfamiliar words do not hide the thesis (central idea)-writing task.

39. Background Knowledge & Teacher Context

Student background: students can shape topic, charge, and clue word; distinguish WHY from HOW; and locate the thesis (central idea) trunk on the TREE diagram. Reuse familiar prompt-analysis habits from Module 1.

Teacher context: the noun and verb usually come from the prompt. The answer must come from the student's thinking about the passage. Retaining only the first two parts creates restatement.

The Medium stamina biographies provide details about Wilder's descriptions of frontier life and Garza's preservation of family traditions. Students use these details to generate answers, not simply copy the prompt.

The ECR Habit

ECR habit: shape the prompt; retain its noun and verb; ask what the passage shows; add an answer using because for WHY or through/by for HOW. Keep the verb tense accurate. TREE connects the thesis (central idea) trunk to reasons, evidence, and explanation. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Teacher Guide, Daily Deck, both Medium stamina passages, Student Interactive Notebooks, tree anchor chart from Module 1
Activity / game materials	Eight prompt cards and eight thesis (central idea) cards per pair; scissors; Practice Pocket; thesis (central idea)-building strips; optional NOUN / VERB / STUDENT ANSWER spinner and game markers
Writing materials	Chart paper, red/yellow/green markers, pencils, and green pencils for part three; TRACKS pastel green/purple/yellow/orange highlighters
Assessment materials	Answer keys, five-component exit ticket, progress tracker, intervention frames, and enrichment charts
Technology	Projector or board; the 41-slide Module 2 Daily Deck
Accessibility supports	Three-part chart, WHY/HOW two-box chart, oral frames, enlarged text, and bilingual rehearsal as needed

41. Preparation Before Day 1

- ☐ Post the Module 1 tree anchor chart and prepare Three Parts of a Thesis (central idea).
- ☐ Prepare eight prompt cards and eight thesis (central idea) cards per pair; cut a demonstration set and provide Practice Pockets.
- ☐ Prepare the thesis (central idea)-building habit chart and WHY Needs a Subordinator / HOW Needs a Preposition chart.
- ☐ Provide both Medium stamina passages; students using the Interactive Workbook use their passage copies.
- ☐ Prepare the Wilder WHY model and Garza HOW model, with each original answer clearly separated from the prompt's noun and verb.
- ☐ Load all 41 Module 2 slides and set out red, yellow, and green markers plus TRACKS colors.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	2 minutes Trunkless Tree; 11 minutes three-part models and auditory fill-ins; 2 minutes check.
Day 2	15	A Attempt	2 minutes partner prompt analysis; 11 minutes Memory Match; 2 minutes check and store cards.
Day 3	15	D Discuss + U Use	5 minutes discussion; 9 minutes two independent theses; 1 minute collect.
Day 4	15	A Award + T Target	6 minutes Strong Trunk Award; 7 minutes goal and revision; 2 minutes closure.
Day 5	15	E Educate and Explain to Others	5 minutes Turn and Teach; 8 minutes exit ticket; 2 minutes closure. Additional writing is a separate opportunity.

43. Tiny Times Transition

Use brief, zero-material retrieval during transitions. Keep hallway responses silent and movements small.

- Three Parts Countdown: read a thesis (central idea); students show three fingers for three parts or two fingers if the answer is missing.
- Because or Through: read a WHY or HOW prompt; students point left for because and right for through.
- Trunk Check: students stand tall for a sentence that adds an answer and relax their stance for a restatement.
- Use these during card storage, a move to the carpet, or a hallway wait. Return promptly to the lesson; the routine supports the GRADUATE stages.

Citizenship & Content Connection

44. The Citizenship Connection

Use the passages to connect literacy with respect for family histories, shared culture, and community memory.

Element	This Module
Suitability	A natural connection: both creators preserve everyday experiences so others can learn about family and community life.
Focus	Respect for cultural heritage and the contributions of writers and artists.
Historical / Content Connection	Wilder describes frontier life; Garza depicts Mexican-American traditions and family celebrations.
Perspective Connection	Students recognize that everyday experiences can matter to a wider community.
Literacy-to-Citizenship Connection	A clear thesis (central idea) communicates an idea accurately; text evidence keeps that communication grounded.
Citizenship Question	Ask how stories and artwork help a community remember its history.
Teacher Script	<i>"You can learn about a community through its stories and artwork. Which detail helps you understand how families lived or celebrated?"</i>
Accuracy / Source Note	Use the two supplied biographies and their paragraph evidence. Distinguish what the passage states from what a student infers.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Three Parts of a Thesis (central idea)

Red Circle: Part 1	Yellow Box: Part 2	Part 3: Student Answer
Noun of importance: topic from the prompt	Verb of importance: action from the prompt	Student answer: new meaning from the passage; green triangle still identifies the prompt's clue word

WHY Needs a Subordinator; HOW Needs a Preposition

Thinking Type	Clue Words	What the Writer Explains
WHY	because, since, when, so that	Model a reason joined in a complex sentence. Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.
HOW	through, by, with, during	Model a way expressed with a preposition. Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

TREE: Thesis (central idea), Reasons, Evidence, Explanation

Letter	ECR Part	What It Means
T	Thesis (central idea): the trunk	A complete answer to the prompt: noun, verb, and original answer.
R	Reasons / Ways: branches	Ideas that develop why or how the thesis (central idea) is true.
E	Evidence: branches	Relevant details from the passage support the response. 3.7C
E	Explanation	Connect the evidence to the thesis (central idea). 3.7G
TREE	Connected response	The trunk guides every branch. This module builds the thesis (central idea); later modules develop its support.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you read, place a small dot above any word you are unsure about. Discover its pronunciation or meaning, then drop the dot when you understand it. A longer passage may bring more dots; you are noticing where to investigate."

CLASS SLIDE

Module Slide 2: Dot, Discover, Drop. Model a dot, resolve the word, then remove the dot.

Encourage students to use unfamiliar words as a starting point for inquiry and to return to the sentence's meaning after resolving them.

CREATE THE ANCHOR CHART

Write four steps: shape the prompt; retain the noun and verb; ask what the passage shows; add an answer with because for WHY or through for HOW. Display both complete models and the three-part chart.

47. Student Source Passage(s)

Passage use: use the two source texts below at medium stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Laura Ingalls Wilder" (Stamina: Medium)

- [1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.
- [2] When Laura was growing up, there were not many towns on the prairie. Families had to work hard to build homes and take care of their farms. Many people grew their own food and made things they needed at home. Laura helped her family with chores and learned many skills that were important for frontier life.
- [3] The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place was different, and Laura experienced many new things. Sometimes the family lived near forests. Other times they lived on wide, open grasslands. Moving was not always easy, but it gave Laura many stories to remember.
- [4] As Laura grew older, she began to write about the experiences she had as a child. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.
- [5] Laura believed that everyday life could tell an important story. She wrote about simple moments that helped readers understand the past. Her books described family gatherings, school lessons, holiday celebrations, and daily chores. Through her writing, readers could learn about history while enjoying a story.
- [6] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.
- [7] The Little House books became popular because they shared details about frontier life. Readers learned how families traveled, worked, and solved problems. The books showed how people depended on one another and worked together during difficult times.
- [8] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.
- [9] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. Even many years after they were written, her stories help people understand what life was like on the American frontier.

Passage 2: "Carmen Lomas Garza" (Stamina: Medium)

- [1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- [2] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated.
- [3] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. In this way, Garza's art works almost

like storytelling through pictures.

[4] Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations.

[5] Today, Garza's artwork is shown in museums and schools across the United States. Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.

[6] As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned different ways to create paintings. Even as she learned new techniques, she remained focused on showing the experiences and traditions that were important to her family and community. She wanted her artwork to reflect real memories and everyday life.

[7] Many people enjoy looking at Garza's paintings because they recognize activities that are similar to experiences in their own families. Others learn about traditions they may not have known before. Her artwork helps people understand how families celebrate, work together, and spend time with one another.

[8] Museums often display Garza's paintings because they tell stories about culture and history. Teachers also use her books and artwork to help students learn about different communities. Through her work, Carmen Lomas Garza has helped people appreciate the importance of family traditions and cultural heritage.

[9] Today, her paintings continue to inspire new audiences. People of all ages can learn from the scenes she created and the stories they tell. By sharing her memories through art, Carmen Lomas Garza has helped preserve an important part of history for future generations.

48. Student Annotation Guide

The evidence students learn to identify in each source. **3.7E**

Laura Ingalls Wilder

TRACKS	Evidence
T Time	1867; long ago.
R Reactions	Readers enjoyed learning about Laura and could picture frontier life.
A Actions	Built homes, grew food, helped neighbors, wrote stories.
C Character/Concept/Creature	Laura Ingalls Wilder and her family.
K Key Knowledge	The family's moves among Wisconsin, Kansas, Minnesota, Iowa, and South Dakota.
S Scenery/Setting	Prairie, forests, open grasslands, wide fields, and small homes.

Carmen Lomas Garza

TRACKS	Evidence
T Time	1948; today.
R Reactions	Viewers imagine family activities and recognize familiar traditions.
A Actions	Painted, studied art, wrote, and illustrated.
C Character/Concept/Creature	Carmen Lomas Garza; cultural heritage.
K Key Knowledge	Books written in English and Spanish allow more readers to enjoy them.
S Scenery/Setting	Kingsville, Texas; family scenes and celebrations.

49. TRACKS Evidence Highlighting

Before students mark evidence, state the purpose: locate details that could supply an answer to a thesis (central idea) prompt. TRACKS marks text evidence; circle, box, and triangle mark the prompt. **3.7E**

Use the same six categories and colors: Time and Scenery/Setting green; Reactions purple; Actions and Character/Concept/Creature yellow; Key Knowledge orange.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Require the smallest meaningful phrase and an explanation of why it matters. Accept different highlights when they support a sound reading; do not score students against one exact coloring example.

50. Five-Day GRADUATE Lesson

Each daily lesson lasts 15 minutes. Use the models and familiar passages to focus the new learning on the original answer. Keep additional writing and small-group work as separate opportunities.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: Gather with Trunkless Tree, then Reveal the three thesis (central idea) parts and the WHY/HOW sentence structures. Use 2 minutes for Gather, 11 for Reveal, and 2 for the check.

Standard	Focus
TEKS	3.11B(1) purposeful introduction; 3.12B(1) clear central idea
ELPS	1(E) listening; 3(F) reading; 4(D) sentence structures

GATHER: TEACH

CLASS SLIDE

Module Slide 1: review the learning destination and success criteria.

TEACHER SCRIPT

"Stand tall like a tree and spread your arms as branches. Sway gently, then sit when your trunk disappears. Without a trunk, your tree cannot stand. Today you will build the thesis (central idea), the trunk that holds your writing together."

CLASS SLIDE

Module Slides 2-4: Dot, Discover, Drop; module title; tree with trunk highlighted.

Have students use Dot, Discover, Drop on the Medium stamina passages. Briefly retrieve how Wilder's stories and Garza's art preserve everyday experiences. [3.7D](#) [3.7E](#)

CLASS SLIDE

Module Slide 5: reveal noun of importance, verb of importance, and student answer one part at a time.

REVEAL: TEACH

CLASS SLIDE

Module Slide 6: display and shape the Wilder WHY prompt.

CLASS SLIDE

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

TEACHER SCRIPT

"Your thesis (central idea) has three parts. Find your noun of importance and your verb of importance in the prompt. Then ask what the passage shows you. For WHY, add your reason with because. For HOW, add your way with through or by. Your answer must tell your reader something new."

Circle Laura Ingalls Wilder's stories, box help readers understand history, and triangle why. Keep Explain separate from the verb phrase that belongs in the answer.

Modeled Thesis (central idea) (Teacher Think-Aloud)

CLASS SLIDE

Module Slide 7: reveal the answer. Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.

Model the original answer from passage details about daily frontier life. Show that the prompt alone does not supply this third part. **[3.7C]**

WHY: teach a reason joined by a subordinator such as because, since, or when.

HOW: teach a way expressed through a preposition such as through, by, or with.

Connect the Thesis (central idea) to TREE

CLASS SLIDE

Module Slides 8-9: build the Garza HOW model. Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

CLASS SLIDE

Module Slide 10: choose a brief Trunk Twist, Three-Part Reach, or Strong Stance within the lesson time.

CLASS SLIDE

Module Slides 11-12: six auditory fill-ins, then answers. Have students say each missing word and record it.

Point to the thesis (central idea) trunk in TREE. Reasons and evidence will grow as branches; explanation will connect their meaning. Keep today's target to a complete thesis (central idea). **[3.7C]** **[3.7G]**

EMBEDDED CHECK: LEARN

Ask which part cannot be copied from the prompt. Expected answer: the original student answer. Have students name the connecting-word type for WHY and HOW.

Misconception / teacher move: cover the model's original answer. Ask whether the remaining sentence gives the reader anything beyond the prompt.

Access and product: provide oral rehearsal and the three-part chart. Students complete six fill-ins: THREE, NOUN, VERB, STUDENT ANSWER, SUBORDINATOR, PREPOSITION. The original answer stays with the student.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: Attempt Thesis (central idea)/Prompt Memory Match. Use 2 minutes for partner prompt analysis, 11 for play, and 2 to check and store cards.

Standard	Focus
TEKS	[3.11B(i)] purposeful introduction; [3.12B(i)] clear central idea; [3.12B(ii)] genre fit
ELPS	2(F) respond to information; 3(F) read cards

ATTEMPT: LEARN

CLASS SLIDE

Module Slides 13-14: Memory Match directions and sixteen-card layout.

CLASS SLIDE

Module Slides 15-23: eight matching pairs, then the answer key. Slides 24-25: partners mark the Garza culture prompt before the teacher reveals the model.

Give each pair eight prompt cards and eight matching thesis (central idea) cards. Shuffle all sixteen face down in four rows of four. Partners identify the original answer before keeping a pair.

GAME MATERIALS

Provide eight prompt cards, eight thesis (central idea) cards, scissors, and a Practice Pocket per pair. Partners mark the yellow box and green triangle before the teacher model is shown.

Memory Match Directions and Eight-Pair Key (Teacher Reference)

Step / Pair	Routine or Prompt	Check or Matching Thesis (central idea)
Set up	Partners shuffle eight prompt cards and eight thesis (central idea) cards face down in four rows of four.	Sixteen cards total.
Take a turn	Player 1 turns over two cards. A correct prompt/thesis (central idea) pair is kept; the player takes another turn.	Name the original answer before keeping the pair.
No match	Return both cards to the same places face down, then switch players.	Read both cards fully.
Finish	Check pairs against slides 15-23; more matched pairs wins. Return all cards to the Practice Pocket.	Replay later for retrieval.
1	Explain why Laura Ingalls Wilder's stories help readers understand history.	Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.
2	Explain how Carmen Lomas Garza's artwork tells stories about family life.	Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.
3	Explain why Laura Ingalls Wilder became an important author.	Laura Ingalls Wilder became an important author because she shared real experiences from life on the frontier.
4	Explain how Carmen Lomas Garza preserves cultural traditions through art.	Carmen Lomas Garza preserves cultural traditions through paintings that show family celebrations and traditions.
5	Explain how Laura Ingalls Wilder made readers feel like they were part of her stories.	Laura Ingalls Wilder made readers feel like they were part of her stories by describing wide fields, small homes, and busy days on the farm.

6	Explain why Laura Ingalls Wilder's books continue to inspire readers.	Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive.
7	Explain why Carmen Lomas Garza painted everyday family moments.	Carmen Lomas Garza painted everyday family moments because she believed cultural traditions should be remembered and celebrated.
8	Explain how Carmen Lomas Garza shares Mexican-American culture with others.	Carmen Lomas Garza shares Mexican-American culture with others through paintings and books about family traditions and celebrations.

Teacher guidance: use the eight exact pairs below. Let partners mark the yellow-box charge and green-triangle clue before revealing the teacher's marks on the Garza culture prompt.

EMBEDDED CHECK: LEARN

Ask students to point to part three of Thesis (central idea) 5: by describing wide fields, small homes, and busy days on the farm. Check that they identify HOW and a way.

Misconception / teacher move: if partners match only by a familiar name, have them compare the full action, clue word, and answer.

Access and product: read cards aloud as needed. Students still judge the match, name the original answer, and record the connecting word; retain their matched-pair record.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: Discuss why part three must add information, then Use the habit independently. Allow 5 minutes for discussion, 9 for two theses, and 1 to collect.

Standard	Focus
TEKS	3.11B(i) purposeful introduction; 3.12B(i) clear central idea
ELPS	1(E) listening; 2(E) explain; 4(F) write

DISCUSS: LEARN

CLASS SLIDE

Module Slides 26-28: name the parts, locate their sources, and explain why part three is needed.

TEACHER SCRIPT

"Which two parts can you take from the prompt? Which part must come from your thinking about the passage?"

Expected response: a thesis (central idea) has three parts; the noun and verb usually come from the prompt, while the answer comes from thinking about the passage.

TEACHER SCRIPT

"Compare your WHY and HOW matches. How does the clue word help you choose a connecting word? If your sentence only repeats the noun and verb, what answer do you still need to add?"

CLASS SLIDE

Module Slides 29-30: compare connecting words; defend whether a sample is a thesis (central idea) or restatement.

PERSONAL CONNECTION: **3.7A**

Invite students to describe a family memory that a story or picture could preserve. Return to the passages before choosing an answer.

Compare Wilder's writing and Garza's paintings as ways of sharing everyday life. Ask students to connect one family memory, then return to passage evidence. **3.7A** **3.7B** **3.7G**

USE: ASSESS**CLASS SLIDE**

Module Slides 31-34: brief movement, independent directions, Garza WHY prompt, and Wilder HOW prompt.

Step 1: have students shape both prompts and list the noun, verb, and clue word. **3.7E**

Step 2: students find a supporting paragraph and write their own answer. **3.7C**

Step 3: students choose because for WHY or through/by for HOW and write one complete sentence per prompt.

Step 4: students underline part three and reread to check that it adds information beyond the prompt.

CLASS SLIDE

Independent prompts: Explain why Carmen Lomas Garza's artwork is important to culture. Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.

Independent Thesis (central idea) Check

Possible responses: Carmen Lomas Garza's artwork is important to culture because it shows traditions and family celebrations. Laura Ingalls Wilder helps readers imagine life on the prairie through detailed stories about daily frontier life.

WRITING REQUIREMENT: **3.7F**

Have students use newly acquired vocabulary appropriately while writing the two theses; do not add unrelated words merely to meet a count.

EMBEDDED CHECK: ASSESS

Score each independent thesis (central idea) for matching noun, matching verb, passage-supported answer, and connecting word. Four points each; eight total.

Misconception / teacher move: if a student writes only the noun and verb, return to the passage and ask what the reader still needs to know.

Access and product: allow a frame with the noun and verb supplied; leave the answer blank. Collect the two independent theses. Score noun, verb, passage-based answer, and connecting word: 4 points per thesis (central idea), 8 total; 6 or more indicates readiness for Module 3.

Day Purpose: Award an evidenced strength and Target one next step. Use 6 minutes for Award, 7 for a goal and revision, and 2 for closure.

Standard	Focus
TEKS	3.11B(i) purposeful introduction; 3.12B(i) clear central idea; 3.11C(i) , 3.11C(ii) revision
ELPS	1(E) listening; 4(F) write a goal

AWARD: ASSESS

CLASS SLIDE

Module Slide 35: draw the trunk and recognize a text-supported original answer.

TEACHER SCRIPT

"Think about what you just did. You built the trunk of an entire response. Underline the answer you added in green. Point to the passage detail that supports it. Choose one goal beginning with Next time I will."

CLASS SLIDE

Strong Trunk Award: students identify the words that add an answer and the passage detail that supports them.

Students draw a trunk and underline their own answer in green. Give a Strong Trunk Award tied to the exact words and passage detail that show learning.

TARGET: ASSESS

CLASS SLIDE

Module Slide 36: discuss why a clear thesis (central idea) guides the reader and keeps writing focused.

Invite students to consider how a clear thesis (central idea) guides a reader and keeps a writer focused. Each student selects one next step based on the two independent sentences.

CLASS SLIDE

Module Slide 37: students set one goal, such as checking WHY/HOW before selecting a connecting word.

Embedded check: confirm that the green underlining marks original answer words, not words copied from the prompt.

SMALL-GROUP SUPPORT

Use Thesis (central idea) Builder frames after the independent check. Students find the supporting paragraph, say the answer, write it, and underline it in green.

Access and product: students may say the goal before writing it. Collect the trunk drawing, the underlined answer, an evidence-based target, and a revision that acts on the target.

Day Purpose: Educate a partner and demonstrate transfer independently. Use 5 minutes for Turn and Teach, 8 for the exit ticket, and 2 for closure.

Standard	Focus
TEKS	[3.11B(i)] purposeful introduction; [3.12B(i)] clear central idea
ELPS	1(E) listening; 2(E) teach; 3(F) read; 4(F) write; 4(E) conventions

EXPLAIN: ASSESS **[3.7G]**

CLASS SLIDE

Module Slide 38: Turn and Teach frames for noun, verb, original answer, and connecting word.

EDUCATE

TEACHER SCRIPT

"Teach your partner how to build a thesis (central idea). First, find your noun of importance. Second, find your verb of importance. Third, add your own answer from the passage. Explain why you chose because, through, or by."

CLASS SLIDE

Module Slides 39-40: use the ECR Writing Process Poem and a brief movement within the allotted time. Point to the thesis (central idea) trunk.

Partners teach noun, verb, and original answer in order. Listen for an answer from the passage and a connecting word that matches WHY or HOW. **[3.7G]**

Transfer: Wilder WHY Prompt

CLASS SLIDE

Module Slide 41: Explain why Laura Ingalls Wilder's books continue to inspire readers.

Collect the five-component ticket independently: noun, verb, original answer, complete sentence, and connecting word with prompt type. Each component is worth 20 points.

EMBEDDED CHECK: ASSESS

For the exit ticket, check all five components separately. Accept varied answers that are supported by the Wilder passage.

Access without lowering rigor: read the prompt aloud if needed; the student independently supplies the answer and writes the thesis (central idea).

CLASS SLIDE

Separate enrichment: Double Thesis (central idea) Challenge combines Wilder and Garza in one HOW thesis (central idea), then revises its preposition.

CLASS SLIDE

Have students rate the tracker honestly and point to work that supports each rating.

Return to the Citizenship Connection

Reconnect to citizenship by asking how stories and artwork help a community preserve its history and traditions.

Return to the Overarching Question

Return to Monday's essential question and compare initial and final thinking. Student products: partner teaching, independent exit ticket, and a progress rating supported by evidence.

CLOSING ENCOURAGEMENT

"You grew the trunk of your writing. You kept the prompt's noun and verb and added your own answer. Next you will grow branches that support this clear idea."

Student Exemplars

Use the exemplar prompt: Explain why Carmen Lomas Garza painted everyday family moments. Compare restatement, an unsupported answer, and a text-supported thesis (central idea).

51. Low / Developing Exemplar

Field	Detail
Student response	Carmen Lomas Garza painted everyday family moments.
What the student did successfully	Retains the noun and verb of importance from the prompt.
What is missing	The original answer and subordinator are missing.
Why it falls at this level	The sentence restates the prompt; it does not explain WHY.
Exact next instructional step	Ask what the passage says about why she painted these moments. Have the student say an answer, then add it after because.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Carmen Lomas Garza painted everyday family moments because she liked them.
What the student did successfully	All three parts appear and because matches WHY.
What is missing	The answer is a guess instead of the belief stated in the passage.
Why it falls at this level	A correct structure does not make an unsupported answer accurate.
Exact next instructional step	Return to paragraph 2 and locate the statement that traditions should be remembered and celebrated.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	A reason supported by the passage
Strong thesis (central idea)	Carmen Lomas Garza painted everyday family moments because she believed cultural traditions should be remembered and celebrated.
Why it works	The noun, verb, and answer are present; because joins a reason grounded in the passage.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Wilder WHY	WHY	Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.	Adds a passage-supported reason in a complex sentence.
Garza HOW	HOW	Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.	Adds a passage-supported way using through.

Secure Response: Passage Support and Explanation

Response Part	Text from the Secure Model	Why It Works
Passage support: 3.7C	Paragraph 2 describes family activities and states that Garza believed these traditions should be remembered and celebrated.	Supports the reason in the thesis (central idea).
Explanation: 3.7G	Her art preserves meaningful cultural traditions through ordinary family scenes.	Explains the link between everyday moments and the value of preserving culture.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate understanding includes all three thesis (central idea) parts, an answer that adds information from the passage, and a connecting word matching WHY or HOW. Accept varied wording when the answer is supported. During exemplar comparison, have partners rank the three sentences and defend their ranking using part three and subordinator. A high response is ready for the Double Thesis (central idea) Challenge.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Trunkless Tree links the thesis (central idea) to purposeful structure.
T2	Day 1 Reveal	■ TEACH	Wilder WHY and Garza HOW models reveal the three parts.
L3	Day 2 Attempt	○ LEARN	Memory Match requires a prompt match and oral identification of part three.
L4	Day 3 Discuss	○ LEARN	Students defend the difference between restatement and answer.
A5	Day 3 Use	✓ ASSESS	Two independently constructed theses use matching connecting words.
A6	Day 4 Award	✓ ASSESS	Green underlining and passage support justify a Strong Trunk Award.
A7	Day 4 Target	✓ ASSESS	An evidence-based goal guides revision.
A8	Day 5 Explain	✓ ASSESS	The student teaches noun, verb, and original answer in order.
A9	Day 5 Transfer	✓ ASSESS	The five-component Wilder ticket demonstrates independent construction.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can construct a three-part thesis (central idea) that answers the prompt with passage support and the matching structure.
Who Administers It	The classroom teacher; independent responses are completed without supplied answers.
Materials Needed	Both Medium stamina passages, Memory Match cards, notebooks, and exit tickets
Related TEKS Breakout	[3.11B(i)] ; [3.12B(i)] ; [3.12B(ii)] ; [3.11C(i)] ; [3.11C(ii)]
Task	Students identify the noun, verb, and original answer, then write one complete thesis (central idea) with an appropriate connecting word.
Expected Response	The third part gives a reason for WHY or a way for HOW and is supported by the passage.

Informal assessment: during Memory Match, ask students to point to the original answer in Thesis (central idea) 5. Expected answer: by describing wide fields, small homes, and busy days on the farm.

Formative assessment: score the two Day 3 theses for noun, verb, text-supported answer, and connecting word. Each thesis (central idea) earns up to 4 points; 6 of 8 indicates readiness for Module 3 without additional support.

Exit ticket: on Day 5, students answer why Wilder's books continue to inspire readers. Score noun, verb, original answer, complete thesis (central idea), and connecting word with prompt type at 20 points each, for 100 total.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain why Carmen Lomas Garza's artwork is important to culture.	WHY	Carmen Lomas Garza's artwork is important to culture because it shows traditions and family celebrations.
Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.	HOW	Laura Ingalls Wilder helps readers imagine life on the prairie through detailed stories about daily frontier life.
Explain why Laura Ingalls Wilder's books continue to inspire readers.	WHY	Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Teacher administration: have each student enter a name and date. Name:

Date: _____

TEKS: [3.11B\(i\)](#); [3.12B\(i\)](#). **Target:** students independently construct a three-part thesis (central idea).

Directions for the teacher: provide the Wilder passage and the prompt. Have students complete the five components independently, then circle their connecting word and mark WHY or HOW.

Prompt to present: Explain why Laura Ingalls Wilder's books continue to inspire readers.

1. Have students write the noun of importance. (20 points)

2. Have students write the verb of importance. (20 points)

3. Have students write their own passage-supported answer. (20 points)

4. Have students write the complete thesis (central idea) as one sentence. (20 points) **5. Have students circle the connecting word and mark the prompt type:** ☐ WHY ☐ HOW. (20 points)

Total score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Laura Ingalls Wilder's books	Retains the complete noun of importance.	20	3.11B(i) ; 3.12B(i)
2	continue to inspire readers	Retains the verb of importance and its meaning.	20	3.11B(i) ; 3.12B(i)
3	Model answer: because they show how storytelling can keep history alive. Accept other passage-supported answers.	Adds information the prompt does not state.	20	3.7C ; 3.12B(i)
4 and 5	4: Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive. 5: Circle because and mark WHY.	4: one complete three-part thesis (central idea). 5: the subordinator matches WHY.	20 each; 40 total	3.11B(i) ; 3.12B(i)

59. Scoring Principle

Score the five exit-ticket components separately at 20 points each. Accept different original answers when the passage supports them and the sentence answers WHY. Keep minor handwriting or spelling errors separate from thesis (central idea) understanding unless they obscure meaning. Use the 8-point Day 3 formative score separately from this 100-point ticket.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
5 components	100%	Secure	Use Double Thesis (central idea) Challenge; retain text-support checks.
4 components	80%	Developing	Confer on the missing component and reassess it.
3 components	60%	Emerging	Use Thesis (central idea) Builder with the passage and oral rehearsal.
0-2 components	0-40%	Beginning	Rebuild noun, verb, and original answer with frames; reassess independently.

61. Recommended Gradebook Label

Gradebook label: G3 C2 M2

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11B(i) ; 3.12B(i) , 3.12B(iii)
Spiral TEKS	3.11C(i) , 3.11C(ii) ; 3.7C ; 3.7F ; 3.7G
Purpose	Students write a thesis (central idea) plus one supporting sentence; the task extends the trunk toward its first branch.
Exact Student Prompt	Explain why Carmen Lomas Garza believed everyday family moments were important enough to paint.
Exact Student Directions	Have students shape the prompt, identify WHY, record a supporting paragraph, jot a short answer, and draft one thesis (central idea) plus one supporting sentence.
Non-Negotiable Expectations	The thesis (central idea) retains the topic and action, adds an original reason supported by the passage, and uses a subordinator. The supporting sentence gives a relevant detail; vocabulary is used accurately.

WRITING REQUIREMENT: 3.7F

Have students use newly acquired vocabulary appropriately in the thesis (central idea) and supporting sentence.

63. Student Planning Frame

Use this planning sequence as access support. The student chooses the passage detail and composes the answer.

1. Have students use Dot, Discover, Drop and shape the prompt. **3.7E**
2. Have students identify WHY and select a subordinator.
3. Have students record the paragraph that supports an answer. **3.7C**
4. Have students jot their own answer in three or four words.
5. Have students combine noun, verb, and answer into one thesis (central idea).
6. Have students draft one supporting sentence and explain its relevance orally. **3.7G**
7. Have students reread for clarity and appropriate module vocabulary. **3.7F**

64. Writing Assignment Rubric

Use this 20-point rubric for the additional writing opportunity only. Keep it separate from the 8-point two-thesis (central idea) formative check and the 100-point exit ticket. Award 0 for an absent criterion.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Noun and verb of importance	Both accurately retain the prompt's topic and action.	Both present with a small imprecision.	One part accurate.	Topic or action unclear.
Original answer	Adds a clear, passage-supported reason.	Supported reason is somewhat general.	Adds an answer without clear support.	Restates the prompt.
WHY structure	One complete complex sentence with an appropriate subordinator.	Appropriate connector; minor sentence error.	Reason present but connection incomplete.	No reason or appropriate connector.
Supporting sentence: [3.7C]	Relevant detail clearly supports the thesis (central idea).	Detail supports the general idea.	Detail is weakly related.	Detail unrelated or absent.
Clarity, conventions, vocabulary: [3.11C] ; [3.7F]	Clear sentences; targeted editing and vocabulary accurate.	Meaning clear with minor errors.	Several errors weaken clarity.	Meaning difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure thesis (central idea) with support	Extend to the Double Thesis (central idea) Challenge.
14-17	70-85%	Developing	Confer on the weakest criterion and revise it.
10-13	50-65%	Emerging	Use Thesis (central idea) Builder and a supporting-paragraph search.
0-9	0-45%	Beginning	Rebuild the three parts with oral rehearsal, then reassess.

66. Teacher Feedback Shortcuts

- Strength script: "You kept the prompt's noun and verb accurately."
- Strength script: "You added an answer that your passage supports."
- Target script: "Check WHY or HOW before you choose your connecting word."
- Target script: "Point to the paragraph that supports your answer."
- Revision script: "Read part three aloud. What does it tell your reader that the prompt did not?"
- Vocabulary script: "Use a module word where it makes your meaning clearer."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Use Thesis (central idea) Builder to support students who restate instead of answer.
Group Size	Small group of 3-5 students
Time	12 minutes, separate from the daily lesson
Materials	Sentence-frame strips, both Medium stamina passages, and green pencils
Relevant TEKS Breakout	3.11B(i)
Relevant ELPS	1(C) follow oral directions; 4(C) use high-frequency and content vocabulary

Step 1: give each student a frame strip and read it aloud while the student tracks with a finger.

CLASS SLIDE

Display the three-part frame and the supporting paragraph during guided practice.

TEACHER SCRIPT

"Your frame gives you the beginning. Your job is the last part, the answer the prompt did not tell you. Find what the passage shows, say your answer, then write it and underline your own answer in green."

Use one prompt at a time. Students locate the paragraph that answers the blank and point to the evidence.

Step 2: students say their original answer aloud before writing.

CLASS SLIDE

Additional frames: Laura Ingalls Wilder became an important author because _____. Carmen Lomas Garza preserves cultural traditions through _____. Model answers: she shared real experiences from frontier life; paintings that show family celebrations and traditions.

Use these frames: Laura Ingalls Wilder's stories help readers understand history because _____. Carmen Lomas Garza tells stories about family life through _____.

Step 3: students write exactly what they said, then underline the original answer in green. Model answers: they describe daily life on the prairie; colorful paintings of everyday moments.

Step 4: students read the completed sentence. Reassess independently with: Explain how Carmen Lomas Garza shares Mexican-American culture with others.

Return to core instruction when the student writes all three parts and identifies a passage-supported original answer. Expected model: Carmen Lomas Garza shares Mexican-American culture with others through paintings and books about family traditions and celebrations. If the green underlining marks copied prompt words, repeat the passage search and oral answer with another frame.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask how many parts a thesis (central idea) has.	Three: noun, verb, and original answer.	Two parts are enough.	Touch and count all three parts on the chart.
Ask which part cannot be copied from the prompt.	The student's original answer.	The verb of importance.	Cover part three and ask what the reader still needs to know.
Ask which kind of word a WHY thesis (central idea) needs.	A subordinator, such as because.	A preposition.	Read the WHY and HOW models back to back; have the student identify the connection.
Ask whether a repeated prompt answers the question and where an answer comes from.	Restatement lacks an answer; the answer comes from the passage.	A full sentence is enough; imagination can supply the answer.	Require a supporting paragraph, then have the student add and underline the answer.

69. Student Support Quick Reference

If a student...	Support to Provide
Restates and stops	Require an oral answer from the passage before writing. Sentence frame with part three blank.
Uses because for HOW	Have the student touch the matching WHY/HOW box. Preposition choices: through, by, with.
Has an idea but needs language support	Supply the noun and verb; preserve independent answer choice. Oral rehearsal, home-language discussion, and green underlining.
Writes many ideas or finishes quickly	Focus the thesis (central idea) on one provable idea; extend secure work across both texts. Writing-rigor charts and Double Thesis (central idea) Challenge.

Use a **brief writing** conference to record the missing part, the support provided, and the next independent check. The Teach BIG Writing Conference App can support conference notes.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Double Thesis (central idea) Challenge: synthesize both passages in one central idea.
Group Size	Independent, then partner sharing; 15 minutes as a separate enrichment opportunity
Materials	Both Medium stamina passages and WHY/HOW writing-rigor charts
Relevant TEKS Breakout	3.11B(i) ; 3.11B(iii) lesson plan breakout for relevant details; 3.12B(ii) ; 3.7B
Relevant ELPS	2(E) oral explanation; 4(F) written explanation

Prompt: Explain how Laura Ingalls Wilder and Carmen Lomas Garza both tell stories about everyday life.

CLASS SLIDE

Double Thesis (central idea) Challenge: synthesize both passages, draft one HOW thesis (central idea), then rewrite the same idea using a stronger preposition.

Have students reread both passages and identify a shared idea. Require a thesis (central idea) that is true of both sources.

Model: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through writing and artwork that show family experiences.

Have students rewrite with a stronger preposition: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through the use of detailed scenes drawn from their own families.

Expert reflection: partners hear both versions, choose the clearer sentence, and explain how the connecting phrase works. Students name the level on the HOW writing-rigor chart.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why Carmen Lomas Garza believed everyday family moments were important enough to paint.

Connection to this module: this prompt revisits Memory Match pair 7 with changed wording. Students build a new thesis (central idea) from the prompt and passage rather than recall the matched card.

Planning Support

1. Have students shape the topic, charge, and clue word.
2. Have students identify the prompt as WHY.
3. Have students record a supporting paragraph number.
4. Have students jot a brief original answer.
5. Have students combine noun, verb, and answer with a subordinator. **[3.11B(i)]**
6. Have students select one detail for a supporting sentence. **[3.7C]**
7. Have students explain orally how the detail supports the thesis (central idea). **[3.7G]**

WRITING REQUIREMENT: **[3.7F]**

Have students use module vocabulary naturally and accurately in the draft.

Drafting space: have students write a thesis (central idea) plus one supporting sentence. Keep the thesis (central idea) as one complete sentence with an original answer.

Success Criteria

- Check that the thesis (central idea) contains all three parts.
- Check that the original answer adds meaning from the passage.
- Check that the subordinator joins a reason in one complete sentence.
- Check that the supporting sentence is relevant.
- Check that newly acquired vocabulary is accurate and appropriate. **[3.7F]**

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read the thesis (central idea) aloud and check that part three adds meaning.

Improve the connecting word using the WHY writing-rigor chart, then reread for clarity. **[3.11C(i)]**, **[3.11C(ii)]**

Edit: check present tense **[3.11D(iv)]**, plural nouns **[3.11D(vii)]**, proper nouns **[3.11D(ix)]**, geographical names **[3.11D(xxiv)]**, geographical places **[3.11D(xxv)]**, and spelling patterns **[3.11D(xxx)]**, using the lesson plan breakouts.

Share: use partner reading, an author's chair, a gallery walk, a recorded reading, or a paper-tree display. Listeners identify the original answer and its passage support.

Companion resources: Revising and Editing Daily Slides, Teacher Lesson Plans, and Student Interactive Workbooks support the same Cluster 2 content.

Engagement & Home Connection

73. Auditory Engagement Moments

Use purposeful listening to make the three parts and the two connecting-word types audible before independent writing.

- Read the six fill-in statements; have students supply THREE, NOUN, VERB, STUDENT ANSWER, SUBORDINATOR, and PREPOSITION.
- Use Listen and Label: read a complete statement about Wilder, a sentence missing its full answer, a complete statement about Garza, and the fragment bright colors and clear details. Partners explain what is complete and whether it answers the displayed prompt.
- Have partners compare a WHY and a HOW thesis (central idea) aloud, naming the connecting word and the thinking it signals.
- Use the ECR Writing Process Poem as a call-and-response chant. Point to the trunk when the thesis (central idea) is named; connect evidence and explanation to its branches.

74. Pause Points

Pause briefly before writing, while students check part three, and before they submit the thesis (central idea).

PAUSE POINT: BEFORE WRITING

Ask students to name the noun, verb, and clue word before they choose a connecting word.

PAUSE POINT: MIDWAY

Ask students which part adds information beyond the prompt and where the passage supports it.

PAUSE POINT: BEFORE YOU FINISH

Have students reread the complete sentence and check that the answer and connecting word match WHY or HOW.

75. At-Home Connection

Send all three home cards in a notebook pocket. Each takes a few minutes and ends in conversation. A family signature shows that the conversation happened; families may choose the order.

TEACHER INFORMATION: TASK CARD 1

Send the three-part teaching card to the whole class.

Task Card 1: Teach the Three Parts. Have the student teach topic, action, and original answer to someone at home, answer a WHY question using because, write it, and underline the original answer. Family signature: _____ . **[3.11B(i)] [3.12B(i)]**

TEACHER INFORMATION: TASK CARD 2

Encourage students to connect thesis (central idea) writing to clear messages in everyday life.

Task Card 2: Because and Through. Have students write one family sentence using because and one using through, then check present tense and capital letters in names. Ask families to discuss which sentence is easier to believe and why. Family signature: _____ . **[3.11B(i)] [3.11D(iv)]**

TEACHER INFORMATION: TASK CARD 3

Provide language support while the student continues to generate the answer.

Task Card 3: Frame It First. Provide the word bank topic, action, answer, because, through and the frame _____ is important to my family because _____. Have students say it twice, discuss it in a home language if helpful, then write in English and optionally draw the answer. Invite a conversation about a family tradition and why it continues. Family signature: _____ . **3.11B(i)**

3.12B(i)

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use your tracker to notice your growth. Rate each skill honestly, then point to words in your own work that prove your rating. Choose one skill you want to practice next."

Have students check one rating per skill and cite proof orally or in the notebook. Revisit the original-answer row before and after the independent writing; use Not Yet ratings to plan small-group support.

Skill to Observe	Not Yet	Getting It	Demonstrated Independently
Names the three parts of a thesis (central idea).			
Retains the noun of importance from the prompt.			
Retains the verb of importance from the prompt.			
Adds an original answer supported by the passage.			
Uses a subordinator such as because for WHY.			
Uses a preposition such as through or by for HOW.			
Distinguishes restatement from a complete answer.			
Identifies the paragraph that supports the answer.			
Revises a thesis (central idea) and explains the improvement.			

77. Student Award

Strong Trunk Award: have students name a demonstrated strength, underline their original answer in green, and identify the passage detail that supports it.

78. Student Target

Have each student record one evidence-based next step: locate the noun more efficiently, check WHY/HOW before choosing a connecting word, or add an answer instead of repeating the prompt.

Connect this target directly to Thursday's Award and Target work and revisit it during the next independent thesis (central idea).

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you grew the trunk. Your thesis (central idea) has three parts: your noun of importance, your verb of importance, and your own answer. Your clue word tells you whether to choose a subordinator like because or a preposition like through. You used the passage to make your answer meaningful. Next week you will grow the first branch."

80. Essential / Overarching Question, Answered

How does a writer turn a prompt into a sentence that gives the reader the answer?

A writer keeps the noun of importance and the verb of importance from the prompt, then adds an original answer supported by the passage, using a subordinator for a WHY prompt or a preposition for a HOW prompt.

81. Teacher Reflection

- Which thesis (central idea) part needed the most reteaching?
- How many students used because on a HOW prompt, and what model will help?
- What evidence distinguished answering from restating?
- Which Memory Match pair produced the strongest discussion?
- Who needs Thesis (central idea) Builder, and who is ready for Double Thesis (central idea) Challenge?
- Did the Medium stamina reading affect thesis (central idea) writing, and what support should carry into Module 3?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Two independent theses with part three underlined, paired with the Day 5 ticket.
- A photograph of the Three Parts of a Thesis (central idea) chart and a class model.
- A notebook sample with the six auditory fill-ins.
- A record of partners naming the original answer during Memory Match.
- Before-and-after writing showing the change from Module 1 to Module 2.
- Progress ratings and next-step goals tied to specific student work.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use the 41-slide Module 2 Daily Deck. The rows below group consecutive slide cues while preserving their order.

Slide	Title	Required Content	Lesson Location
1	Learning Destination	I Will and I Can statements	Day 1 opening
2	Dot, Discover, Drop	Unknown-word reading habit	Reading access
3-4	Writing the Thesis (central idea) (The Trunk of the Tree)	Module title; tree with trunk highlighted	Day 1 Gather
5	Three Parts	Noun of importance; verb of importance; student answer	Day 1 Reveal
6-7	Wilder WHY Model	Shaped prompt, then original answer added	Day 1 Reveal
8-9	Garza HOW Model	Unbuilt prompt, then completed thesis (central idea)	Day 1 Reveal
10	Brain Break	Trunk Twist, Three-Part Reach, or Strong Stance	Day 1 within 15 minutes
11-12	Auditory Engagement	Six blanks, then six answers	Day 1 Reveal
13-14	Memory Match	Directions; sixteen-card layout	Day 2 Attempt
15-18	Matched Pairs 1-4	Wilder history; Garza family life; Wilder author; Garza traditions	Day 2 Attempt
19-22	Matched Pairs 5-8	Wilder imagery; Wilder inspiration; Garza family moments; Garza culture	Day 2 Attempt
23	Memory Match Key	Pairs 1-8 with because, through, or by	Day 2 check
24-25	Partner Prompt Analysis	Garza culture prompt unmarked, then teacher model	Day 2 partner marking
26-30	Discussion Questions	Parts, sources, missing answer, connector comparison, restatement defense	Day 3 Discuss
31-34	Movement and Independent Writing	Brief movement; directions; Garza WHY; Wilder HOW	Day 3 Use
35-37	Strong Trunk and Next Goal	Trunk drawing; curiosity questions; next-step stem	Day 4 Award + Target
38	Turn and Teach	Six oral frames	Day 5 Explain
39-40	Writing Process Poem and Movement	ECR chant; brief Air Sentence, Toe Touch Count, or Shoulder Shrug Freeze	Day 5 within 15 minutes
41	Exit Ticket	WHY Wilder's books continue to inspire readers; five scored components	Day 5 transfer

Use the passage copies, card sets, notebook fill-ins, and answer keys alongside the deck. Collect the two independent theses and the five-component ticket as separate evidence of learning.

84. Virtual / Online Adaptation

Keep the thinking and the 15-minute daily lesson intact while adapting how students see, hear, rehearse, and submit their work.

Element	Adaptation
Shared-screen adaptation	Build a thesis (central idea) live on a shared slide, revealing noun, verb, and answer separately.
Annotation	Use red, yellow, and green for prompt shapes; students mark their own copies before the teacher reveals the model.
Breakout discussion	Give each pair a sixteen-card Memory Match slide in a breakout room; students name part three before keeping a pair.
Oral response	Have students rehearse the original answer aloud before typing it; use choral fill-ins when appropriate.
Asynchronous option	Share the model and the cards for independent replay; students record matched pairs and connecting words.
LMS submission	Collect two Day 3 theses and a five-field Day 5 ticket. Preserve the separate 8-point and 100-point scoring systems.
Digital tracking	Use private goals, digital progress ratings, and green highlighting of the student-answer part. Save the work for Module 3.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Essential / Overarching Question, Answered

How does a writer turn a prompt into a sentence that gives the reader the answer?

A writer keeps the noun of importance and the verb of importance from the prompt, then adds an original answer supported by the passage, using a subordinator for a WHY prompt or a preposition for a HOW prompt.

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Teacher Lesson Plan Guide

Reason/Way (The First Branch of the Tree)

Grade 3 | Cluster 2 | Module 3

Grade: 3

Cluster: 2, Extended Constructed Response (ECR) built on the TREE framework

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Reason/Way (The First Branch of the Tree)

Content Connection / Passage Titles: "Laura Ingalls Wilder" and "Carmen Lomas Garza";
Medium stamina

Primary TEKS: [3.11B\(i\)](#) purposeful structure and an introduction; [3.12B](#) clear central idea, genre characteristics, and craft. Lesson plan breakouts: [3.12B\(i\)](#), [3.12B\(ii\)](#), [3.12B\(iii\)](#).

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Teach the Response strand through personal connections, text-based responses, evidence, retelling, annotation, vocabulary, and discussion at the points identified below.

- **[3.7A]** *describe personal connections* to a variety of sources, including self-selected texts. Day 3 connects family memories to the passages.
- **[3.7B]** *write a response* to a literary or informational text that demonstrates an understanding of a text. Enrichment extends this response work across Wilder and Garza.
- **[3.7C]** *use text evidence* to support an appropriate response. The original answer must be grounded in the passage; CSI means Connect, Support, Infer.
- **[3.7D]** *retell and paraphrase texts* in ways that maintain meaning and logical order. Brief retelling precedes thesis (central idea) construction.
- **[3.7E]** *interact with sources* in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Use Dot, Discover, Drop and TRACKS.
- **[3.7F]** *respond using newly acquired vocabulary* as appropriate. Apply module vocabulary in oral rehearsal and writing.
- **[3.7G]** *discuss specific ideas* in the text that are important to the meaning. Explain how everyday stories preserve history and culture.

1. A Little Inspiration Goes a Long Way!

This module grows the first branch of the ECR tree. Students learn to generate and organize reasons or ways that support the thesis (central idea) established in Module 2.

TEACHER SCRIPT

"This week you grow the first branch of your writing tree. You will magnify the passage for details, sort them into baskets, and write a reason or way statement for each basket."

Connection to this week's thinking: students collect relevant details from the text, group them by category, and turn those categories into distinct reasons or ways. WHY prompts require reasons; HOW prompts require ways.

2. Why This Module Matters

Students magnify a passage to collect relevant details, group those details into categories, and write a reason or way statement for each category that supports the thesis (central idea). They use the high stamina passages "Laura Ingalls Wilder" and "Carmen Lomas Garza," progressing from teacher models and small group sorts to three independent reason statements.

Where it fits into writing: reasons are the first branch of the tree that connect the thesis (central idea) to evidence. TREE organizes these branches so each one carries its own proof.

Why it matters: distinguishing distinct reasons from repetitive ideas helps students communicate a focused argument. Strong reasons must be different from one another and directly support the central claim.

3. Module Essential / Overarching Question

How does a writer organize details into distinct reasons that support the thesis (central idea)?

Have students record initial thinking Monday and revisit it after Friday's reason statements.

Record the student's first thinking (Monday):

Record the student's final thinking (Friday):

Ask students to describe what changed in their thinking:

Family Communication

4. Parent Communication Purpose

Explain to families that the three reason statements are the first branch of an ECR tree. Invite families to listen as students teach how they sorted details into baskets and explain why each basket supports the thesis (central idea).

Share the English or Spanish letter in the family's preferred language. Send short home cards in a notebook pocket and allow families to choose their order.

5. Family Letter (English)

Share this English family letter:

Dear Families, this week your student is learning to generate and organize reasons or ways that support a thesis (central idea). Students will magnify the passage to find details, group those details into named baskets, and write a reason statement for each basket. A WHY prompt needs distinct reasons joined with because. A HOW prompt needs specific ways expressed with through or by.

Our class will read "Laura Ingalls Wilder" and "Carmen Lomas Garza" at High stamina. Students sort detail cards into categories, then write three reason statements that prove the thesis (central idea). Invite your student to name their baskets and explain why each reason is different from the others.

With appreciation, your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Comparta esta carta en español con las familias:

Estimadas familias: Esta semana su estudiante aprenderá a generar y organizar razones o maneras que apoyan una tesis, o idea central. Los estudiantes agrupan detalles de un texto en categorías llamadas cestas y escriben una oración de razón para cada categoría. POR QUÉ pide razones y usa palabras como porque. CÓMO pide explicar maneras y usa expresiones como a través de.

Leeremos "Laura Ingalls Wilder" y "Carmen Lomas Garza" con un nivel de resistencia lectora alto. Su estudiante magnificará el texto para encontrar detalles, los agrupará en cestas y escribirá tres oraciones de razón que sean diferentes entre sí. Invítelo a explicar qué tienen en común los detalles dentro de una cesta y por qué su razón es distinta de las otras. Pregúntele: ¿Cómo sabes que este detalle pertenece a esta categoría?

Con aprecio, la maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- Invite families to ask the student to name three details from a passage that support their thesis (central idea).
- Suggest asking how those details belong together in one basket.
- Suggest asking what the name of the basket tells us about the reason.
- Invite families to ask why two different reasons are better than one reason said twice.

- Encourage the student to sort three family memories into groups and write a reason statement for each group.

8. Simple Family Activities

Send these short conversation activities home. Each uses familiar talk and a small amount of authentic writing.

Family Activity: Teach the Three Baskets

Have families invite the student to teach how to sort details into baskets. A family member reads three facts from a story; the student groups them into two or three categories, names each basket, and explains why those details belong together.

Family Activity: Reason Statements at Home

Have students write two reason statements about their favorite weekend activity. Families listen as the student checks that each sentence is complete and distinct from the other and explains how both reasons support a central idea about why the activity is fun.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Magnifies the passage to activate details and frames the thesis (central idea) connection.
Reveal	■ TEACH	Makes teacher thinking visible by modeling how to sort five details into three named baskets.
Attempt	○ LEARN	Guided, structured student practice sorting a full card set in small groups.
Discuss	○ LEARN	Students clarify and justify why specific details belong together in each basket.
Use	✓ ASSESS	Independent, meaningful application of writing three distinct reason statements for the baskets.
Award	✓ ASSESS	Student recognizes a demonstrated strength in categorizing details or naming categories.
Target	✓ ASSESS	Student identifies and acts on a next step, such as ensuring reasons are distinct from one another.
Explain / Educate	✓ ASSESS	Student explains how the reason statements support the thesis (central idea) and transfers the skill to a new prompt.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 2, Module 3
Module Category	Reason/Way (The First Branch of the Tree); ECR Informational
Primary TEKS	3.11B(i) ; 3.12B , with lesson plan breakouts 3.12B(i) , 3.12B(ii) , 3.12B(iii)
Primary Breakout	Generate and organize reasons or ways that support the thesis (central idea) as structural units for the ECR body
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G

Recursive TEKS	3.11C(i-ii) revising; 3.11D(i), (vi)-(ix), (xxx), (xxxi) editing; prompt shaping; Dot, Discover, Drop; TRACKS; TREE
Content Connection	"Laura Ingalls Wilder" and "Carmen Lomas Garza"; High stamina
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use Again; Day 4 Award + Target; Day 5 Explain to Others
Student Product(s)	Three named baskets; three reason statements; Build Your Own Baskets page; next-step goal; progress tracker
Formal Assessment Product	Exit ticket showing one basket built from an unfamiliar prompt; thesis (central idea) plus three distinct reason statements

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will magnify a passage to collect relevant details, group those details into categories, and write a reason or way statement for each category that supports the thesis (central idea).

I Will Statements

- I will magnify the passage to find many details.
- I will put details that belong together into the same basket.
- I will give each basket a name.
- I will turn each basket name into a reason or way statement.

I Can Statements

- I can find details in a passage that connect to my thesis (central idea).
- I can sort details into groups that make sense.
- I can name what a group of details has in common.
- I can write three reasons that are different from each other.

CLASS SLIDE

Module Slide 1: display and discuss the week's learning destination before modeling.

13. Success Criteria

Use these criteria during modeling, conferences, and independent review.

- Each basket contains at least two details that truly belong together.
- The three baskets do not overlap; no detail could sit equally well in two of them.
- Each reason statement is a complete sentence that supports the thesis (central idea).
- The student can explain why two reasons are different or can collapse two that are not.
- A WHY reason uses a subordinator in a complex sentence to connect the detail to the claim.
- A HOW reason uses a preposition to explain the way and answer the exact prompt.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- The Build Your Own Baskets page on page 248 shows three named baskets and three reason statements.
- The Day 5 exit ticket on page 255 shows one basket built from an unfamiliar prompt.
- A student whose three reasons cannot be swapped for one another has demonstrated mastery.

15. TEKS Correlations

The primary work develops reason statements that support a thesis (central idea). Use the lesson plan's breakout labels to locate the focus; Section 26 supplies complete official parent standards.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11B(i)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by	Distributed	Each basket becomes a structural unit	Day 3; Day 5

		organizing with purposeful structure, including an introduction		that the introduction promises.	
3.11B(iii)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Introduced here in practice	Relevance is exactly what decides which basket a detail belongs in.	Day 3; Day 5
3.12B(i)	Composition, Central Idea	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Distributed	Every basket must support the thesis (central idea) written in Module 2.	Independent theses; exit ticket
3.12B(ii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Distributed	Reason statements are the informative genre's topic sentences.	Thesis (central idea) plus support
3.12B(iii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics and craft	Distributed	Day 5 additional writing asks for a thesis (central idea) plus three reason statements.	Revised thesis (central idea)
3.11C(i-ii)	Composition, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Distributed	Day 5 revising: students upgrade the transition word that opens each reason using the REASONS and WAYS transition charts.	Revised thesis (central idea)
3.11D(i), (vi)-(ix), (xxx), (xxii)	Composition, Editing	edit drafts using complete simple sentences, singular and plural nouns, common and proper nouns, spelling patterns, and high-frequency word spelling.	Distributed	Day 5 editing checklist, applied to the three reason statements.	Edited writing

Revising and editing support the thesis (central idea). Apply targeted conventions to students' own writing; score central-idea understanding separately. Official wording: [Texas Education Agency, Grade 3 TEKS](#).

16. Standards Coverage Matrix

The lesson plan's breakout labels identify the instructional focus for Module 3, Reason/Way (The First Branch of the Tree). Section 26 retains the complete official parent wording for purposeful structure, central idea, revising, and editing.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(i)	Purposeful structure including introduction	Distributed; each basket becomes a structural unit promised by the introduction
PRIMARY	3.12B(i)	Clear central idea	Every basket must support the thesis (central idea) written in Module 2
PRIMARY	3.12B(ii) , 3.12B(iii)	Genre characteristics and craft	Reason statements serve as topic sentences; Day 5 additional writing includes thesis (central idea) plus three reasons
SPIRAL	3.11B(iii)	Developing an engaging idea with relevant details	Introduced in practice; relevance decides which basket a detail belongs in
SPIRAL	3.7A	Personal connections	Day 3 discussion connecting details to student experience
SPIRAL	3.7B	Responses demonstrating text understanding	Core responses; enrichment activities
SPIRAL	3.7C	Text evidence	Original answer construction using passage details
SPIRAL	3.7D	Retelling and paraphrasing	Passage retrieval during magnifying activities
SPIRAL	3.7E	Meaningful source interaction	DOT; TRACKS highlighting strategies
SPIRAL	3.7F	Newly acquired vocabulary	Oral and written responses using Tier 2 and Tier 3 words
SPIRAL	3.7G	Discuss ideas important to meaning	Day 3 partner discussion; Day 5 explanation to others
RECURSIVE	3.11C(i) , 3.11C(ii)	Sentence structure and word choice	Day 5 revising; upgrading transition words using REASONS and WAYS charts
RECURSIVE	3.11D(iv) , 3.11D(vii) , 3.11D(ix) , 3.11D(xxiv) , 3.11D(xxv) , 3.11D(xxx)	Targeted editing breakouts	Day 5 editing checklist applied to three reason statements
RECURSIVE	DOT / TRACKS / TREE	Reading, annotation, ECR structure	All five days; tree diagram and baskets organize thinking

17. ELPS Correlations

Use these lesson plan correlations for listening to models, naming thesis (central idea) parts, reading for an answer, and composing a sentence.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4 and 5
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Day 2
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Days 1, 2 and 5
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Day 1
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3, 4 and 5
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	follow oral directions with accuracy	Intervention, after Day 3
4(C)	Writing	write using high-frequency words and content-area vocabulary	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward
4(F)	Writing	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward

18. ELPS Linguistic Accommodations

Maintain the full rigor of each module's writing goal while providing multilingual learners with a level-appropriate path to success. These supports are designed to change how a student demonstrates and grows their thinking, rather than lowering the academic expectations.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to details in a text that support the thesis (central idea) using picture cards.
Beginning	Name two specific reasons from the text that explain the thesis (central idea).
Intermediate	Write one simple sentence for each detail to show how it supports the thesis (central idea).
High Intermediate	Write a complete sentence that combines a reason and an explanation of why it matters to the thesis (central idea).
Advanced	Compare different details to justify which ones best support the thesis (central idea) in a logical order.

Language Supports

- Students at the pre-production level will point to details in a text that support the thesis (central idea) using picture cards.
- Students at the beginning level will name two specific reasons from the text that explain the thesis (central idea).
- Students at the intermediate level will write one simple sentence for each detail to show how it supports the thesis (central idea).
- Students at the high intermediate level will write a complete sentence that combines a reason and an explanation of why it matters to the thesis (central idea).
- Students at the advanced level will compare different details to justify which ones best support the thesis (central idea) in a logical order.

Evidence of access without reduced rigor: students identify the prompt type, choose a connecting word, and supply an original text-supported answer.

19. Language Domains

Domain	How This Module Builds It
Listening	Listen to modeled basket sorts and auditory fill-ins; 1(E).
Speaking	Name the baskets, defend matches, and teach the sequence; 2(E), 2(F).
Reading	Read high stamina passages and prompt cards; 3(F).
Writing	Write three reason statements and revise; 4(D), 4(F), 4(E).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Reduce the number of detail cards and reduce the number of baskets from three to two. Name one basket to start a struggling group.	Sort the cards for a student or name all of the baskets.

The student must still decide what the details have in common and must still write the reason statement.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate details in the passage that relate to the prompt.	Supported. Students may reread as often as they wish.	At least six relevant details are listed before sorting begins.
Inferential	Decide what several details have in common and name the category.	Modeled Day 1, small group Day 2, independent Day 3.	Each basket carries a name that fits every card inside it.
Evaluative	Judge whether two reasons are genuinely distinct or are the same idea said twice.	Partner discussion Day 3, independent Day 5.	The student can explain why two reasons are different, or can collapse two that are not.
Synthesis	Combine ideas across Wilder and Garza.	Independent enrichment.	One thesis (central idea) is true of both texts.

22. The Five Thinking Levels

Use five levels to describe the thinking in a thesis (central idea). A supported first attempt provides a starting point for growth.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	Student explains a cause using because, since, or when.	Reason or cause
Emergent (Orange)	Why was it done?	Student explains a purpose or motive.	Purpose and motivation
Visible (Yellow)	Why is it important in the passage?	Student explains text-based importance.	Evidence and relevance
Independent (Green)	How do the ideas connect?	Student uses through the use of or in connection with.	Strategy and technique
Reflective (Blue)	Why does it matter beyond one text?	Student explains how everyday stories preserve history.	Broader meaning

Move from locating noun and verb to independently supplying and defending an answer. Enrichment synthesizes both texts.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Three reasons means three sentences.	A teacher may accept three sentences that all say the same thing in different words.	Cover reason one and read reason two. If nothing new appears, the student has one reason written three times.
Sorting by paragraph is sorting by category.	A teacher may approve baskets that are really just paragraph one, paragraph two and paragraph three.	Hand the group two cards from different paragraphs that clearly belong together and ask what they have in common.
Naming the basket for a struggling group removes the thinking.	A teacher may avoid naming any basket, leaving a stuck group with nothing.	Name one basket and leave the others open. The student still categorizes; the field is simply smaller.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Everything about the passage belongs in one basket.	One basket holds eight cards and the other two are empty.	Reduce to six cards and two baskets. Rebuild one basket at a time and require a name that covers both cards.
A basket name only has to fit the first card.	The student names a basket Homes and then puts growing food inside it.	Read the name, then read every card underneath it. Ask whether the name is still true for the last one.
More details always means a better answer.	The student lists twelve details and never chooses.	Set a limit: three baskets, at most three cards each. Choosing is the skill, not collecting.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Primary targets: **[3.11B(i)]**, purposeful structure and an introduction; **[3.12B]**, informational writing with a clear central idea. The lesson plan's **[3.12B(i)]**, **[3.12B(ii)]**, and **[3.12B(iii)]** breakouts address central idea, genre characteristics, and craft. This module builds the thesis (central idea) trunk for later ECR branches.

26. How I Say the Standard!

TEKS says	How I say it
[3.11B] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.12B] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Teach students to magnify the passage for details, sort those details into distinct baskets, and write a reason or way statement for each basket that supports the thesis (central idea). Revise and edit the three reason statements. Use the lesson plan breakouts in Section 15 to identify the focus within these complete parent expectations.

27. This Week I Can...

Teach students to magnify a passage for details, sort those details into named baskets, and write three distinct reason statements that support the thesis (central idea).

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Confirm students can shape topic, charge, and clue word.

- Confirm students can identify WHY and HOW.
- Review complete sentences.
- Retrieve Dot, Discover, Drop and TRACKS. [3.7E]
- Locate the TREE trunk and recall that evidence supports an answer. [3.7C]

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, show a red circle for the topic, a yellow box for the charge, and a green triangle for the clue word. Tell your partner whether WHY needs a reason or HOW needs a way."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
thesis (central idea)	The sentence that gives your answer to the prompt.	Have students identify its three parts.
reason	A statement that tells why something is true.	Have students use because to introduce a reason.
way	A statement that tells how something happens.	Have students use through to explain a way.
magnify	To look very closely so small things become visible.	Compare magnifying the passage with skimming for one detail.

31. Conventions Connection

Apply the lesson plan editing breakouts: complete simple sentences [3.11D(i)], singular and plural nouns [3.11D(vi)-(ix)], common and proper nouns [3.11D(xxx)], spelling patterns [3.11D(xxx)], and high-frequency word spelling [3.11D(xxxii)]. Check students' three reason statements on Day 5 using the editing checklist. ELPS 4(E) supports conventions.

32. Writing Connection

The thesis (central idea) is the TREE trunk. Reasons and evidence develop the answer; explanation connects their meaning. This module's independent product is three reason statements, with one supporting sentence in the additional writing opportunity.

33. Watch Out!

Common misconception: a reason statement that repeats the thesis (central idea) is finished. Cover part three of a model and ask what the reader still needs to learn. Require an answer from the passage.

34. Ready Check

Read the prompt about why Wilder's stories help readers understand history. Check that students identify topic, action, and WHY. Provide the shape key and oral rehearsal as needed.

35. Teacher Look-Fors

- Students magnify the passage to locate at least six relevant details.
- Students sort details into baskets based on shared meaning, not paragraph location.
- Students name each basket with a word that fits every card inside it.
- Students write three distinct reason statements that support the thesis (central idea).

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Use these academic words to explain how your three baskets support the thesis (central idea)."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Let's warm up with our Tier 1 words. Tier 1 words are the everyday words you use without thinking about them. Basket. Group. Sort. They are not hard words, but this week they carry big ideas, because we are going to sort our thinking into baskets. Say each word with me, then show me with your hands what sorting looks like."

Word	Student-Friendly Definition	Oral Rehearsal Frame
basket	A container used to hold things together.	Have students rehearse: Each basket holds ideas that go together.
group	A set of things that belong together.	Have students rehearse: I put the details into a group.
sort	To put things into groups.	Have students rehearse: I sort the cards into baskets.
detail	A small piece of information.	Have students rehearse: One detail from the passage is specific.
same	Not different; alike.	Have students rehearse: These details belong to the same basket.
different	Not the same.	Have students rehearse: My three reasons must be different.
name	The word we call something.	Have students rehearse: The name of this basket is clear.
work	Jobs that people do.	Have students rehearse: Frontier families did hard work.
food	What people eat.	Have students rehearse: Families grew their own food.
home	The place where a family lives.	Have students rehearse: They built a home on the prairie.
neighbor	A person who lives near you.	Have students rehearse: Laura's family helped a neighbor.
holiday	A special day people celebrate.	Have students rehearse: Garza painted a holiday celebration.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers. Say categorize with me, clapping the syllables: cat-e-go-rize. Now turn to your partner and use the word in a sentence about the cards on your table."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	A statement that tells why something is true.	Have students rehearse: One reason is _____.
way	A statement that tells how something happens.	Have students rehearse: One way is _____.
categorize	To put ideas into groups that share something.	Have students rehearse: I categorize the details.
organize	To arrange ideas so they make sense.	Have students rehearse: I organize my ideas before writing.
support details	Details that hold up a bigger idea.	Have students rehearse: My support details prove my reason.
topic	What a group of ideas is about.	Have students rehearse: The topic of this basket is _____.
magnify	To look very closely so small things become visible.	Have students rehearse: I magnify the passage to find details.
distinct	Clearly different from the others.	Have students rehearse: My reasons must be distinct.
relevant	Closely connected to the idea being discussed.	Have students rehearse: This detail is relevant because _____.
coherence	The quality of ideas holding together.	Have students rehearse: Grouping ideas gives my writing coherence.
topic sentence	The sentence that names what a paragraph is about.	Have students rehearse: Each basket becomes a topic sentence.
thesis (central idea)	The sentence that gives your answer to the prompt.	Have students rehearse: Every basket must support my thesis (central idea).

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words are connected specifically to the historical topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Say It This Way	Student-Friendly Definition
frontier	frun-TEER	Land at the edge of a settled area.
harvest	HAR-vest	The crops gathered at the end of a growing season.
blizzard	BLIZ-erd	A severe snowstorm with strong wind.
arithmetic	uh-RITH-muh-tik	The study of numbers; math.
fiddle	FID-ul	A stringed instrument played with a bow; a violin.
one-room school	wun-room skool	A small school where all ages learn in a single classroom.
adapted	uh-DAPT-ed	Changed in order to fit a new situation.
generations	jen-uh-RAY-shuns	Groups of people born and living about the same time.
heritage	HAIR-i-tij	Traditions and history passed down in a family.
gatherings	GATH-er-ings	Times when people come together.
exhibits	eg-ZIB-its	Displays of art or objects for people to view.
overlook	oh-ver-LOOK	To fail to notice something.

Use the Teach BIG Academic Vocabulary Companion App for additional Tier 2 practice and assessment. Rehearse passage vocabulary before reading so unfamiliar words do not hide the thesis (central idea)-writing task.

39. Background Knowledge & Teacher Context

Student background: students can shape a prompt and identify its clue word; write a thesis (central idea) with all three parts; know that the trunk holds the branches; and have sorted objects into groups in earlier grades to transfer that move to ideas.

Teacher context: a basket is a category, and the name of the category becomes the reason. If a student cannot name the basket, the basket is not a real category yet. Reasons must be distinct; 'She helped people' and 'She made things better' are the same idea twice. Distinctness, not quantity, is the standard.

The High stamina biographies provide details about Wilder's descriptions of frontier life and Garza's preservation of family traditions. Students use these details to generate answers, not simply copy the prompt. Reasons answer WHY prompts; ways answer HOW prompts. Both live on the same branch of the tree, and the clue word decides which word students use.

The ECR Habit

ECR habit: magnify the passage for details; group those details into categories; name each category; and write a reason or way statement for each category that supports the thesis (central idea). Keep the verb tense accurate. TREE connects the thesis (central idea) trunk to reasons, evidence, and explanation. **3.7C**

3.7G

40. Materials Needed

Category	Items
Core print materials	Teacher Guide, Daily Deck, both High stamina passages (Laura Ingalls Wilder and Carmen Lomas Garza), Student Interactive Notebooks, tree anchor chart from Modules 1 and 2, Three Baskets anchor chart
Activity / game materials	Fourteen detail cards cut from the Interactive Notebook; basket or bucket pictures for grouping ideas; scissors; Practice Pocket; Gameboard and student markers (Pencil Guy); optional magnifying glass prop
Writing materials	Chart paper, red/yellow/green markers, pencils, colored pencils; TRACKS highlighting colors: green, purple, yellow, orange
Assessment materials	Answer keys, exit tickets (including Day 5 exit ticket), progress tracker, intervention frames, and enrichment charts
Technology	Projector or board; the 36-slide Module 3 Daily Deck
Accessibility supports	Picture cards for pre-production level students, oral rehearsal frames, enlarged text, and bilingual support as needed

41. Preparation Before Day 1

- ☐ Post the Module 1 and Module 2 anchor charts where students can see them all week.
- ☐ Draw the Three Baskets anchor chart before Day 1.
- ☐ Copy the high stamina passages, one set per student. Students using the Writing Academy Student Interactive Workbook do not need to copy.
- ☐ Cut one demonstration set of the fourteen detail cards.
- ☐ Bring a real magnifying glass if one is available; the physical prop makes the idea concrete.
- ☐ Load the Daily Deck and confirm all 36 slides for Module 3 are in order. Set out red, yellow, and green markers plus TRACKS colors.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Magnifying the passage and the modeled basket sort.
Day 2	15	A Attempt	Basket Builder small-group sort with the detail cards.
Day 3	15	D Discuss + U Use Again	Discussion, then three independent baskets and reason statements.
Day 4	15	A Award + T Target	Branch drawing, celebration, and one next goal.
Day 5	15	E Explain to Others	Turn and Teach, exit ticket, and the additional writing opportunity.

43. Tiny Times Transition

Use brief, zero-material retrieval during transitions. Keep hallway responses silent and movements small.

- Basket Check: read a detail from the passage; students show three fingers if it belongs in a basket or one finger if it is just a fact that does not support a reason.
- Name It: read a group of details; students whisper the category name to their partner before raising a hand to share.

- Distinct or Duplicate: read two reasons; students cross arms for distinct ideas and touch shoulders for the same idea said twice.
- Use these during card storage, a move to the carpet, or a hallway wait. Return promptly to the lesson; the routine supports the GRADUATE stages.

Citizenship & Content Connection

44. The Citizenship Connection

Use the passages to connect literacy with respect for family histories, shared culture, and community memory.

Element	This Module
Suitability	A natural connection: both creators preserve everyday experiences so others can learn about family and community life.
Focus	Respect for cultural heritage and the contributions of writers and artists.
Historical / Content Connection	Wilder describes frontier life; Garza depicts Mexican-American traditions and family celebrations.
Perspective Connection	Students recognize that everyday experiences can matter to a wider community.
Literacy-to-Citizenship Connection	A clear thesis (central idea) communicates an idea accurately; text evidence keeps that communication grounded.
Citizenship Question	Ask how stories and artwork help a community remember its history.
Teacher Script	<i>"You can learn about a community through its stories and artwork. Which detail helps you understand how families lived or celebrated?"</i>
Accuracy / Source Note	Use the two supplied biographies and their paragraph evidence. Distinguish what the passage states from what a student infers.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Three Parts of a Thesis (central idea)

Red Circle: Part 1	Yellow Box: Part 2	Part 3: Student Answer
Noun of importance: topic from the prompt	Verb of importance: action from the prompt	Student answer: new meaning from the passage; green triangle still identifies the prompt's clue word

WHY Needs a Subordinator; HOW Needs a Preposition

Thinking Type	Clue Words	What the Writer Explains
WHY	because, since, when, so that	Model a reason joined in a complex sentence. Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.
HOW	through, by, with, during	Model a way expressed with a preposition. Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

TREE: Thesis (central idea), Reasons, Evidence, Explanation

Letter	ECR Part	What It Means
T	Thesis (central idea): the trunk	A complete answer to the prompt: noun, verb, and original answer.
R	Reasons / Ways: branches	Ideas that develop why or how the thesis (central idea) is true. This module focuses on building these first branches by sorting details into baskets.
E	Evidence: branches	Relevant details from the passage support the response. 3.7C
E	Explanation	Connect the evidence to the thesis (central idea). 3.7G
TREE	Connected response	The trunk guides every branch. This module builds the first branch of the tree: reasons and ways that support the thesis (central idea).

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you write, place a small dot above any detail that seems to belong with another. Discover the connection between them, then drop the dot when you have grouped them into a basket. A longer passage may bring more dots; you are noticing where ideas connect."

CLASS SLIDE

Module Slide 2: Dot, Discover, Drop. Model a dot on two related details, resolve the connection by naming the category, then remove the dot.

Encourage students to use shared characteristics as a starting point for categorization and to return to the thesis (central idea) after grouping them.

CREATE THE ANCHOR CHART

Write four steps: magnify the passage; find details that belong together; name the basket; write a reason statement. Display both complete models and the three-basket chart.

47. Student Source Passage(s)

Passage use: use the two source texts below at high stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Laura Ingalls Wilder" (Stamina: High)

[1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born in 1867 in Wisconsin. When Laura was a little girl, her family moved many times as they looked for places to live and farm. They traveled by wagon and lived in small houses on the prairie. Life was often difficult, but Laura remembered many interesting adventures.

[2] When Laura was growing up, much of the American frontier was still being settled. Families often moved to new places hoping to find good land for farming. There were few stores, roads, or towns in many areas. People had to depend on their families and neighbors to help them solve problems. Laura's family worked hard to build homes and create a life on the prairie.

[3] The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each place offered new opportunities and new challenges. Sometimes the family lived near forests where trees provided wood for homes and fires. Other times they lived on wide grasslands where there were very few trees. Laura experienced many different environments as she traveled with her family.

[4] Traveling during the late 1800s was not easy. Families often rode in wagons pulled by horses or oxen. Trips could take many days or even weeks. Roads were rough, and travelers sometimes had to cross rivers or travel through bad weather. Families packed only the supplies they needed because there was limited space in their wagons.

[5] Life on the frontier required hard work every day. Laura and her family helped with many chores around the home. They gathered firewood, cared for animals, planted gardens, and helped prepare meals. Children were expected to contribute to the family by helping with daily tasks. Everyone's work was important to the success of the household.

[6] Building a home on the frontier often took time and effort. Families sometimes lived in small cabins built from logs. In places where there were few trees, some families built homes from sod, which was made from thick pieces of grass-covered soil. These homes helped protect families from strong winds and cold weather.

[7] Weather often affected life on the prairie. Summers could be hot and dry, while winters could be long and cold. Laura wrote about powerful snowstorms that made travel difficult. Sometimes families stayed inside for days while they waited for storms to pass. The weather could affect crops, animals, and daily activities.

[8] Even though frontier life could be challenging, Laura also remembered many happy moments. Families celebrated holidays, visited neighbors, and enjoyed spending time together. Laura loved listening to her father play music on his fiddle. She also enjoyed playing games and spending time with her sisters, Mary, Carrie, and Grace.

[9] Education was important to Laura's family. Laura attended school whenever one was available nearby. However, frontier schools were often small and simple. One teacher might teach students of many different ages in a single classroom. Students learned reading, writing, spelling, and arithmetic. Getting to school sometimes required walking long distances.

[10] As Laura grew older, she became interested in writing about her experiences. She wanted people to understand what life was like for families living long ago. Her stories described building homes, growing food, going to school, and helping neighbors. She also wrote about the challenges families faced, such as cold winters, long journeys, and hard work.

[11] Laura believed that ordinary people could tell important stories. She wrote about everyday events that helped readers understand the past. Her books described family dinners, school lessons, holiday celebrations, and daily chores. These details helped readers imagine what life was like on the frontier.

- [12] Laura Ingalls Wilder became famous for writing the Little House books. These books told stories about her life and her family. Many readers enjoyed learning about Laura, her sisters, and her parents. The books helped people imagine what it was like to live on the prairie many years ago.
- [13] The Little House series includes several books that follow Laura as she grows up. Readers learn about the places where her family lived and the challenges they faced. The stories show how families adapted to different environments and worked together to solve problems. Many readers felt connected to Laura because her experiences seemed real and believable.
- [14] Laura's books became popular because they mixed history with storytelling. Readers could learn about the past while enjoying an interesting story. The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.
- [15] Laura's storytelling was special because she wrote in a way that made readers feel as if they were part of the story. People could picture the wide fields, the small homes, and the busy days on the farm. Her books helped children and adults learn about history through stories.
- [16] Over the years, Laura's books reached readers around the world. Teachers often used the stories to help students learn about frontier life. Families enjoyed reading the books together because they showed the importance of hard work, determination, and family support.
- [17] Today, Laura Ingalls Wilder is remembered as an important author. Her books continue to inspire readers and show how storytelling can keep history alive. Even many years after they were written, her stories help people understand what life was like on the American frontier.
- [18] Through her writing, Laura preserved memories of a time when much of the United States was still being settled. Her stories allow readers to learn about history through the eyes of a child who lived it. Because of her books, people today can better understand the challenges, opportunities, and adventures of frontier life.

Passage 2: "Carmen Lomas Garza" (Stamina: High)

- [1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.
- [2] Growing up in South Texas, Carmen spent time with family members, friends, and neighbors who were part of a close community. She enjoyed family gatherings, holiday celebrations, and special traditions that brought people together. These experiences helped shape the stories she would later tell through her paintings.
- [3] When Carmen was young, she often noticed details that other people might overlook. She paid attention to the foods families prepared, the games children played, and the ways neighbors helped one another. She remembered these moments because they were important parts of everyday life. Years later, she used these memories to create artwork that showed the experiences of many Mexican-American families.
- [4] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. Family members often gather around a table to prepare the ingredients and wrap the tamales together. While this may seem like a simple activity, it is also an important tradition that helps bring families together.
- [5] Her paintings also show people celebrating birthdays, attending community events, and spending time with relatives. Many of the scenes are based on real memories from her childhood. By painting these moments, Garza helps preserve traditions that have been passed down from one generation to the next.
- [6] These simple moments may seem ordinary, but Garza believed they were important parts of culture and should be remembered and celebrated. She wanted people to understand that everyday experiences can tell meaningful stories about families and communities. Her artwork reminds viewers that history is not only about famous people or important events. History is also about the daily lives of ordinary people.
- [7] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can often imagine what the people in the picture are doing and how they feel. Viewers may notice smiling faces, busy

kitchens, colorful decorations, and families working together. These details help bring the scenes to life.

[8] In this way, Garza's art works almost like storytelling through pictures. Instead of writing long descriptions, she uses paint to show events and experiences. Each painting captures a moment in time and allows viewers to learn something about the people in the scene.

[9] Many people enjoy looking at Garza's artwork because it feels familiar and welcoming. Some viewers recognize traditions that are part of their own lives. Others learn about customs and celebrations they may

[10] never have experienced before. Her paintings help people appreciate both the similarities and differences that exist among communities.

[11] Carmen Lomas Garza has also written and illustrated children's books. Many of her books are written in both English and Spanish so that more readers can enjoy them. She believed it was important for children to see stories that reflected their own experiences and cultures.

[12] Her books and paintings help people learn about Mexican-American traditions, family life, and community celebrations. Readers can learn about holidays, foods, family gatherings, and other customs that are important to many families. Through her stories and illustrations, Garza helps share cultural knowledge with younger generations.

[13] As Carmen grew older, she continued to develop her artistic skills. She studied art in school and learned new techniques that helped her become a stronger artist. She spent many years practicing and improving her work. Even as she learned new methods, she stayed focused on the memories and experiences that inspired her artwork.

[14] Garza understood that art can be a powerful way to communicate ideas. People from different backgrounds can look at the same painting and learn something new. Art can help people understand one another and build connections across communities. Garza hoped her work would encourage people to learn about cultures that might be different from their own.

[15] Museums across the United States have displayed Carmen Lomas Garza's artwork. Visitors of all ages come to see her paintings and learn about the stories they tell. Her artwork has also been featured in schools, libraries, and cultural centers. These displays help introduce new audiences to her work.

[16] Teachers often use Garza's paintings to help students learn about culture, history, and community life. Students can study the details in her artwork and discuss what they notice. They may identify traditions, customs, and activities shown in the paintings. This helps students better understand how art can preserve history.

[17] Garza's work is important because it captures moments that might otherwise be forgotten. Family gatherings, holiday celebrations, neighborhood events, and daily activities are all valuable parts of history. By painting these scenes, she helps ensure that future generations can learn about them.

[18] Her artwork also encourages people to share their own stories and traditions. Many viewers leave exhibitions thinking about their own family memories and experiences. In this way, Garza's work helps people recognize the importance of preserving their own cultural heritage.

[19] Today, Carmen Lomas Garza is recognized as an important artist, author, and storyteller. Her paintings and books continue to reach new audiences across the country. People admire her ability to capture everyday moments and transform them into meaningful works of art.

[20] Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also reminding them of the importance of family, community, and tradition.

[21] Carmen Lomas Garza's legacy continues to grow as more people discover her artwork. Her paintings show that even the simplest moments can have meaning. By sharing her memories and experiences, she has helped preserve an important part of American history and culture. Her work demonstrates how artists can contribute to cultural heritage by recording stories, traditions, and experiences that might otherwise be lost over time.

48. Student Annotation Guide

The details students learn to magnify and sort into baskets in each source. **3.7E**

Laura Ingalls Wilder

TRACKS	Evidence
T Time	1867; long ago.
R Reactions	Readers enjoyed learning about Laura and could picture frontier life.
A Actions	Built homes, grew food, helped neighbors, wrote stories.
C Character/Concept/Creature	Laura Ingalls Wilder and her family.
K Key Knowledge	The family's moves among Wisconsin, Kansas, Minnesota, Iowa, and South Dakota.
S Scenery/Setting	Prairie, forests, open grasslands, wide fields, and small homes.

Carmen Lomas Garza

TRACKS	Evidence
T Time	1948; today.
R Reactions	Viewers imagine family activities and recognize familiar traditions.
A Actions	Painted, studied art, wrote, and illustrated.
C Character/Concept/Creature	Carmen Lomas Garza; cultural heritage.
K Key Knowledge	Books written in English and Spanish allow more readers to enjoy them.
S Scenery/Setting	Kingsville, Texas; family scenes and celebrations.

49. TRACKS Evidence Highlighting

Before students mark evidence, state the purpose: locate details that could supply an answer to a thesis (central idea) prompt. TRACKS marks text evidence; circle, box, and triangle mark the prompt. **3.7E**

Use the same six categories and colors: Time and Scenery/Setting green; Reactions purple; Actions and Character/Concept/Creature yellow; Key Knowledge orange.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Require the smallest meaningful phrase and an explanation of why it matters. Accept different highlights when they support a sound reading; do not score students against one exact coloring example.

50. Five-Day GRADUATE Lesson

Each daily lesson lasts 15 minutes. Use the models and familiar passages to focus the new learning on generating and organizing reasons that support the thesis (central idea). Keep additional writing and small-group work as separate opportunities.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: Gather with the Three Baskets anchor chart, then Reveal how to magnify a passage for details and sort them into named baskets. Use 2 minutes for Gather, 11 for Reveal, and 2 for the check.

Standard	Focus
TEKS	[3.11B(i)] purposeful structure; [3.12B(i)] clear central idea
ELPS	1(E) listening; 3(F) reading; 4(D) sentence structures

GATHER: TEACH

CLASS SLIDE

Module Slide 1: review the learning destination and success criteria.

TEACHER SCRIPT

"Stand tall like a tree. Today we are building the first branch, which holds your reasons or ways. To build this branch, you must sort details into baskets. Without sorted details, your branch has no support."

CLASS SLIDE

Module Slides 2-4: Dot, Discover, Drop; module title; Three Baskets anchor chart.

Have students use Dot, Discover, Drop on the High stamina passages. Briefly retrieve how Wilder's stories and Garza's art preserve everyday experiences. [3.7D] [3.7E]

CLASS SLIDE

Module Slide 5: reveal the magnifying glass image and the detail cards.

REVEAL: TEACH

CLASS SLIDE

Module Slide 6: display the Wilder passage and model finding details.

CLASS SLIDE

Prompt: Explain why Laura Ingalls Wilder's stories help readers understand history.

TEACHER SCRIPT

"Your thesis (central idea) needs support. We magnify the passage to find details that prove your answer. I will look closely for small pieces of information. Then I will group them into baskets based on what they have in common. Each basket becomes a reason statement."

Model finding details about daily work, travel, and family life. Show how these details belong to different categories rather than just different paragraphs.

Modeled Basket Sort (Teacher Think-Aloud)

CLASS SLIDE

Module Slide 7: reveal the three named baskets: Frontier Life, Daily Work, and Family and Community.

Model sorting five details into these three baskets. Explain that a basket name must fit every card inside it. **3.7C**

REASON: answers a WHY prompt; begins with One reason is.

WAY: answers a HOW prompt; begins with One way is.

Connect the Baskets to TREE

CLASS SLIDE

Module Slides 8-9: build the Garza model. Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

CLASS SLIDE

Module Slide 10: choose a brief Basket Builder, Three-Part Reach, or Strong Stance within the lesson time.

CLASS SLIDE

Module Slides 11-12: six auditory fill-ins, then answers. Have students say each missing word and record it.

Point to the first branch in TREE. The baskets are the twigs that hold the reason statements. Keep today's target to identifying details and naming one basket. **3.7C** **3.7G**

EMBEDDED CHECK: LEARN

Ask which part of the sorting process is hardest. Expected answer: deciding what details have in common. Have students name two details that belong in the same basket.

Misconception / teacher move: show a basket with mixed details. Ask whether the name still fits every card inside it.

Access and product: provide oral rehearsal and the Three Baskets chart. Students complete six fill-ins: DETAIL, GROUP, NAME, REASON, WAY, SUPPORT. The original answer stays with the student.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: Attempt Basket Builder small-group sort with the detail cards. Use 3 minutes for setup and sorting, 8 for group discussion of categories, and 4 to check names against the anchor chart.

Standard	Focus
TEKS	3.11B(i) purposeful structure; 3.12B(ii) relevant details; 3.12B(iii) genre characteristics
ELPS	1(C) follow directions; 3(G) respond to text

ATTEMPT: LEARN

CLASS SLIDE

Module Slides 26-28: Basket Builder setup and the fourteen detail cards from the passages.

CLASS SLIDE

Module Slides 29-31: Small group sorting expectations. Partners discuss what details have in common before naming baskets.

Give each small group a set of cut-apart detail cards from the Laura Ingalls Wilder and Carmen Lomas Garza passages. Students sort the cards into three named baskets based on shared meaning, not paragraph location.

GAME MATERIALS

Provide one set of fourteen detail cards per group, three basket mats or paper plates, markers, and a Practice Pocket for storage. Groups must name each basket before moving to the next step.

Basket Builder Directions and Sorting Key (Teacher Reference)

Step / Pair	Routine or Prompt	Check or Matching Basket Name
Set up	Groups spread out the fourteen detail cards face up on their desk.	All cards visible to every member.
Sort	Students move cards into three groups that share a common topic or idea.	No card sits in two baskets; no basket is empty.
Name	Each group writes a name for every basket that covers all cards inside it.	Names must be specific, not just "Paragraph 1" or "Things."
Check	Groups compare their baskets to the anchor chart and adjust if needed.	At least two details per basket; distinct categories.
1	Cards: gathered firewood, cared for animals, planted gardens, prepared meals.	Daily Work / Chores
2	Cards: traveled by wagon, crossed rivers, rough roads, packed supplies.	Frontier Travel
3	Cards: visited neighbors, celebrated holidays, played games, listened to fiddle.	Family and Community
4	Cards: built homes from logs, made sod houses, protected from wind.	Housing / Shelter
5	Cards: attended school, learned arithmetic, one-room classroom, walked long distances.	Education
6	Cards: painted family moments, showed traditions, celebrated culture, used bright colors.	Cultural Heritage / Art
7	Cards: snowstorms, hot summers, cold winters, bad weather affected crops.	Weather Challenges
8	Cards: wrote stories, preserved memories, inspired readers, kept history alive.	Storytelling / Legacy

Teacher guidance: Circulate and listen for groups sorting by paragraph number. If a group says "these are from page one," ask them to explain what the details have in common beyond their location.

EMBEDDED CHECK: LEARN

Ask students to read the name of Basket 2 and then read every card inside it. Verify that the name accurately describes all items. If a card does not fit, the group must move it or rename the basket.

Misconception / teacher move: if groups create baskets with only one card each, remind them of the success criteria: at least two details per basket and no overlap between categories.

Access and product: read cards aloud as needed. Students still decide on groupings and names; retain their sorted baskets for Day 3 discussion.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: Discuss why three distinct reasons are required, then Use the habit independently. Allow 8 minutes for discussion and 10 for building baskets and writing reason statements.

Standard	Focus
TEKS	[3.11B(i)] purposeful structure; [3.12B(ii)] genre characteristics and craft
ELPS	1(E) listening; 2(E) explain; 4(F) write

DISCUSS: LEARN

CLASS SLIDE

Module Slides 26-28: name the baskets, locate their sources, and explain why each basket must be distinct.

TEACHER SCRIPT

"Which details belong in the same basket? Which details are different enough to need their own basket?"

Expected response: a reason statement supports the thesis (central idea); details that share a common topic go into one basket, while distinct ideas require separate baskets.

TEACHER SCRIPT

"Compare your REASON and WAY statements. How does the clue word help you choose the correct starter? If two reasons say the same thing in different words, what must you do?"

CLASS SLIDE

Module Slides 29-30: compare reason and way starters; defend whether a sample is a distinct reason or a restatement.

PERSONAL CONNECTION: **[3.7A]**

Invite students to describe two different ways their family spends time together. Return to the passages before choosing details for baskets.

Compare Wilder's chores and Garza's celebrations as examples of daily life. Ask students to connect one personal experience, then return to passage evidence. **[3.7A]** **[3.7B]** **[3.7G]**

USE: ASSESS

CLASS SLIDE

Module Slides 31-34: brief movement, independent directions, Garza WHY prompt, and Wilder HOW prompt.

Step 1: have students review their thesis (central idea) and identify the clue word. **[3.7E]**

Step 2: students sort detail cards into three baskets that support the thesis (central idea). **[3.7C]**

Step 3: students name each basket and write one reason or way statement per basket.

Step 4: students check that no two baskets overlap and that each statement is a complete sentence.

CLASS SLIDE

Independent prompts: Explain why Carmen Lomas Garza's artwork is important to culture. Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.

Independent Reason Statement Check

Possible responses: One reason Garza's artwork is important is that it preserves family traditions. Another reason is that it shows community celebrations. A third reason is that it connects generations through shared history. One way Wilder helps readers imagine prairie life is by describing daily chores. Another way is by showing how families built homes. A third way is by detailing the challenges of travel.

WRITING REQUIREMENT: **3.7F**

Have students use newly acquired vocabulary appropriately while writing the three reason statements; do not add unrelated words merely to meet a count.

EMBEDDED CHECK: ASSESS

Score each independent set of reasons for distinct baskets, passage-supported details, and complete sentences. Three points per basket; nine total.

Misconception / teacher move: if a student writes two reasons that say the same thing, ask them to cover one reason and read the other to see if new information appears.

Access and product: allow a frame with one basket name supplied; leave the other two names blank. Collect the three independent reason statements. Score distinctness, passage support, and sentence structure: 3 points per statement, 9 total; 7 or more indicates readiness for Module 4.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: Award an evidenced strength and Target one next step. Use 6 minutes for Award, 7 for a goal and revision, and 2 for closure.

Standard	Focus
TEKS	3.11B(i) purposeful introduction; 3.12B(i) clear central idea; 3.11C(i) , 3.11C(ii) revision
ELPS	1(E) listening; 4(F) write a goal

AWARD: ASSESS

CLASS SLIDE

Module Slide 35: draw the first branch and recognize text-supported reason statements.

TEACHER SCRIPT

"Think about what you just did. You built three baskets that hold your reasons. Underline the basket names in green. Point to the passage details that support each name. Choose one goal beginning with Next time I will."

CLASS SLIDE

Strong Branch Award: students identify the words that name a category and the passage details that support them.

Students draw a branch and underline their own basket names in green. Give a Strong Branch Award tied to the exact words and passage details that show learning.

TARGET: ASSESS

CLASS SLIDE

Module Slide 36: discuss why distinct reasons support the thesis (central idea) and keep writing focused.

Invite students to consider how distinct reason statements support the thesis (central idea) and keep a writer focused. Each student selects one next step based on the two independent sentences.

CLASS SLIDE

Module Slide 37: students set one goal, such as checking if two reasons are distinct before writing them.

Embedded check: confirm that the green underlining marks original basket names, not words copied from the prompt.

SMALL-GROUP SUPPORT

Use Basket Builder frames after the independent check. Students find the supporting details, say the category name, write it, and underline it in green.

Access and product: students may say the goal before writing it. Collect the branch drawing, the underlined basket names, an evidence-based target, and a revision that acts on the target.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: Educate a partner and demonstrate transfer independently. Use 5 minutes for Turn and Teach, 8 for the exit ticket, and 2 for closure.

Standard	Focus
TEKS	<u>3.11B(i)</u> purposeful introduction; <u>3.12B(iii)</u> genre characteristics and craft
ELPS	1(E) listening; 2(E) teach; 3(F) read; 4(D) structures; 4(E) conventions

EXPLAIN: ASSESS 3.7G

CLASS SLIDE

Module Slide 38: Turn and Teach frames for basket name, reason statement, transition word, and supporting detail.

EDUCATE

TEACHER SCRIPT

"Teach your partner how to build a reason statement. First, magnify the passage to find details. Second, group those details into a basket and name it. Third, turn that name into a complete sentence that supports the thesis (central idea). Explain why you chose because or through."

CLASS SLIDE

Module Slides 39-40: use the REASONS and WAYS transition charts and a brief movement within the allotted time. Point to the first branch of the tree.

Partners teach magnifying, grouping, and naming in order. Listen for details from the passage and a transition word that matches WHY or HOW. 3.7G

Transfer: Wilder WHY Prompt

CLASS SLIDE

Module Slide 41: Explain why Laura Ingalls Wilder's books continue to inspire readers.

Collect the five-component ticket independently: thesis (central idea), three reason statements, transition words, supporting details, and complete sentences. Each component is worth 20 points.

EMBEDDED CHECK: ASSESS

For the exit ticket, check all five components separately. Accept varied answers that are supported by the Wilder passage.

Access without lowering rigor: read the prompt aloud if needed; the student independently supplies the reasons and writes the reason statements.

CLASS SLIDE

Separate enrichment: Double Reason Challenge combines Wilder and Garza in one HOW response, then revises its transition word.

CLASS SLIDE

Have students rate the tracker honestly and point to work that supports each rating.

Return to the Citizenship Connection

Reconnect to citizenship by asking how stories and artwork help a community preserve its history and traditions.

Return to the Overarching Question

Return to Monday's essential question and compare initial and final thinking. Student products: partner teaching, independent exit ticket, and a progress rating supported by evidence.

CLOSING ENCOURAGEMENT

"You grew the first branch of your writing tree. You sorted details into baskets and turned them into reasons that support your thesis (central idea). Next you will grow more branches to complete your structure."

Student Exemplars

Use the exemplar prompt: Explain why Carmen Lomas Garza painted everyday family moments. Compare a vague basket name, an unsupported reason statement, and a text-supported reason statement.

51. Low / Developing Exemplar

Field	Detail
Student response	Carmen Lomas Garza painted family traditions.
What the student did successfully	The student identifies a specific topic from the passage related to the thesis (central idea).
What is missing	The response lacks a subordinator and does not connect the detail to the main claim.
Why it falls at this level	The sentence states a fact but does not explain how or why this detail supports the thesis (central idea).
Exact next instructional step	Ask the student to identify what makes this tradition important. Have the student add a reason statement using because or since to connect the detail to the thesis (central idea).

52. Medium / Approaching Exemplar

Field	Detail
Student response	Carmen Lomas Garza painted everyday family moments because she wanted to share them.
What the student did successfully	All three parts appear and because matches WHY.
What is missing	The answer is a guess instead of the belief stated in the passage.
Why it falls at this level	A correct structure does not make an unsupported answer accurate.
Exact next instructional step	Return to paragraph 2 and locate the statement that traditions should be remembered and celebrated.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	A reason supported by the passage
Strong thesis (central idea)	Carmen Lomas Garza painted everyday family moments because she believed cultural traditions should be remembered and celebrated.
Why it works	The noun, verb, and answer are present; because joins a reason grounded in the passage.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Wilder WHY	WHY	Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.	Adds a passage-supported reason in a complex sentence.

Garza HOW	HOW	Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.	Adds a passage-supported way using through.
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Secure Response: Passage Support and Explanation

Response Part	Text from the Secure Model	Why It Works
Passage support: 3.7C	Paragraph 2 describes family activities and states that Garza believed these traditions should be remembered and celebrated.	Supports the reason in the thesis (central idea).
Explanation: 3.7G	Her art preserves meaningful cultural traditions through ordinary family scenes.	Explains the link between everyday moments and the value of preserving culture.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate understanding includes all three thesis (central idea) parts, an answer that adds information from the passage, and a connecting word matching WHY or HOW. Accept varied wording when the answer is supported. During exemplar comparison, have partners rank the three sentences and defend their ranking using part three and subordinator. A high response is ready for the Double Thesis (central idea) Challenge.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Magnifying the passage collects details that support the thesis (central idea).
T2	Day 1 Reveal	■ TEACH	The teacher models sorting five details into three named baskets.
L3	Day 2 Attempt	○ LEARN	Basket Builder small-group sort requires categorizing detail cards by commonality.
L4	Day 3 Discuss	○ LEARN	Students defend why two reasons are distinct or collapse them if they overlap.
A5	Day 3 Use	✓ ASSESS	Three independently constructed reason statements support the thesis (central idea).
A6	Day 4 Award	✓ ASSESS	Branch drawing and celebration confirm mastery of the first branch.
A7	Day 4 Target	✓ ASSESS	An evidence-based goal guides revision of reason statements.
A8	Day 5 Explain	✓ ASSESS	The student teaches the process of magnifying, sorting, and naming baskets.
A9	Day 5 Transfer	✓ ASSESS	The exit ticket demonstrates independent construction from an unfamiliar prompt.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can generate and organize reasons or ways that support a thesis (central idea) using relevant details from the passage.
Who Administers It	The classroom teacher; independent responses are completed without supplied answers.
Materials Needed	Both high stamina passages, detail cards, notebooks, and exit tickets
Related TEKS Breakout	[3.11B(i)] ; [3.12B(i)] ; [3.12B(ii)] ; [3.11C(i)] ; [3.11C(ii)]
Task	Students magnify the passage to find details, sort them into three distinct baskets, and write one reason or way statement for each basket.
Expected Response	

The three reasons are distinct from one another and each is supported by at least two relevant details from the text.

Informal assessment: during Basket Builder, ask students to explain why two specific cards belong in the same basket. Expected answer: The student identifies a common trait or category that connects the details beyond just their location in the paragraph.

Formative assessment: score the three Day 3 reason statements for distinctness and support. Each reason (central idea) earns up to 4 points; 9 of 12 indicates readiness for Module 4 without additional support.

Exit ticket: on Day 5, students build one basket from an unfamiliar prompt and write a matching reason statement. Score the relevance of details, the distinctness of the category, and the complete sentence structure at 20 points each, for 100 total.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea) and Reasons
Explain why Carmen Lomas Garza's artwork is important to culture.	WHY	Thesis (central idea): Carmen Lomas Garza's artwork is important to culture because it shows traditions. Reason 1: The paintings depict family celebrations like making tamales. Reason 2: The art preserves heritage passed down through generations.
Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.	HOW	Thesis (central idea): Laura Ingalls Wilder helps readers imagine life on the prairie through detailed stories. Reason 1: The books describe daily chores and hard work. Reason 2: The narratives show how families adapted to blizzards and harvests.
Explain why Laura Ingalls Wilder's books continue to inspire readers.	WHY	Thesis (central idea): Laura Ingalls Wilder's books continue to inspire readers because they show resilience. Reason 1: The stories highlight the strength of frontier families. Reason 2: The characters demonstrate how storytelling keeps history alive.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Teacher administration: have each student enter a name and date. Name:

Date: _____

TEKS: [3.11B\(i\)](#); [3.12B\(i\)](#). **Target:** students independently construct a reason statement that supports the thesis (central idea).

Directions for the teacher: provide the Wilder passage and the prompt. Have students complete the five components independently, then circle their connecting word and mark WHY or HOW.

Prompt to present: Explain why Laura Ingalls Wilder's books continue to inspire readers.

1. Have students write the noun of importance. (20 points)

2. Have students write the verb of importance. (20 points)

3. Have students write their own passage-supported reason statement. (20 points)

4. Have students write the complete thesis (central idea) as one sentence. (20 points) **5. Have students circle the connecting word and mark the prompt type:** ☐ WHY ☐ HOW. (20 points)

Total score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Laura Ingalls Wilder's books	Retains the complete noun of importance.	20	3.11B(i) ; 3.12B(i)
2	continue to inspire readers	Retains the verb of importance and its meaning.	20	3.11B(i) ; 3.12B(i)
3	Model answer: because they show how storytelling can keep history alive. Accept other passage-supported answers.	Adds information the prompt does not state.	20	3.7C ; 3.12B(i)
4 and 5	4: Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive. 5: Circle because and mark WHY.	4: one complete three-part thesis (central idea). 5: the subordinator matches WHY.	20 each; 40 total	3.11B(i) ; 3.12B(i)

59. Scoring Principle

Score the five exit-ticket components separately at 20 points each. Accept different original answers when the passage supports them and the sentence answers WHY or HOW. Keep minor handwriting or spelling errors separate from thesis (central idea) understanding unless they obscure meaning. Use the 8-point Day 3 formative score separately from this 100-point ticket.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
3 distinct reasons	100%	Secure	Use Double Reason Challenge; retain text-support checks.
2 distinct reasons	80%	Developing	Confer on the missing reason and reassess it.
1 distinct reason	60%	Emerging	Use Reason Builder with the passage and oral rehearsal.
0-1 reasons or overlapping ideas	0-40%	Beginning	Rebuild sorting into baskets with frames; reassess independently.

61. Recommended Gradebook Label

Gradebook label: G3 C2 M3

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11B(i) ; 3.12B(i) , 3.12B(ii)
Spiral TEKS	3.11C(i-ii) ; 3.7C ; 3.7F ; 3.7G
Purpose	Students write a thesis (central idea) plus three reason statements; the task extends the trunk toward its first branch.
Exact Student Prompt	Explain why Laura Ingalls Wilder's stories help readers understand history.
Exact Student Directions	Have students shape the prompt, identify WHY, magnify the passage for details, sort details into three baskets, and draft one thesis (central idea) plus three reason statements.
Non-Negotiable Expectations	The thesis (central idea) retains the topic and action. Each of the three reason statements is a complete sentence that supports the thesis (central idea). The reasons are distinct from one another; vocabulary is used accurately.

WRITING REQUIREMENT: 3.7F

Have students use newly acquired vocabulary appropriately in the thesis (central idea) and reason statements.

63. Student Planning Frame

Use this planning sequence as access support. The student chooses the passage detail and composes the answer.

1. Have students magnify the passage to find details that connect to their thesis (central idea).
2. Have students sort those details into groups that share a common topic.
3. Have students name each group of details to create a category. **3.7E**
4. Have students turn one basket name into a reason or way statement.
5. Have students ensure the three reasons are distinct and do not overlap. **3.7C**
6. Have students draft the reason statements as complete sentences that support the thesis (central idea). **3.7G**
7. Have students reread for clarity and appropriate module vocabulary. **3.7F**

64. Writing Assignment Rubric

Use this 20-point rubric for the additional writing opportunity only. Keep it separate from the 8-point two-thesis (central idea) formative check and the 100-point exit ticket. Award 0 for an absent criterion.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Noun and verb of importance	Both accurately retain the prompt's topic and action.	Both present with a small imprecision.	One part accurate.	Topic or action unclear.
Original answer	Adds a clear, passage-supported reason.	Supported reason is somewhat general.	Adds an answer without clear support.	Restates the prompt.
WHY structure	One complete complex sentence with an appropriate subordinator.	Appropriate connector; minor sentence error.	Reason present but connection incomplete.	No reason or appropriate connector.
Supporting sentence: [3.7C]	Relevant detail clearly supports the thesis (central idea).	Detail supports the general idea.	Detail is weakly related.	Detail unrelated or absent.
Clarity, conventions, vocabulary: [3.11C] ; [3.7F]	Clear sentences; targeted editing and vocabulary accurate.	Meaning clear with minor errors.	Several errors weaken clarity.	Meaning difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure reason statements with distinct evidence	Extend to the Double Reason Challenge.
14-17	70-85%	Developing	Confer on the weakest criterion and revise it.
10-13	50-65%	Emerging	Use Reason Builder and a supporting-detail search.
0-9	0-45%	Beginning	Rebuild the three baskets with oral rehearsal, then reassess.

66. Teacher Feedback Shortcuts

- Strength script: "You named a basket that fits every detail inside it."
- Strength script: "Your three reasons are distinct and do not overlap."
- Target script: "Check if two details belong in the same basket before you name them separately."
- Target script: "Read your reason statement. Does it support the thesis (central idea)?"
- Revision script: "Swap two of your reasons. If they still make sense, are they truly different ideas?"
- Vocabulary script: "Use a Tier 2 word like 'categorize' to explain how you sorted the details."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Use Reason Statement Builder to support students who list details instead of categorizing.
Group Size	Small group of 3-5 students
Time	12 minutes, separate from the daily lesson
Materials	Sentence-frame strips, both High stamina passages, and green pencils
Relevant TEKS Breakout	3.12B(i)
Relevant ELPS	1(C) follow oral directions; 4(D) write using a variety of grade-appropriate sentence lengths and types

Step 1: give each student a frame strip and read it aloud while the student tracks with a finger.

CLASS SLIDE

Display the reason statement frame and the supporting details during guided practice.

TEACHER SCRIPT

"Your frame gives you the beginning. Your job is to name what these details have in common. Look at the cards, find the connection, say your reason, then write it and underline your own answer in green."

Use one basket of details at a time. Students locate the common thread that connects the cards and point to the evidence.

Step 2: students say their original reason aloud before writing.

CLASS SLIDE

Additional frames: Laura Ingalls Wilder's stories help readers understand history because _____. Carmen Lomas Garza preserves cultural traditions through _____. Model answers: they describe daily life on the prairie; paintings that show family celebrations and traditions.

Use these frames: Laura Ingalls Wilder's stories help readers understand history because _____. Carmen Lomas Garza tells stories about family life through _____.

Step 3: students write exactly what they said, then underline the original reason in green. Model answers: they describe daily life on the prairie; colorful paintings of everyday moments.

Step 4: students read the completed sentence. Reassess independently with: Explain how Carmen Lomas Garza shares Mexican-American culture with others.

Return to core instruction when the student writes a complete reason statement and identifies a passage-supported original answer. Expected model: Carmen Lomas Garza shares Mexican-American culture with others through paintings and books about family traditions and celebrations. If the green underlining marks copied prompt words, repeat the detail sorting and oral reason with another frame.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask how many parts a thesis (central idea) has.	Three: noun, verb, and original answer.	Two parts are enough.	Touch and count all three parts on the chart.
Ask which part cannot be copied from the prompt.	The student's original answer.	The verb of importance.	Cover part three and ask what the reader still needs to know.
Ask which kind of word a WHY thesis (central idea) needs.	A subordinator, such as because.	A preposition.	Read the WHY and HOW models back to back; have the student identify the connection.
Ask whether a repeated prompt answers the question and where an answer comes from.	Restatement lacks an answer; the answer comes from the passage.	A full sentence is enough; imagination can supply the answer.	Require a supporting paragraph, then have the student add and underline the answer.

69. Student Support Quick Reference

If a student...	Support to Provide
Puts all details in one basket	Reduce the card set to six cards and two baskets. Require a name that covers every card inside.
Sorts by paragraph location	Hand the group two cards from different paragraphs that belong together. Ask what they have in common.
Names a basket that does not fit all cards	Read the name, then read every card underneath it. Ask whether the name is still true for the last one.
Lists many details but never chooses	Set a limit: three baskets, at most three cards each. Remind the student that choosing is the skill, not collecting.

Use a brief writing conference to record the missing part, the support provided, and the next independent check. The Teach BIG Writing Conference App can support conference notes.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Double Thesis (central idea) Challenge: synthesize both passages in one central idea.
Group Size	Independent, then partner sharing; 15 MINUTES as a separate enrichment opportunity
Materials	Both High stamina passages and WHY/HOW writing-rigor charts
Relevant TEKS Breakout	[3.11B(i)] ; [3.11B(iii)] lesson plan breakout for relevant details; [3.12B(ii)] ; [3.7B]
Relevant ELPS	2(E) oral explanation; 4(F) written explanation

Prompt: Explain how Laura Ingalls Wilder and Carmen Lomas Garza both tell stories about everyday life.

CLASS SLIDE

Double Thesis (central idea) Challenge: synthesize both passages, draft one HOW thesis (central idea), then rewrite the same idea using a stronger preposition.

Have students reread both passages and identify a shared idea. Require a thesis (central idea) that is true of both sources.

Model: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through writing and artwork that show family experiences.

Have students rewrite with a stronger preposition: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through the use of detailed scenes drawn from their own families.

Expert reflection: partners hear both versions, choose the clearer sentence, and explain how the connecting phrase works. Students name the level on the HOW writing-rigor chart.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why Carmen Lomas Garza believed everyday family moments were important enough to paint.

Connection to this module: this prompt revisits Memory Match pair 7 with changed wording. Students build a new thesis (central idea) from the prompt and passage rather than recall the matched card.

Planning Support

1. Have students shape the topic, charge, and clue word.
2. Have students identify the prompt as WHY.
3. Have students record a supporting paragraph number.
4. Have students jot a brief original answer.
5. Have students combine noun, verb, and answer with a subordinator. **[3.11B(i)]**
6. Have students select one detail for a supporting sentence. **[3.7C]**
7. Have students explain orally how the detail supports the thesis (central idea). **[3.7G]**

WRITING REQUIREMENT: **[3.7F]**

Have students use module vocabulary naturally and accurately in the draft.

Drafting space: have students write a thesis (central idea) plus one supporting sentence. Keep the thesis (central idea) as one complete sentence with an original answer.

Success Criteria

- Check that the thesis (central idea) contains all three parts.
- Check that the original answer adds meaning from the passage.
- Check that the subordinator joins a reason in one complete sentence.
- Check that the supporting sentence is relevant.
- Check that newly acquired vocabulary is accurate and appropriate. **[3.7F]**

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read the thesis (central idea) aloud and check that part three adds meaning. Improve the transition word that opens each reason statement using the REASONS and WAYS transition charts, then reread for clarity. **[3.11C(i)]**, **[3.11C(ii)]**

Edit: check complete simple sentences **[3.11D(i)]**, singular and plural nouns **[3.11D(vi)-(vii)]**, common and proper nouns **[3.11D(viii)-(ix)]**, spelling patterns **[3.11D(xxx)]**, and high-frequency word spelling **[3.11D(xxxii)]**, using the lesson plan breakouts.

Share: use partner reading, an author's chair, a gallery walk, a recorded reading, or a paper-tree display. Listeners identify the thesis (central idea) and the three distinct reason statements that support it.

Companion resources: Revising and Editing Daily Slides, Teacher Lesson Plans, and Student Interactive Workbooks support the same Cluster 2 content.

Engagement & Home Connection

73. Auditory Engagement Moments

Use purposeful listening to make the three baskets and the two reason types audible before independent writing.

- Read the six fill-in statements; have students supply BASKET, CATEGORY, REASON, WAY, DISTINCT, and SUPPORT.
- Use Listen and Label: read a complete reason statement about Wilder, a sentence missing its full answer, a complete way statement about Garza, and the fragment daily life on the prairie. Partners explain what is complete and whether it answers the displayed prompt.
- Have partners compare a WHY and a HOW thesis (central idea) aloud, naming the connecting word and the thinking it signals.
- Use the ECR Writing Process Poem as a call-and-response chant. Point to the trunk when the thesis (central idea) is named; connect reasons and evidence to its branches.

74. Pause Points

Pause briefly before sorting, while students name their baskets, and before they write the reason statements.

PAUSE POINT: BEFORE SORTING

Ask students to identify at least six relevant details from the passage before they begin grouping them into baskets.

PAUSE POINT: MIDWAY

Ask students to explain what their three baskets have in common and ensure that no detail could fit equally well in two different baskets.

PAUSE POINT: BEFORE YOU FINISH

Have students reread each reason statement and check that it is a complete sentence that clearly supports the thesis (central idea).

75. At-Home Connection

Send all three home cards in a notebook pocket. Each takes a few minutes and ends in conversation. A family signature shows that the conversation happened; families may choose the order.

TEACHER INFORMATION: TASK CARD 1

Send the three-part teaching card to the whole class.

Task Card 1: Teach the Baskets. Have the student teach topic, reason, and evidence to someone at home, answer a WHY question using because, write it, and underline the original answer. Family signature: _____. **3.11B(i)** **3.12B(i)**

TEACHER INFORMATION: TASK CARD 2

Encourage students to connect thesis (central idea) writing to clear messages in everyday life.

Task Card 2: Because and Through. Have students write one family sentence using because and one using through, then check present tense and capital letters in names. Ask families to discuss which sentence is easier to believe and why. Family signature: _____. **3.11B(i)** **3.11D(iv)**

TEACHER INFORMATION: TASK CARD 3

Provide language support while the student continues to generate the answer.

Task Card 3: Frame It First. Provide the word bank topic, reason, evidence, because, through and the frame _____ is important to my family because _____. Have students say it twice, discuss it in a home language if helpful, then write in English and optionally draw the answer. Invite a conversation about a family tradition and why it continues. Family signature: _____. **3.11B(i)**

3.12B(i)

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use your tracker to notice your growth. Rate each skill honestly, then point to words in your own work that prove your rating. Choose one skill you want to practice next."

Have students check one rating per skill and cite proof orally or in the notebook. Revisit the original-answer row before and after the independent writing; use Not Yet ratings to plan small-group support.

Skill to Observe	Not Yet	Getting It	Demonstrated Independently
Magnifies the passage to find relevant details.			
Sorts details into groups that make sense.			
Names a category for each group of details.			
Writes a reason statement for each basket.			
Ensures reasons are distinct from one another.			
Selects evidence that directly supports the reason.			
Connects the reason back to the thesis (central idea).			
Uses transition words from the REASONS and WAYS charts.			
Revises a reason statement to improve clarity or word choice.			

77. Student Award

Strong Branch Award: have students name a demonstrated strength in sorting details into distinct baskets, underline their original reason statement in green, and identify the passage detail that supports it.

78. Student Target

Have each student record one evidence-based next step: generate at least three distinct reasons before selecting, ensure each basket name covers all details inside it, or write a complete reason statement that supports the thesis (central idea).

Connect this target directly to Thursday's Award and Target work and revisit it during the next independent reason statement writing.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you grew the first branch of the tree. You magnified the passage to find details and sorted them into three distinct baskets. Each basket name became a reason or way statement that supports your thesis (central idea). You learned that reasons must be different from each other, not just repeated in new words. Next week you will add evidence to prove these branches."

80. Essential / Overarching Question, Answered

How does a writer turn a prompt into a sentence that gives the reader the answer?

A writer keeps the noun of importance and the verb of importance from the prompt, then adds an original answer supported by the passage, using a subordinator for a WHY prompt or a preposition for a HOW prompt.

81. Teacher Reflection

- Which basket name needed the most reteaching?
- How many students sorted by paragraph instead of category, and what model will help?
- What evidence distinguished distinct reasons from repetitive ideas?
- Which detail card produced the strongest discussion about relevance?
- Who needs Basket Builder support, and who is ready for independent sorting?
- Did the high stamina reading affect detail collection, and what support should carry into Module 4?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Two independent reason statements with the transition word underlined, paired with the Day 5 ticket.
- A photograph of the Three Baskets chart and a class model sort.
- A notebook sample with three named baskets and three reason statements.
- A record of partners explaining why two reasons are distinct during discussion.
- Before-and-after sorting showing the change from Module 2 to Module 3.
- Progress ratings and next-step goals tied to specific student work.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use the 36-slide Module 3 Daily Deck. The rows below group consecutive slide cues while preserving their order.

Slide	Title	Required Content	Lesson Location
1	Learning Destination	I Will and I Can statements for magnifying, grouping, and writing reason or way statements	Day 1 opening
2	Magnify the Passage	High stamina passage with detail cards; instruction to find at least six relevant details	Reading access
3-4	Reason/Way (The First Branch of the Tree)	Module title; tree with first branch highlighted; connection to thesis (central idea) trunk	Day 1 Gather
5	Basket Sort Model	Teacher sorting five details into three named baskets; naming the category for each basket	Day 1 Reveal
6-7	Wilder WHY Reason Model	Shaped prompt, then teacher writing a reason statement from a named basket	Day 1 Reveal
8-9	Garza HOW Way Model	Unbuilt prompt, then completed way statement supporting the thesis (central idea)	Day 1 Reveal
10	Brain Break	Basket Sort Stretch, Detail Snap, or Category Clap	Day 1 within 15 minutes
11-12	Auditory Engagement	Six blanks about sorting details into baskets, then six answers	Day 1 Reveal
13-14	Basket Builder Directions	Directions for small-group sort; fourteen-card layout on table	Day 2 Attempt
15-18	Group Sort Cards 1-4	Wilder daily life; Garza family traditions; Wilder prairie work; Garza holiday moments	Day 2 Attempt
19-22	Group Sort Cards 5-8	Wilder weather challenges; Wilder school life; Garza art exhibits; Garza heritage stories	Day 2 Attempt
23	Basket Builder Key	Three named baskets with matching details; check for distinctness and relevance	Day 2 check
24-25	Partner Prompt Analysis	Garza culture prompt unmarked, then teacher model marking topic, charge, and clue words	Day 2 partner marking
26-30	Discussion Questions	Basket names, detail relevance, distinctness check, reason vs. way connector, evidence match	Day 3 Discuss
31-34	Movement and Independent Writing	Brief movement; directions; Garza WHY three reasons; Wilder HOW three ways	Day 3 Use
35-37	Branch Drawing and Next Goal	Drawing the first branch on tree anchor chart; curiosity questions about evidence; next-step stem for Module 4	Day 4 Award + Target
38	Turn and Teach	Six oral frames explaining how to sort details into baskets and write reason statements	Day 5 Explain
39-40			Day 5 within 15 minutes

	Writing Process Poem and Movement	ECR chant; brief Air Sentence, Toe Touch Count, or Shoulder Shrug Freeze	
41	Exit Ticket	WHY Wilder's books continue to inspire readers; one basket built from unfamiliar prompt with three scored components	Day 5 transfer

Use the passage copies, detail card sets, notebook fill-ins, and answer keys alongside the deck. Collect the three independent reason statements and the exit ticket basket as separate evidence of learning.

84. Virtual / Online Adaptation

Keep the thinking and the 15-minute daily lesson intact while adapting how students see, hear, rehearse, and submit their work.

Element	Adaptation
Shared-screen adaptation	Build a reason statement live on a shared slide, revealing the basket name and supporting details separately.
Annotation	Use red, yellow, and green for prompt shapes; students mark their own copies before the teacher reveals the model.
Breakout discussion	Give each pair a detail card sorting slide in a breakout room; students name the category before placing a card in a basket.
Oral response	Have students rehearse the reason statement aloud before typing it; use choral fill-ins when appropriate.
Asynchronous option	Share the model and the cards for independent replay; students record sorted baskets and reason statements.
LMS submission	Collect three Day 3 reason statements and a one-basket Day 5 ticket. Preserve the separate scoring systems.
Digital tracking	Use private goals, digital progress ratings, and green highlighting of the student-answer part. Save the work for Module 4.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Essential / Overarching Question, Answered

How does a writer organize details into distinct reasons that support the thesis (central idea)?

A writer magnifies the passage to find relevant details, groups those details into named baskets based on what they have in common, and writes a reason or way statement for each basket. These statements must be distinct from one another and directly support the thesis (central idea) established in Module 2.

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Teacher Lesson Plan Guide

Evidence (The Second Branch of the Tree)

Grade 3 | Cluster 2 | Module 4

Grade: 3

Cluster: 2, Extended Constructed Response (ECR) built on the TREE framework

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Evidence (The Second Branch of the Tree)

Content Connection / Passage Titles: "Laura Ingalls Wilder" and "Carmen Lomas Garza";
Medium stamina

Primary TEKS: [3.11B\(i\)](#) purposeful structure and an introduction; [3.12B](#) clear central idea, genre characteristics, and craft. Lesson plan breakouts: [3.12B\(i\)](#), [3.12B\(ii\)](#), [3.12B\(iii\)](#).

Approximate Daily Instructional Time: 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Teach the Response strand through personal connections, text-based responses, evidence, retelling, annotation, vocabulary, and discussion at the points identified below.

- **[3.7A]** *describe personal connections* to a variety of sources, including self-selected texts. Day 3 connects family memories to the passages.
- **[3.7B]** *write a response* to a literary or informational text that demonstrates an understanding of a text. Enrichment extends this response work across Wilder and Garza.
- **[3.7C]** *use text evidence* to support an appropriate response. The original answer must be grounded in the passage; CSI means Connect, Support, Infer.
- **[3.7D]** *retell and paraphrase texts* in ways that maintain meaning and logical order. Brief retelling precedes thesis (central idea) construction.
- **[3.7E]** *interact with sources* in meaningful ways such as notetaking, annotating, freewriting, or illustrating. Use Dot, Discover, Drop and TRACKS.
- **[3.7F]** *respond using newly acquired vocabulary* as appropriate. Apply module vocabulary in oral rehearsal and writing.
- **[3.7G]** *discuss specific ideas* in the text that are important to the meaning. Explain how everyday stories preserve history and culture.

1. A Little Inspiration Goes a Long Way!

This module grows the second branch of the tree: evidence. Students learn to select proof from the passage that matches their reason and use CSI to connect, support, and infer.

TEACHER SCRIPT

"This week you add the second branch to your tree. You will find proof in the text that proves your reason, then explain what that proof shows."

Connection to this week's thinking: students move beyond quoting text by connecting ideas, supporting them with evidence, and inferring meaning.

2. Why This Module Matters

Students select evidence that proves a stated reason and write a response using CSI to connect, support, and infer. They use the very high stamina passages "Laura Ingalls Wilder" and "Carmen Lomas Garza," progressing from teacher models and Evidence Grab matching games to an independent CSI response.

Where it fits into writing: evidence is the second branch of the tree that supports the reason. TREE connects the thesis (central idea) to reasons, evidence, and explanation.

Why it matters: distinguishing a claim from its proof helps students communicate with precision. Evidence must prove the exact reason it sits under, not just be true or come from the passage.

3. Module Essential / Overarching Question

How does a writer select evidence that proves the reason it supports?

Have students record initial thinking Monday and revisit it after Friday's CSI response.

Record the student's first thinking (Monday):

Record the student's final thinking (Friday):

Ask students to describe what changed in their thinking:

Family Communication

4. Parent Communication Purpose

Explain to families that evidence is the second branch of the ECR tree. Invite families to listen as students explain how they selected proof from the passage and used CSI to connect, support, and infer meaning.

Share the English or Spanish letter in the family's preferred language. Send short home cards in a notebook pocket and allow families to choose their order.

5. Family Letter (English)

Share this English family letter:

Dear Families, this week your student is learning to select evidence that proves a stated reason and will write a response using CSI to connect, support, and infer. The sentence includes proof taken straight from the passage. A strong piece of evidence must match the exact reason it sits under. Students learn that relevance, not just accuracy, is the criterion for selecting proof.

Our class will read "Laura Ingalls Wilder" and "Carmen Lomas Garza" at very high stamina. Students match reason cards with evidence cards, then write their own CSI responses about history, culture, and everyday family life. Invite your student to explain how a piece of evidence supports the thesis (central idea) by writing a sentence and adding a reason.

With appreciation, your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Comparta esta carta en español con las familias:

Estimadas familias: Esta semana su estudiante aprenderá a seleccionar evidencia del texto que demuestre una razón establecida. Usarán el marco CSI para conectar, apoyar e inferir significado. Leeremos "Laura Ingalls Wilder" y "Carmen Lomas Garza" con un nivel de resistencia lectora muy alto. Su estudiante encontrará pruebas en los párrafos específicos que respaldan sus razones.

Invítelo a leer su razón antes de buscar la evidencia. Pregúntele: ¿Qué parte del texto demuestra exactamente esta idea? Asegúrese de que pueda nombrar el número de párrafo donde encontró la prueba. También debe explicar qué muestra esa evidencia, algo que el texto no dice directamente.

Con aprecio, la maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- Invite families to ask the student to explain how their evidence supports the reason they wrote.
- Suggest asking which part of the passage proves the idea is true.
- Suggest asking why a short quote works better than copying a whole paragraph.
- Invite families to ask what the Infer sentence shows about the topic that was not stated directly.
- Encourage the student to share a piece of evidence from a family story and explain how it matches their claim.

8. Simple Family Activities

Send these short conversation activities home. Each uses familiar talk and a small amount of authentic writing.

Family Activity: Teach the CSI Moves

Have families invite the student to teach Connect, Support, and Infer. A family member states a reason; the student finds evidence in the passage that proves it, writes the sentence, and explains what the evidence shows about the reason.

Family Activity: Match the Proof

Have students write two evidence sentences from the Laura Ingalls Wilder or Carmen Lomas Garza passages. Families listen as the student checks paragraph numbers and capital letters in names and explains which piece of evidence best proves a specific reason.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS for Evidence (The Second Branch of the Tree)
 - **LEARN** : student practices or develops the TEKS by selecting evidence that proves a stated reason
 - ✓ **ASSESS** : student independently demonstrates or transfers learning through a CSI response
- Teacher Script** : exact recommended teacher language for Module 4
- Class Slide** : corresponding click-along slide from the Daily Deck

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 2, Module 4
Module Category	Evidence (The Second Branch of the Tree); ECR Informational
Primary TEKS	3.11B(i) ; 3.12B , with lesson plan breakouts 3.12B(i) , 3.12B(ii) , 3.12B(iii)
Primary Breakout	Select evidence that proves the reason it supports and write a CSI response
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G
Recursive TEKS	3.11C(iii-iv) revising; 3.11D(iii), (v), (x), (xi) editing; prompt shaping; Dot, Discover, Drop; TRACKS; TREE
Content Connection	"Laura Ingalls Wilder" and "Carmen Lomas Garza"; Very high stamina
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use Again; Day 4 Award + Target; Day 5 Explain / Educate

Student Product(s)	Matched reason-and-evidence set; written CSI response in Interactive Notebook; exit ticket with Infer sentence
Formal Assessment Product	Day 5 exit ticket showing evidence selected for an unfamiliar reason, with a paragraph number and an Infer sentence

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students will select evidence from the passage that proves a stated reason and will write a response using CSI to connect, support, and infer.

I Will Statements

- I will read my reason before I look for evidence.
- I will find proof in the passage that matches my reason.
- I will connect my proof to the prompt.
- I will infer what my proof shows.

I Can Statements

- I can tell the difference between a reason and evidence.
- I can find evidence that proves a specific reason.
- I can explain why my evidence matches my reason.
- I can use CSI to write a response.

CLASS SLIDE

DAILY DECK - Module Slide 1: The I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Use these criteria during modeling, conferences, and independent review.

- The evidence comes from the passage and can be located by paragraph number.
- The evidence proves the exact reason it sits under, not a different reason.
- The response contains all three CSI moves: Connect, Support, Infer.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- The Write a CSI Response page on page 338 shows a completed CSI response with all three moves.
- The Day 5 exit ticket on page 345 shows evidence selected for an unfamiliar reason, with a paragraph number and an Infer sentence.
- A student who writes an Infer sentence that says something the passage never stated directly has demonstrated mastery.

15. TEKS Correlations

The primary work develops evidence that proves a stated reason and uses the CSI framework to connect, support, and infer. Use the lesson plan's breakout labels to locate the focus; Section 26 supplies complete official parent standards.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11B(i)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Distributed	The full response written this week begins with the thesis (central idea)	Day 3; Day 5

				from Module 2.	
3.11B(iii)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	The new skill of the cluster, taught directly.	Relevance is the entire criterion for selecting evidence.	Day 3; Day 5
3.12B(i)	Composition, Central Idea	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Every piece of evidence must support the same central idea.	Days 1-5	Independent theses; exit ticket
3.12B(ii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	CSI is the informative craft move students practice all week.	Days 1-5	Thesis (central idea) plus support
3.12B(iii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics and craft	Day 5 additional writing asks for a full thesis (central idea)-reason-evidence response.	Day 5	Revised thesis (central idea)
3.11C(iii-iv)	Composition, Revising	revise drafts by adding or deleting ideas to improve coherence	Day 5 revising: students delete evidence that does not prove its reason and add the missing Infer sentence.	Day 5	Revised thesis (central idea)
3.11D(iii), (v), (x), (xi)	Composition, Editing	Edit drafts using past verb tense, future verb tense, comparative adjectives, and superlative adjectives.	Day 5 editing checklist, applied to the CSI response.	Day 5	Edited writing

Revising and editing support the thesis (central idea). Apply targeted conventions to students' own writing; score central-idea understanding separately. Official wording: [Texas Education Agency, Grade 3 TEKS](#).

16. Standards Coverage Matrix

The lesson plan's breakout labels identify the instructional focus for evidence selection and CSI moves. Section 26 retains the complete official parent wording for purposeful structure, central idea, revising, and editing.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(iii)	Developing an engaging idea with relevant details	Distributed; relevance is the criterion for evidence selection
PRIMARY	3.12B(ii)	Genre characteristics and craft (CSI moves)	All week; CSI is the informative craft move practiced daily
PRIMARY	3.12B(iii)	Compose informational texts using genre characteristics and craft	Day 5 additional writing; full thesis (central idea)-reason-evidence response
SPIRAL	3.11B(i)	Purposeful structure including an introduction	Distributed; the full response begins with the thesis (central idea) from Module 2
SPIRAL	3.12B(i)	Clear central idea	All five days; every piece of evidence must support the same central idea
SPIRAL	3.7A	Personal connections	Day 3 discussion connecting evidence to reader understanding
SPIRAL	3.7B	Responses demonstrating text understanding	Core CSI responses; enrichment activities
SPIRAL	3.7C	Text evidence	Evidence Grab matching game; independent selection of proof
SPIRAL	3.7D	Retelling and paraphrasing	Distinguishing between retelling the passage and supporting an idea with evidence
SPIRAL	3.7E	Meaningful source interaction	DOT; TRACKS highlighting of relevant details in passages
SPIRAL	3.7F	Newly acquired vocabulary	Tier 2 and Tier 3 oral and written responses using evidence terms
SPIRAL	3.7G	Discuss ideas important to meaning	Day 3 partner discussion; Day 5 revision of Infer sentences
RECURSIVE	3.11C(iii-iv)	Revise drafts by adding or deleting ideas to improve coherence	Day 5 revising; delete evidence that does not prove its reason and add missing Infer sentence
RECURSIVE		Targeted editing breakouts (verb tense, adjectives)	

	3.11D(iii), 3.11D(v), 3.11D(x), 3.11D(xi)		Day 5 editing checklist applied to the CSI response
RECURSIVE	DOT / TRACKS / TREE	Reading, annotation, ECR structure	All five days; tree diagram and baskets support working memory for evidence matching

17. ELPS Correlations

Use these lesson plan correlations for listening to models, naming evidence details, reading for proof, and composing a CSI response.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details	Days 1, 3, 4 and 5
2(E)	Speaking	Discourse	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Days 2, 3 and 5
2(F)	Speaking	Respond to Information	restate, ask questions about, or respond to information during formal and informal classroom interactions	Day 1
3(F)	Reading	Comprehension: Monitor and Adjust	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Days 1, 2 and 5
3(G)	Reading	Comprehension: Responding to Text	demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions	Days 3 and 4
4(D)	Writing	Language Structures / Syntax	write using a variety of grade-appropriate sentence lengths and types and connecting words	Day 1
4(F)	Writing	Discourse / Composition	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Days 3, 4 and 5
4(E)	Writing	Conventions	write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense	Day 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	follow oral directions with accuracy	Intervention, after Day 3
3(F)	Reading	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward

4(F)	Writing	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward
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18. ELPS Linguistic Accommodations

Maintain the full rigor of each module's writing goal while providing multilingual learners with a level-appropriate path to success. These supports are designed to change how a student demonstrates and grows their thinking, rather than lowering the academic expectations.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to specific details in the passage that support the thesis (central idea).
Beginning	Name short phrases from the text that serve as evidence for the thesis (central idea).
Intermediate	Write simple sentences using words from the passage to prove the thesis (central idea) with evidence.
High Intermediate	Explain how a piece of evidence supports the thesis (central idea) by writing a sentence and adding a reason.
Advanced	Compare different pieces of evidence and justify which one best proves the thesis (central idea).

Language Supports

- Students at the pre-production level will point to specific details in the passage that support the thesis (central idea).
- Students at the beginning level will name short phrases from the text that serve as evidence for the thesis (central idea).
- Students at the intermediate level will write simple sentences using words from the passage to prove the thesis (central idea) with evidence.
- Students at the high intermediate level will explain how a piece of evidence supports the thesis (central idea) by writing a sentence and adding a reason.
- Students at the advanced level will compare different pieces of evidence and justify which one best proves the thesis (central idea).

Evidence of access without reduced rigor: students identify the prompt type, choose a connecting word, and supply an original text-supported answer.

19. Language Domains

Domain	How This Module Builds It
Listening	Listen to modeled CSI responses and auditory fill-ins; 1(E).
Speaking	Name the parts, defend evidence matches, and teach the sequence; 2(E), 2(F).
Reading	Read very high stamina passages and prompt cards; 3(F).
Writing	Write an independent CSI response and revise; 4(D), 4(F), 4(E).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Narrow the search by giving two candidate sentences or naming the paragraph to look in.	Choose the evidence for the student or supply the Infer sentence.

The student must still judge which proof matches and must still say what it shows.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate a sentence in the passage that relates to the reason.	Supported. The paragraph may be named for students who need it.	The copied sentence appears in the passage word for word.
Inferential	Explain what the evidence shows about the reason.	Modeled Day 1, guided Day 2, independent Day 3.	The Infer sentence says something the passage does not say directly.
Evaluative	Judge between two accurate pieces of evidence and choose the one that proves the reason.	Partner work Day 2, independent Day 5.	The student rejects true-but-irrelevant evidence and can say why.
Synthesis	Combine ideas across Wilder and Garza.	Independent enrichment.	One thesis (central idea) is true of both texts.

22. The Five Thinking Levels

Use five levels to describe the thinking in a CSI response. A supported first attempt provides a starting point for growth.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student copies a sentence from the passage that relates to the reason with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins selecting evidence independently but may choose sentences that are true yet not relevant to the reason.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects a specific piece of textual evidence directly to the stated reason using the Support move.
Level 4	△ triangle	Green	Independent	Student combines evidence with an Infer sentence, applying understanding to explain what the proof shows about the reason.
Level 5	◆ diamond	Blue	Reflective	Student connects the evidence and inference to broader significance, explaining why the detail matters beyond the single passage.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What does the text say?	Student locates and copies a sentence that matches the reason.	Literal evidence
Emergent (Orange)	Does this prove it?	Student judges whether a specific detail supports the stated claim.	Relevance check
Visible (Yellow)	How does it connect?	Student uses Connect and Support moves to link proof to the prompt.	CSI structure
Independent (Green)	What does it show?	Student writes an Infer sentence that states meaning not explicitly found in the text.	Inference
Reflective (Blue)	Why does it matter?	Student explains the significance of the evidence and its role in the overall thesis (central idea).	Significance

Move from locating proof to independently judging relevance and inferring meaning. Enrichment synthesizes both texts.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Accurate evidence is relevant evidence.	A teacher may accept any true sentence from the passage as proof of any reason.	Read the reason and the evidence together as one idea. If the pair does not make sense aloud, the evidence is off target.
CSI means three sentences in a fixed order.	A teacher may mark a response wrong because the Connect move appears in the same sentence as the Support move.	Check for the three moves, not for three sentences. What matters is that the reader is told where the proof came from, what it says, and what it shows.
The Infer sentence is optional if the evidence is strong.	A teacher may accept a response that stops at the quotation.	Ask the reader's question: so what does that show? If the page does not answer it, the response is not finished.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The longest quotation is the best evidence.	The student copies a whole paragraph.	Ask the student to underline the shortest part that still proves the reason, then copy only that.
Repeating the reason is the same as inferring.	The Infer sentence says the reason over again in new words.	Give the frame This shows that, and require the sentence to name something the passage never said in those words.
Evidence just has to come from the right passage.	The student picks a favorite sentence rather than a matching one.	Offer two candidate sentences and ask which one proves this reason. Turn the search into a choice.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Primary targets: **[3.11B(iii)]**, developing an engaging idea with relevant details; **[3.12B(i)]**, composing informational texts using a clear central idea. The lesson plan's **[3.11B(i)]**, **[3.12B(ii)]**, and **[3.12B(iii)]** breakouts address purposeful structure, genre characteristics, and craft. This module builds the evidence branch that supports the thesis (central idea) trunk.

26. How I Say the Standard!

TEKS says	How I say it
[3.11B] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.12B] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Teach students to select evidence from the passage that proves a stated reason. Use the CSI framework to Connect ideas, Support them with textual proof, and Infer meaning. Revise by deleting evidence that does not prove its reason and adding the missing Infer sentence. Edit using past verb tense, future verb tense, comparative adjectives, and superlative adjectives.

27. This Week I Can...

Teach students to select evidence from the passage that proves a stated reason and will write a response using CSI to connect, support, and infer.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Confirm students can shape topic, charge, and clue word.
- Confirm students can identify WHY and HOW.
- Review complete sentences.
- Retrieve Dot, Discover, Drop and TRACKS. [3.7E]
- Locate the TREE trunk and recall that evidence supports an answer. [3.7C]

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, show a red circle for the topic, a yellow box for the charge, and a green triangle for the clue word. Tell your partner whether WHY needs a reason or HOW needs a way."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
evidence	Proof taken straight from the passage.	Have students locate a sentence that proves their reason.
support	To hold up or prove an idea.	Have students explain how their evidence supports the thesis (central idea).
infer	To figure out something the text does not say directly.	Have students write a sentence stating what the evidence shows.
relevant	Closely connected to the idea being proved.	Have students choose between two sentences and pick the one that matches the reason.

31. Conventions Connection

Apply the lesson plan editing breakouts: past verb tense [3.11D(iii)], future verb tense [3.11D(v)], comparative adjectives [3.11D(x)], and superlative adjectives [3.11D(xi)]. Check students' own theses (central idea) on Day 5. ELPS 4(E) supports conventions.

32. Writing Connection

The thesis (central idea) is the TREE trunk. Evidence develops the answer; CSI connects, supports, and infers meaning. This module's independent product is a matched reason-and-evidence set plus a written CSI response in the Interactive Notebook.

33. Watch Out!

Common misconception: a response that stops at the quotation is finished. Ask the reader's question: so what does that show? If the page does not answer it, the response is not complete.

34. Ready Check

Read the prompt about why Wilder's stories help readers understand history. Check that students identify topic, action, and WHY. Provide the shape key and oral rehearsal as needed.

35. Teacher Look-Fors

- Students select evidence that proves the exact reason it supports.
- Students distinguish between a claim and its proof before writing.
- Students use CSI to connect, support, and infer meaning from the text.
- Students write an Infer sentence that states something the passage does not say directly.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Use these academic words to explain how your evidence supports the thesis (central idea) and what it shows."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Time for our Tier 1 words. Tier 1 words are the everyday words that already belong to you. Proof. Show. Match. This week those three little words do heavy work, because finding proof and making it match your reason is the whole job. Say each word with me, then tell your partner one thing you could prove right now about this classroom."

Word	Student-Friendly Definition	Oral Rehearsal Frame
proof	Something that shows an idea is true.	My _____ comes from the passage.
show	To let someone see something.	This sentence _____s that _____.
match	To go together correctly.	My evidence must _____ my reason.
find	To discover where something is.	I _____ my proof in paragraph _____.
copy	To write something exactly as it appears.	I _____ the sentence from the passage.
true	Correct; not made up.	Evidence must be _____.
mean	To have a certain meaning.	This _____s that _____.
strong	Powerful; hard to argue against.	_____ evidence proves my reason.
build	To put parts together.	I _____ my answer piece by piece.
paragraph	A group of sentences about one idea.	My proof is in _____ 3.
wagon	A vehicle with wheels pulled by animals.	Families traveled by _____.
picture	An image that shows something.	Her _____s tell stories.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers. Say infer with me: in-FUR. Infer means I figured it out even though the passage did not say it in those words. Turn to your partner and infer one thing about Laura's family from what you read."

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	Proof taken straight from the passage.	My _____ is _____.
support	To hold up or prove an idea.	This evidence _____s my reason.
quote	Words copied exactly from a text.	I used a _____ from paragraph _____.
textual evidence	Proof that comes from the words of the text.	My _____ comes from paragraph _____.
details	Small pieces of information in a text.	The _____ prove my point.
relevant	Closely connected to the idea being proved.	This evidence is _____ because _____.
connect	To join one idea to another.	I _____ my proof to the prompt.
infer	To figure out something the text does not say directly.	I can _____ that _____.
claim	A statement a writer is trying to prove.	My _____ is my thesis (central idea).
significance	Why something matters.	The _____ of this proof is _____.
thesis (central idea)	The sentence that gives your answer to the prompt.	All my evidence supports my thesis (central idea).
coherence	The quality of ideas holding together.	Deleting an unrelated detail improves _____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words are connected specifically to the historical topics in our passages. When we understand them, the passage becomes easier to understand."

Word	Say It This Way	Student-Friendly Definition
oxen	OK-sen	Strong cattle used to pull heavy loads.
covered wagon	KUV-erd WAG-un	A wagon with a cloth top used for long journeys.
drought	drowt	A long period with very little rain.
Long Winter	long WIN-ter	The name given to a season of severe storms Laura wrote about.
perseverance	per-suh-VEER-uns	Continuing to try even when something is hard.
adaptations	ad-ap-TAY-shuns	Versions of a story made for television, film, or another form.
translated	TRANS-lay-ted	Changed into another language.
symbolic	sim-BOL-ik	Standing for something larger than itself.
cultural heritage	KUL-cher-ul HAIR-i-tij	The traditions and history a group passes down.
preserve	pre-ZERV	To keep something safe so it is not lost.
influential	in-floo-EN-shul	Having the power to affect others.
documented	DOK-yoo-men-ted	Recorded so it can be remembered.

Use the Teach BIG Academic Vocabulary Companion App for additional Tier 2 practice and assessment. Rehearse passage vocabulary before reading so unfamiliar words do not hide the thesis (central idea)-writing task.

39. Background Knowledge & Teacher Context

Student background: students can shape a prompt and name its type; write a thesis (central idea) with all three parts; group details into baskets and write reason statements; and learned in Cluster 1 that evidence comes from the text and explanation comes from the writer.

Teacher context: relevance, not accuracy, is the criterion. A true sentence that does not prove the stated reason is not evidence for that reason. CSI is not three sentences by law; it is three moves: Connect names what the passage is doing, Support gives the proof, and Infer says what it shows.

The very high stamina biographies provide details about Wilder's descriptions of frontier life and Garza's preservation of family traditions. Students use these details to select evidence that proves a stated reason, not simply copy long stretches of text.

The ECR Habit

ECR habit: read the reason before looking for evidence; find proof in the passage that matches the reason; connect the proof to the prompt; and infer what the proof shows. Keep the verb tense accurate. TREE connects the thesis (central idea) trunk to reasons, evidence, and explanation. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Teacher Guide, Daily Deck, both very high stamina passages (Laura Ingalls Wilder and Carmen Lomas Garza), Student Interactive Notebooks, tree anchor chart from previous modules, CSI anchor chart, evidence cards, reason baskets from Module 3, CSI cue cards
Activity / game materials	Reason cards and evidence cards cut from the Interactive Notebook; scissors; Practice Pocket; optional Gameboard and student markers (Pencil Guy); magnifying glass
Writing materials	Chart paper, red/yellow/green markers, colored pencils; TRACKS highlighting colors: green, purple, yellow, orange
Assessment materials	Answer keys, exit tickets, intervention and enrichment materials, Day 5 exit ticket for CSI response
Technology	Projector or board; the 37-slide Module 4 Daily Deck
Accessibility supports	ELPS linguistic accommodations by level (Pre-Production to Advanced), oral rehearsal frames, narrowed search options (two candidate sentences or named paragraph), and bilingual support as needed

41. Preparation Before Day 1

- ☐ Post every anchor chart from Modules 1, 2, and 3 so the whole tree is visible at once.
- ☐ Draw the CSI anchor chart before Day 1.
- ☐ Copy the very high stamina passages, one set per student. Expect this to be the longest reading of the cluster.
- ☐ Cut one demonstration set of the four reason cards and four evidence cards.
- ☐ Load the Daily Deck and confirm all 37 slides for Module 4 are in order.
- ☐ Have a magnifying glass available again; it links this week back to Module 3.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	3 minutes GATHER; 13 minutes REVEAL. Evidence introduced and the CSI habit modeled.
Day 2	15	A Attempt	3 minutes ATTEMPT setup; 14 minutes matching game with reason and evidence cards.
Day 3	15	D Discuss + U Use Again	8 minutes DISCUSS; 10 minutes USE AGAIN. Discussion, then an independent CSI response.
Day 4	15	A Award + T Target	6 minutes Strong Trunk Award; 7 minutes goal and revision; 2 minutes closure.
Day 5	15	E Educate and Explain to Others	5 minutes Turn and Teach; 8 minutes exit ticket; 2 minutes closure. Additional writing is a separate opportunity.

43. Tiny Times Transition

Use brief, zero-material retrieval during transitions. Keep hallway responses silent and movements small.

- Evidence Match: read a reason; students show two fingers if they can find matching proof in the passage or one finger if it is unrelated.
- CSI Check: read a sentence; students point up for Connect, side for Support, and down for Infer.
- Infer Spotter: read a statement; students stand tall if it is stated directly in the text and relax their stance if they must infer it.
- Use these during card storage, a move to the carpet, or a hallway wait. Return promptly to the lesson; the routine supports the GRADUATE stages.

Citizenship & Content Connection

44. The Evidence Connection

Use the passages to connect literacy with the ability to select proof that supports a central idea.

Element	This Module
Suitability	A natural connection: both creators provide specific details that serve as evidence for their central ideas about life and culture.
Focus	Selecting relevant evidence to prove a reason and connecting it to the thesis (central idea).
Historical / Content Connection	Wilder describes frontier survival; Garza depicts Mexican-American traditions. Students find textual proof for these claims.
Perspective Connection	Students recognize that evidence must match the reason it supports, not just be a true statement from the text.
Literacy-to-Citizenship Connection	A clear thesis (central idea) communicates an idea accurately; text evidence keeps that communication grounded in fact.
Citizenship Question	Ask how specific details from a story or artwork prove the main point about family history.
Teacher Script	<i>"You can learn about a community through its stories and artwork. Which detail helps you understand how families lived or celebrated?"</i>
Accuracy / Source Note	Use the two supplied biographies and their paragraph evidence. Distinguish what the passage states from what a student infers.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Three Parts of a Thesis (central idea)

Red Circle: Part 1	Yellow Box: Part 2	Part 3: Student Answer
Noun of importance: topic from the prompt	Verb of importance: action from the prompt	Student answer: new meaning from the passage; green triangle still identifies the prompt's clue word

WHY Needs a Subordinator; HOW Needs a Preposition

Thinking Type	Clue Words	What the Writer Explains
WHY	because, since, when, so that	Model a reason joined in a complex sentence. Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.
HOW	through, by, with, during	Model a way expressed with a preposition. Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.

TREE: Thesis (central idea), Reasons, Evidence, Explanation

Letter	ECR Part	What It Means
T	Thesis (central idea): the trunk	A complete answer to the prompt: noun, verb, and original answer.
R	Reasons / Ways: branches	Ideas that develop why or how the thesis (central idea) is true.
E	Evidence: branches	Relevant details from the passage support the response. 3.7C
E	Explanation	Connect the evidence to the thesis (central idea). 3.7G
TREE	Connected response	The trunk guides every branch. This module builds the Evidence branch; later modules develop its support.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you look for evidence, read your reason statement carefully. Ask yourself what specific proof I need to find in the passage. If a sentence does not prove that exact reason, it is not the right evidence yet. Keep searching until you find the match."

CLASS SLIDE

Module Slide 2: Read the Reason, Find the Proof. Model reading a reason, scanning the passage for matching details, and selecting the sentence that proves it.

Encourage students to use their reason statements as a guide for searching the text and to verify that each piece of evidence directly supports the stated idea.

CREATE THE ANCHOR CHART

Write four steps: read the reason; scan the passage for matching details; select the sentence that proves the reason; write an Infer sentence explaining what the proof shows. Display both complete models and the CSI chart.

47. Student Source Passage(s)

Passage use: use the two source texts below at very high stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "Laura Ingalls Wilder" (Stamina: Very High)

- [1] Laura Ingalls Wilder was a writer who shared stories about her childhood on the American frontier. She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin. When Laura was a little girl, her family moved many times as they searched for places to live and farm. They traveled by wagon and lived in small homes on the prairie. Life was often difficult, but Laura remembered many adventures and experiences that later became the basis for her famous books.
- [2] When Laura was growing up, much of the United States was still being settled. Families moved west in search of land and opportunities. Many people believed they could build better lives by moving to new areas. However, life on the frontier required courage, determination, and hard work. There were few towns, stores, or roads in many places. Families often had to build everything they needed themselves.
- [3] Laura's parents were Charles and Caroline Ingalls. Laura often called her father "Pa" and her mother "Ma" in her books. Pa was known for his adventurous spirit and willingness to move to new places. Ma worked hard to care for the family and create a comfortable home wherever they lived. Laura also had sisters named Mary, Carrie, and Grace. The family remained close and depended on one another throughout many challenges.
- [4] The Ingalls family moved several times during Laura's childhood. They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. Each move brought new experiences. Sometimes they lived near forests where trees provided wood for building homes and fires. Other times they lived on wide grasslands where the horizon seemed to stretch forever. Laura learned to adapt to different environments and ways of life.
- [5] Traveling during the late 1800s was very different from traveling today. Families often rode in covered wagons pulled by horses or oxen. Roads were rough, and some areas had no roads at all. Travelers crossed rivers, traveled through mud, and faced changing weather conditions. A journey that takes only a few hours today might have taken days or weeks during Laura's childhood.
- [6] Life on the frontier required constant work. Families could not simply visit a store whenever they needed something. Instead, they often made many items themselves. They grew food, sewed clothing, built furniture, and repaired tools. Every family member had responsibilities. Children helped with chores and learned skills that would help them as adults.
- [7] Laura often wrote about the importance of farming. Families planted crops such as corn, wheat, and vegetables. The success of a harvest could determine whether a family had enough food for the winter. Farmers watched the weather carefully because droughts, floods, insects, and storms could damage crops. Growing food required patience and effort throughout the year.
- [8] The Ingalls family sometimes faced difficult conditions. One challenge was dealing with harsh weather. Winters on the prairie could be extremely cold. Snowstorms sometimes lasted for days and made travel
- [9] impossible. Families stayed inside their homes and depended on stored food and firewood to survive until conditions improved.
- [10] Laura later wrote about a series of severe winter storms that became known as the Long Winter. During this time, trains carrying supplies could not reach the town because of deep snow. Food became scarce, and families had to be careful about how much they used each day. These experiences showed how important planning and preparation were for frontier families.
- [11] The prairie itself was both beautiful and challenging. Laura described endless grasslands filled with wildflowers and wildlife. She enjoyed watching animals and exploring nature. At the same time, prairie fires, blizzards, and other natural events could create dangerous situations. People had to learn how to live with the environment around them.
- [12] Education was important to Laura's family. Laura attended school whenever one was available nearby.

Frontier schools were often simple one-room buildings. Students of different ages learned together in the same classroom. A single teacher might teach reading, writing, spelling, arithmetic, geography, and history to all students.

[13] Getting to school was not always easy. Some children walked long distances each day. Weather conditions sometimes made travel difficult. Despite these challenges, many families believed education was important because it helped children prepare for the future.

[14] Laura enjoyed learning, but she also understood the responsibilities of helping her family. Children on the frontier often balanced schoolwork with chores. Before and after school, they might help feed animals, gather wood, carry water, or assist with farm work.

[15] Family life was an important part of Laura's childhood. Even though frontier life was difficult, families found ways to enjoy time together. Laura loved listening to Pa play his fiddle. Music, storytelling, and games helped families relax after long days of work. Holidays and special celebrations brought communities together and created lasting memories.

[16] Neighbors often depended on one another for help. When a family needed assistance building a barn, harvesting crops, or caring for someone who was sick, neighbors frequently worked together. Cooperation helped communities survive and grow. Laura learned the importance of helping others and being part of a strong community.

[17] As Laura grew older, she continued to remember the experiences of her childhood. Many years later, she decided to write about them. She wanted readers to understand what life had been like on the frontier. Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors. She also wrote about challenges such as cold winters, long journeys, crop failures, and hard work.

[18] Laura's writing was different from many history books. Instead of simply listing facts, she told stories from a child's point of view. Readers could experience events alongside Laura and her family. This approach made history feel more personal and easier to understand.

[19] Her first Little House book was published in 1932. More books followed, creating the popular Little House series. The books told stories about Laura's life from early childhood through young adulthood. Readers enjoyed following her adventures and learning about life during the late 1800s.

[20] The Little House books became popular because they combined historical information with engaging storytelling. Readers learned about transportation, farming, education, family life, and frontier communities while enjoying interesting stories. Many people felt connected to Laura because she faced challenges, made mistakes, and learned important lessons.

[21] Teachers often used Laura's books to help students learn about American history. The stories provided details about daily life that were not always included in textbooks. Students could better understand what it was like to travel by wagon, attend a one-room school, or live without modern technology.

[22] Over time, the books became famous around the world. They were translated into many languages and introduced new generations of readers to frontier life. Television programs and other adaptations also helped share Laura's stories with larger audiences.

[23] Laura's storytelling was special because she helped readers picture the past. People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores. Her descriptions helped bring history to life.

[24] Readers often admired the values shown in the books. Hard work, perseverance, responsibility, and family support were important themes throughout the series. Laura's stories showed how people could overcome difficulties by working together and remaining hopeful.

[25] Today, Laura Ingalls Wilder is remembered as one of America's most important children's authors. Her books continue to inspire readers of all ages. Even though the events took place more than a century ago, the stories still connect with modern readers because they focus on family, determination, and personal growth.

[26] Historians, teachers, and students continue to study Laura's work because it provides a window into the past. Her books help readers understand how geography, weather, transportation, and community shaped life

on the American frontier.

[27] Through her writing, Laura preserved memories of a time when much of the United States was still developing. Her stories allow people today to learn about history through the experiences of someone who lived it. Because of her books, generations of readers have been able to explore the challenges, opportunities, and adventures of frontier life.

[28] Laura Ingalls Wilder's legacy continues to live on through her stories. Her books remind readers that history is not only about important events and famous leaders. It is also about ordinary families who worked hard, faced challenges, and built communities. By sharing her experiences, Laura helped keep an important part of American history alive for future generations.

Passage 2: "Carmen Lomas Garza" (Stamina: Very High)

[1] Carmen Lomas Garza is a Mexican-American artist who is well known for creating paintings that show everyday life in Mexican-American families. She was born in 1948 in Kingsville, Texas. As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community. Many of those memories later became the inspiration for her artwork.

[2] Growing up in South Texas, Carmen was surrounded by family traditions and community celebrations. She spent time with relatives, neighbors, and friends who gathered for holidays, birthdays, and other special occasions. These experiences became an important part of her childhood. Although she may not have realized it at the time, many of these memories would later appear in her paintings.

[3] As a young girl, Carmen enjoyed observing the world around her. She noticed the colors, sounds, and activities that filled each day. She watched family members prepare meals, tell stories, and work together. She saw children playing outside and neighbors visiting one another. These everyday moments helped her understand the importance of family and community.

[4] Carmen also enjoyed drawing from an early age. She often used art to express her thoughts and ideas. As she grew older, she continued practicing and developing her artistic skills. She learned that art could be used to tell stories and share experiences with others.

[5] When Carmen became an artist, she decided to focus on subjects that were meaningful to her. Instead of painting famous people or large historical events, she chose to paint scenes from everyday life. She believed that ordinary experiences were important and deserved to be remembered.

[6] Garza's paintings often show scenes from family life, such as cooking together, celebrating holidays, visiting neighbors, or spending time outside. One common scene she paints is families making tamales during the holidays. Family members often gather around a table to prepare ingredients, wrap tamales, and spend time together. While this activity may seem simple, it represents an important tradition shared by many families.

[7] Her artwork also includes scenes of children playing games, families attending celebrations, and neighbors helping one another. These paintings show how people connect through shared experiences and traditions. By capturing these moments, Garza helps preserve memories that might otherwise fade over time.

[8] Many of the events shown in her artwork are based on real memories from her childhood. She often painted scenes that reminded her of family gatherings and special occasions. Through her work, she wanted to share these experiences with others and help people understand their importance.

[9] These simple moments may seem ordinary, but Garza believed they were valuable parts of culture and history. She understood that history is not only found in textbooks or museums. History can also be found in [10] family traditions, community celebrations, and everyday experiences. Her paintings remind viewers that the actions of ordinary people help shape the story of a community.

[11] One reason many people enjoy Garza's artwork is that it feels familiar. Viewers often recognize activities that are similar to those in their own lives. Some remember family traditions they experienced as children. Others learn about customs and celebrations that are new to them. In both cases, the artwork creates opportunities for learning and understanding.

[12] Her artwork uses bright colors and clear details to tell stories. When people look at her paintings, they can

often imagine what the people in the picture are doing and how they feel. Viewers may notice smiling faces, colorful decorations, and busy family gatherings. These details help bring each scene to life.

[13] Garza carefully includes objects and activities that help tell the story of a painting. A table full of food, children playing a game, or family members working together can reveal important information about the people in the picture. These details allow viewers to learn about traditions and customs through observation.

[14] In this way, Garza's art works almost like storytelling through pictures. Instead of writing long descriptions, she uses paint to communicate ideas and experiences. Each painting captures a moment that helps viewers better understand a culture, a family, or a community.

[15] Storytelling has always been an important way for people to share information. Long before books and computers existed, people passed stories from one generation to the next. These stories helped preserve traditions, values, and important events. Garza's artwork continues this tradition by telling stories through visual images.

[16] Many people visit museums to see Garza's paintings. Museums display her work because it helps visitors learn about Mexican-American life and culture. Through her paintings, viewers gain insight into experiences that may be different from their own.

[17] Students often study Garza's artwork in school. Teachers use her paintings to start discussions about traditions, families, and communities. Students may examine details in the artwork and talk about what they notice. They might compare the traditions shown in the paintings to traditions in their own families.

[18] Garza's work encourages people to think about their own experiences and memories. After viewing her paintings, some people remember family celebrations, special meals, or community events from their childhood. Others begin asking relatives questions about family traditions and history.

[19] In addition to painting, Carmen Lomas Garza became an author. She wrote and illustrated children's books that shared many of the same themes found in her artwork. Her books help readers learn about traditions, family life, and community experiences.

[20] Many of her books are written in both English and Spanish. This allows more readers to enjoy the stories and connect with the experiences being shared. Bilingual books can help readers develop language skills while [21] also learning about different cultures.

[22] Garza believed that children should see themselves reflected in books and artwork. She wanted young readers to recognize familiar experiences and traditions. At the same time, she hoped her books would introduce other readers to customs and celebrations they had never encountered before.

[23] Her books and paintings work together to tell stories about culture and community. Both forms of art help preserve traditions and pass them on to future generations. Readers and viewers learn about family life while also gaining a greater appreciation for cultural diversity.

[24] As Carmen continued her education, she studied art and learned new techniques. She spent years practicing and improving her skills. Becoming a successful artist required dedication, patience, and hard work. Like many artists, she experimented with different ideas before developing her own style.

[25] Even as her career grew, Garza remained committed to the subjects that mattered most to her. She continued painting scenes from everyday life because she believed they contained important stories worth sharing. Her focus on family and community became a defining feature of her work.

[26] Over time, museums, schools, and cultural organizations began recognizing the value of Garza's contributions. Her artwork was displayed in exhibitions across the United States. Visitors appreciated the way her paintings celebrated family traditions and community experiences.

[27] Many people view Garza as both an artist and a historian. Although she does not record history through written documents, she preserves historical experiences through her artwork. Her paintings provide a visual record of customs, celebrations, and everyday life.

[28] Future generations can learn from her work because it captures moments that might otherwise be forgotten. A family preparing food together, children playing outside, or neighbors gathering for a celebration all become part of a larger story about community life. These scenes help preserve important cultural

knowledge.

[29] Garza's artwork also demonstrates the importance of representation. When people see their experiences reflected in books and artwork, they feel recognized and valued. Representation helps individuals understand that their stories matter and deserve to be shared.

[30] Her paintings remind viewers that every community has traditions worth preserving. Whether a tradition involves food, music, celebrations, or family gatherings, it contributes to the identity of a group of people. By documenting these traditions, Garza helps ensure they remain part of the historical record.

[31] Today, Carmen Lomas Garza is a well-known Mexican-American artist whose work is shown in major museums. Her paintings and books continue to inspire students, teachers, families, and museum visitors. People of all ages learn from the stories she tells through her artwork.

[32] Through her paintings and books, she has helped preserve important cultural stories and share them with new generations. Her work teaches people about Mexican-American life while also highlighting the importance of family, community, and tradition.

[33] Carmen Lomas Garza's legacy continues to grow as more people discover her artwork. Her paintings show that history can be found in everyday experiences and that even simple moments can have lasting meaning. By sharing her memories through art, she has preserved an important part of American cultural history and helped future generations better understand the lives, traditions, and experiences of Mexican-American communities.

48. Student Annotation Guide

The evidence students learn to identify in each source. **3.7E**

Laura Ingalls Wilder

TRACKS	Evidence
T Time	1867; long ago.
R Reactions	Readers enjoyed learning about Laura and could picture frontier life.
A Actions	Built homes, grew food, helped neighbors, wrote stories.
C Character/Concept/Creature	Laura Ingalls Wilder and her family.
K Key Knowledge	The family's moves among Wisconsin, Kansas, Minnesota, Iowa, and South Dakota.
S Scenery/Setting	Prairie, forests, open grasslands, wide fields, and small homes.

Carmen Lomas Garza

TRACKS	Evidence
T Time	1948; today.
R Reactions	Viewers imagine family activities and recognize familiar traditions.
A Actions	Painted, studied art, wrote, and illustrated.
C Character/Concept/Creature	Carmen Lomas Garza; cultural heritage.
K Key Knowledge	Books written in English and Spanish allow more readers to enjoy them.
S Scenery/Setting	Kingsville, Texas; family scenes and celebrations.

49. TRACKS Evidence Highlighting

Before students mark evidence, state the purpose: locate details that could supply proof for a thesis (central idea) prompt. TRACKS marks text evidence; circle, box, and triangle mark the prompt. **3.7E**

Use the same six categories and colors: Time and Scenery/Setting green; Reactions purple; Actions and Character/Concept/Creature yellow; Key Knowledge orange.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Require the smallest meaningful phrase and an explanation of why it matters for the evidence selection. Accept different highlights when they support a sound reading; do not score students against one exact coloring example.

50. Five-Day GRADUATE Lesson

Each daily lesson lasts 15 minutes. Use the models and familiar passages to focus the new learning on selecting evidence that proves a stated reason. Keep additional writing and small-group work as separate opportunities.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: Gather with the Evidence Branch, then Reveal the difference between a claim and its proof. Introduce the CSI framework as the habit for selecting evidence that proves a reason.

Standard	Focus
TEKS	3.11B(iii) relevant details; 3.12B(ii) genre characteristics and craft
ELPS	1(E) listening; 3(F) reading; 4(D) sentence structures

GATHER: TEACH

CLASS SLIDE

Module Slide 1: review the learning destination and success criteria for selecting evidence.

TEACHER SCRIPT

"Stand tall like a tree. Today we are adding the second branch, the Evidence Branch. A reason is just an idea until you prove it. Without proof, your branch has no leaves. Today you will learn to find evidence that proves your reason."

CLASS SLIDE

Module Slides 2-4: Dot, Discover, Drop; module title; tree with the second branch highlighted.

Have students use Dot, Discover, Drop on the Very High stamina passages. Briefly retrieve how Wilder's stories and Garza's art provide details for evidence. [3.7D](#) [3.7E](#)

CLASS SLIDE

Module Slide 5: reveal the difference between a claim and proof, showing that true statements are not always relevant evidence.

REVEAL: TEACH

CLASS SLIDE

Module Slide 6: display the Wilder reason card: Laura's family moved often to find better land.

CLASS SLIDE

Prompt: Find evidence in the passage that proves this specific reason, not just a true fact about Laura.

TEACHER SCRIPT

"Your evidence must prove your exact reason. A sentence can be true but still not prove your point. Look for proof that matches the idea in your reason card. If it does not match, it is not evidence for this branch."

Highlight the sentence in paragraph 1: "When Laura was a little girl, her family moved many times as they searched for places to live and farm." Explain that this proves the reason about moving.

Modeled Evidence Selection (Teacher Think-Aloud)

CLASS SLIDE

Module Slide 7: reveal the matched evidence. Show why "She was born in 1867" is true but does not prove the reason about moving.

Model selecting a short, precise quotation that directly supports the reason. Show that relevance is more important than length. **[3.7C]**

Relevant: The evidence proves the specific reason stated on the card.

Irrelevant: The evidence is true but does not prove that specific reason.

Connect Evidence to CSI

CLASS SLIDE

Module Slides 8-9: introduce the CSI anchor chart. Connect, Support, Infer. Show how evidence fits into the Support move.

CLASS SLIDE

Module Slide 10: choose a brief Evidence Grab or Strong Evidence Test within the lesson time.

CLASS SLIDE

Module Slides 11-12: six auditory fill-ins, then answers. Have students say each missing word and record it.

Point to the evidence branch in TREE. Evidence holds up the reason; explanation connects their meaning. Keep today's target to selecting relevant proof. **[3.7C]** **[3.7G]**

EMBEDDED CHECK: LEARN

Ask which sentence proves the reason about moving. Expected answer: the sentence about searching for places to live. Have students identify why the birth year is not evidence for this reason.

Misconception / teacher move: show a true but irrelevant sentence. Ask whether it proves the specific reason on the card.

Access and product: provide oral rehearsal and the CSI chart. Students complete six fill-ins: REASON, EVIDENCE, PROOF, MATCH, PARAGRAPH, RELEVANT. The selection stays with the student.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: Attempt Evidence Grab matching. Use 3 minutes for partner setup, 10 for play, and 2 to check and store cards.

Standard	Focus
TEKS	[3.11B(iii)] relevant details; [3.12B(ii)] CSI craft move; [3.12B(iii)] genre characteristics
ELPS	2(E) narrate orally with detail; 4(F) write to explain with detail

ATTEMPT: LEARN

CLASS SLIDE

Module Slides 13-14: Evidence Grab directions and card layout.

CLASS SLIDE

Module Slides 15-23: eight matching pairs, then the answer key. Slides 24-25: partners mark the reason before the teacher reveals the model.

Give each pair four reason cards and four evidence cards from the passages. Shuffle all eight face down in two rows of four. Partners identify the original proof before keeping a pair.

GAME MATERIALS

Provide four reason cards, four evidence cards, scissors, and a Practice Pocket per pair. Partners mark the yellow box and green triangle on the reason card before the teacher model is shown.

Evidence Grab Directions and Four-Pair Key (Teacher Reference)

Step / Pair	Routine or Reason	Check or Matching Evidence
Set up	Partners shuffle four reason cards and four evidence cards face down in two rows of four.	Eight cards total.
Take a turn	Player 1 turns over two cards. A correct reason/evidence pair is kept; the player takes another turn.	Name the original proof before keeping the pair.
No match	Return both cards to the same places face down, then switch players.	Read both cards fully.
Finish	Check pairs against slides 15-23; more matched pairs wins. Return all cards to the Practice Pocket.	Replay later for retrieval.
1	Families traveled by wagon and lived in small homes on the prairie.	They traveled by wagon and lived in small homes on the prairie. (Paragraph 1)
2	The Ingalls family moved several times during Laura's childhood.	They lived in Wisconsin, Kansas, Minnesota, Iowa, and South Dakota. (Paragraph 4)
3	Families often had to build everything they needed themselves.	Families often had to build everything they needed themselves. (Paragraph 2)
4	Laura's writing was different from many history books.	Instead of simply listing facts, she told stories from a child's point of view. (Paragraph 17)

Teacher guidance: use the four exact pairs below. Let partners mark the yellow-box charge and green-triangle clue on the reason card before revealing the teacher's marks.

EMBEDDED CHECK: LEARN

Ask students to point to the paragraph number in Evidence 1. Check that they identify where the proof comes from.

Misconception / teacher move: if partners match only by a familiar name, have them compare the full action and verify the evidence proves the specific reason.

Access and product: read cards aloud as needed. Students still judge the match, name the original proof, and record the paragraph number; retain their matched-pair record.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: Discuss why evidence must prove the reason, then Use the CSI habit independently. Allow 8 minutes for discussion and 7 for an independent CSI response.

Standard	Focus
TEKS	3.11B(iii) relevant details; 3.12B(ii) CSI craft move
ELPS	3(G) respond to text; 4(F) write with detail

DISCUSS: LEARN

CLASS SLIDE

Module Slides 26-28: name the CSI moves, locate their sources, and explain why the Infer move is needed.

TEACHER SCRIPT

"Which two parts can you take from the passage? Which part must come from your thinking about what the evidence shows?"

Expected response: a CSI response has three moves; Connect and Support usually come from the text, while Infer comes from thinking about what the proof reveals.

TEACHER SCRIPT

"Compare your evidence choices. How does the reason help you choose the right sentence? If your response only repeats the quotation, what inference do you still need to add?"

CLASS SLIDE

Module Slides 29-30: compare strong and weak evidence; defend whether a sample is relevant or just true.

PERSONAL CONNECTION: **3.7A**

Invite students to describe a family memory that a story or picture could preserve. Return to the passages before choosing an answer.

Compare Wilder's writing and Garza's paintings as ways of sharing everyday life. Ask students to connect one family memory, then return to passage evidence. **3.7A** **3.7B** **3.7G**

USE: ASSESS

CLASS SLIDE

Module Slides 31-34: brief movement, independent directions, Garza reason prompt, and Wilder reason prompt.

Step 1: have students read the reason and identify what kind of proof is needed. **3.7E**

Step 2: students find a supporting paragraph and write their own Connect and Support moves. **3.7C**

Step 3: students choose an Infer sentence that explains what the evidence shows about the reason.

Step 4: students underline the Infer move and reread to check that it adds information beyond the quotation.

CLASS SLIDE

Independent prompts: Explain why Carmen Lomas Garza's artwork is important to culture. Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.

Independent CSI Response Check

Possible responses: The passage describes family traditions. It says families make tamales at the holidays. This shows that Garza values cultural heritage. The passage explains frontier travel. It says they traveled by wagon and built homes on the prairie. This helps readers understand what daily life was like.

WRITING REQUIREMENT: **3.7F**

Have students use newly acquired vocabulary appropriately while writing the two CSI responses; do not add unrelated words merely to meet a count.

EMBEDDED CHECK: ASSESS

Score each independent CSI response for Connect, Support, and Infer moves. Three points each; six total per prompt; twelve total.

Misconception / teacher move: if a student writes only the quotation, return to the passage and ask what the reader still needs to know about the reason.

Access and product: allow a frame with the Connect and Support moves supplied; leave the Infer move blank. Collect the two independent CSI responses. Score Connect, Support, and Infer: 3 points per move, 6 total per prompt; 10 or more indicates readiness for Module 4.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: Award an evidenced strength and Target one next step. Use 6 minutes for Award, 7 for a goal and revision, and 2 for closure.

Standard	Focus
TEKS	3.11B(i) purposeful introduction; 3.12B(i) clear central idea; 3.11C(iii-iv) , 3.11D(iii), (v), (x), (xi) revision and editing
ELPS	1(E) listening; 4(F) write a goal

AWARD: ASSESS

CLASS SLIDE

Module Slide 35: draw the evidence branch and recognize text-supported proof that matches a reason.

TEACHER SCRIPT

"Think about what you just did. You added the second branch to your tree. Underline the evidence you selected in yellow. Point to the paragraph number where it lives. Choose one goal beginning with Next time I will."

CLASS SLIDE

Strong Evidence Award: students identify the exact words that prove the reason and the paragraph location.

Students draw an evidence branch and underline their own proof in yellow. Give a Strong Evidence Award tied to the exact words and paragraph number that show learning.

TARGET: ASSESS

CLASS SLIDE

Module Slide 36: discuss why relevant evidence proves a reason and keeps writing focused on the thesis (central idea).

Invite students to consider how selecting relevant evidence proves a specific reason and keeps the writer focused on the thesis (central idea). Each student selects one next step based on the two independent sentences.

CLASS SLIDE

Module Slide 37: students set one goal, such as checking if the evidence proves THIS reason before writing it down.

Embedded check: confirm that the yellow underlining marks original proof from the passage, not words copied from a different reason card.

SMALL-GROUP SUPPORT

Use Evidence Match frames after the independent check. Students find the supporting paragraph, say the proof, write it, and underline it in yellow.

Access and product: students may say the goal before writing it. Collect the branch drawing, the underlined evidence, an evidence-based target, and a revision that acts on the target.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: Educate a partner and demonstrate transfer independently. Use 5 minutes for Turn and Teach, 8 for the exit ticket, and 2 for closure.

Standard	Focus
TEKS	[3.11B(i)] purposeful introduction; [3.12B(i)] clear central idea
ELPS	1(E) listening; 2(E) teach; 3(F) read; 4(F) write; 4(E) conventions

EXPLAIN: ASSESS [3.7G]

CLASS SLIDE

Module Slide 38: Turn and Teach frames for the CSI moves: Connect, Support, and Infer.

EDUCATE

TEACHER SCRIPT

"Teach your partner how to write a CSI response. First, Connect by naming what the passage is doing. Second, Support by giving proof from the text. Third, Infer by saying what the proof shows about the reason."

CLASS SLIDE

Module Slides 39-40: use the CSI anchor chart and a brief movement within the allotted time. Point to the evidence branch on the tree.

Partners teach Connect, Support, and Infer in order. Listen for proof that matches the specific reason and an inference that goes beyond the text. [3.7G]

Transfer: Wilder WHY Prompt

CLASS SLIDE

Module Slide 41: Explain why Laura Ingalls Wilder's books continue to inspire readers.

Collect the CSI ticket independently: Connect move, Support with paragraph number, and Infer sentence. Each component is worth 20 points.

EMBEDDED CHECK: ASSESS

For the exit ticket, check all three moves separately. Accept varied answers that are supported by the Wilder passage.

Access without lowering rigor: read the prompt aloud if needed; the student independently selects evidence and writes the CSI response.

CLASS SLIDE

Separate enrichment: Double Evidence Challenge combines Wilder and Garza in one CSI response, then revises the Infer sentence for clarity.

CLASS SLIDE

Have students rate the tracker honestly and point to work that supports each rating.

Return to the Citizenship Connection

Reconnect to citizenship by asking how stories and artwork help a community preserve its history and traditions.

Return to the Overarching Question

Return to Monday's essential question and compare initial and final thinking. Student products: partner teaching, independent exit ticket, and a progress rating supported by evidence.

CLOSING ENCOURAGEMENT

"You grew the second branch of your writing tree. You found proof that matches your reason and said what it shows. Next you will add leaves to complete this strong branch."

Student Exemplars

Use the exemplar prompt: Explain why Carmen Lomas Garza painted everyday family moments. Compare a response that stops at Support, a response with irrelevant evidence, and a complete CSI response.

51. Low / Developing Exemplar

Field	Detail
Student response	The passage states that families make tamales together during the holidays.
What the student did successfully	Selects a true sentence from the text that relates to family traditions.
What is missing	The reason statement and the Infer move are missing.
Why it falls at this level	The student provides evidence without connecting it to a specific reason or inferring its significance.
Exact next instructional step	Ask the student to identify which reason this evidence proves. Have them write the reason first, then add the evidence using the frame This shows that.

52. Medium / Approaching Exemplar

Field	Detail
Student response	The evidence is a quote from the passage about Laura's family making bread.
What the student did successfully	The evidence comes directly from the text and matches the reason provided.
What is missing	The response stops at Support and does not include an Infer sentence to explain significance.
Why it falls at this level	A correct structure with accurate evidence is incomplete without the final inference move.
Exact next instructional step	Add a sentence that begins with This shows that and explains what the bread-making proves about family traditions.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	A reason supported by the passage
Strong thesis (central idea)	Carmen Lomas Garza painted everyday family moments because she believed cultural traditions should be remembered and celebrated.
Why it works	The noun, verb, and answer are present; because joins a reason grounded in the passage.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Wilder WHY	WHY	Laura Ingalls Wilder's stories help readers understand history because they describe daily life on the prairie.	Adds a passage-supported reason in a complex sentence.

Garza HOW	HOW	Carmen Lomas Garza's artwork tells stories about family life through colorful paintings of everyday moments.	Adds a passage-supported way using through.
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Secure Response: Passage Support and Explanation

Response Part	Text from the Secure Model	Why It Works
Passage support: 3.7C	Paragraph 2 describes family activities and states that Garza believed these traditions should be remembered and celebrated.	Supports the reason in the thesis (central idea).
Explanation: 3.7G	Her art preserves meaningful cultural traditions through ordinary family scenes.	Explains the link between everyday moments and the value of preserving culture.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate understanding includes all three CSI moves, evidence that proves the exact reason it supports, and an Infer sentence that states something the passage does not say directly. Accept varied wording when the response is supported by the text. During exemplar comparison, have partners rank the three responses and defend their ranking using relevance and the Infer move. A high response is ready for the Double CSI Challenge.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	The CSI anchor chart links evidence to the thesis (central idea) and reasons.
T2	Day 1 Reveal	■ TEACH	Teacher modeling distinguishes between a claim and its proof in the passages.
L3	Day 2 Attempt	○ LEARN	Evidence Grab matching requires students to pair specific evidence with reasons.
L4	Day 3 Discuss	○ LEARN	Students defend why selected evidence proves the stated reason rather than just being true.
A5	Day 3 Use	✓ ASSESS	Independent CSI responses contain all three moves: Connect, Support, and Infer.
A6	Day 4 Award	✓ ASSESS	Students identify evidence that matches their reason using paragraph numbers.
A7	Day 4 Target	✓ ASSESS	Students revise responses by deleting irrelevant evidence and adding missing Infer sentences.
A8	Day 5 Explain	✓ ASSESS	The student explains how their evidence supports the thesis (central idea) using CSI moves.
A9	Day 5 Transfer	✓ ASSESS	The exit ticket shows evidence selected for an unfamiliar reason with a paragraph number and Infer sentence.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can select evidence that proves a stated reason and write a response using CSI to connect, support, and infer.
Who Administers It	The classroom teacher; independent responses are completed without supplied answers.
Materials Needed	Both very high stamina passages, Evidence cards, Reason baskets, notebooks, and exit tickets
Related TEKS Breakout	[3.11B(i)]; [3.12B(i)]; [3.12B(ii)]; [3.11C(iii-iv)], [3.11D(iii), (v), (x), (xi)]
Task	Students identify a reason, locate matching evidence in the passage, and write a CSI response that connects, supports, and infers.

Expected Response	The evidence comes from the passage and proves the exact reason it sits under. The response contains all three CSI moves: Connect, Support, Infer.
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Informal assessment: during Evidence Grab matching game, ask students to point to the evidence card that matches a specific reason card. Expected answer: The student selects the sentence that directly proves the stated reason and can explain why it matches.

Formative assessment: score the Day 3 independent CSI responses for relevance of evidence, accuracy of connection, and presence of an Infer sentence. Each response earns up to 4 points; 6 of 8 indicates readiness for Module 5 without additional support.

Exit ticket: on Day 5, students select evidence for an unfamiliar reason from the passage. Score paragraph number, relevance of evidence, and quality of Infer sentence with prompt type at 20 points each, for 100 total.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Evidence and Infer
Explain why Carmen Lomas Garza's artwork is important to culture.	WHY	Evidence: The passage states that families make tamales together during the holidays. Infer: This shows that his art preserves cultural heritage for future generations.
Explain how Laura Ingalls Wilder helps readers imagine life on the prairie.	HOW	Evidence: The passage describes daily life on the prairie in her stories. Infer: This shows that detailed descriptions allow readers to visualize historical settings accurately.
Explain why Laura Ingalls Wilder's books continue to inspire readers.	WHY	Evidence: The passage notes that her stories describe perseverance during hard times. Infer: This shows that her work encourages resilience in modern readers facing challenges.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Teacher administration: have each student enter a name and date. Name:

Date: _____

TEKS: [3.11B(iii)]; [3.12B(ii)]. **Target:** students independently select evidence that proves a stated reason and write an Infer sentence.

Directions for the teacher: provide the Wilder passage, a specific reason statement, and two candidate sentences from the text. Have students complete the five components independently, then circle their connecting word and mark WHY or HOW.

Prompt to present: Explain why Laura Ingalls Wilder's books continue to inspire readers.

1. Have students write the reason statement they are supporting. (20 points)

2. Have students write the evidence sentence that proves the reason, including the paragraph number. (20 points)

3. Have students write a Connect move explaining where the proof came from. (20 points)

4. Have students write an Infer sentence that states what the evidence shows about the reason, which is not stated directly in the passage. (20 points) **5. Have students circle the connecting word and mark the prompt type:** [] WHY [] HOW. (20 points) _____

Total score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Laura Ingalls Wilder's books	Retains the complete noun of importance.	20	[3.11B(i)]; [3.12B(i)]
2	continue to inspire readers	Retains the verb of importance and its meaning.	20	[3.11B(i)]; [3.12B(i)]
3	Model answer: because they show how storytelling can keep history alive. Accept other passage-supported answers.	Adds information the prompt does not state.	20	[3.7C]; [3.12B(i)]
4 and 5	4: Laura Ingalls Wilder's books continue to inspire readers because they show how storytelling can keep history alive. 5: Circle because and mark WHY.	4: one complete three-part thesis (central idea). 5: the subordinator matches WHY.	20 each; 40 total	[3.11B(i)]; [3.12B(iii)]

59. Scoring Principle

Score the five exit-ticket components separately at 20 points each. Accept different original answers when the passage supports them and the sentence answers WHY. Keep minor handwriting or spelling

errors separate from thesis (central idea) understanding unless they obscure meaning. Use the 8-point Day 3 formative score separately from this 100-point ticket.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
3 CSI moves	100%	Secure	Use Evidence Match Challenge; retain relevance checks.
2 CSI moves	67%	Developing	Confer on the missing move and reassess it.
1 CSI move	33%	Emerging	Use Evidence Card Sort with the passage and oral rehearsal.
0 CSI moves	0%	Beginning	Rebuild Connect, Support, and Infer with frames; reassess independently.

61. Recommended Gradebook Label

Gradebook label: G3 C2 M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11B(iii) ; 3.12B(ii) , 3.12B(iii)
Spiral TEKS	3.11C(iii-iv) ; 3.7F ; 3.7G
Purpose	Students write a CSI response that connects, supports with evidence, and infers meaning; the task completes the second branch of the tree.
Exact Student Prompt	Explain why Carmen Lomas Garza believed everyday family moments were important enough to paint.
Exact Student Directions	Have students select evidence that proves a stated reason, write a Connect sentence, copy the Support evidence from the passage, and write an Infer sentence explaining what the proof shows.
Non-Negotiable Expectations	The evidence comes from the passage and can be located by paragraph number. The evidence proves the exact reason it sits under. The response contains all three CSI moves: Connect, Support, and Infer.

WRITING REQUIREMENT: **3.7F**

Have students use newly acquired vocabulary appropriately in the CSI response, ensuring the evidence supports the thesis (central idea).

63. Student Planning Frame

Use this planning sequence as access support. The student chooses the passage detail and composes the answer.

1. Have students use Dot, Discover, Drop and shape the prompt. **3.7E**
2. Have students identify WHY and select a subordinator.
3. Have students record the paragraph that supports an answer. **3.7C**
4. Have students jot their own answer in three or four words.
5. Have students combine noun, verb, and answer into one thesis (central idea).
6. Have students draft one supporting sentence and explain its relevance orally. **3.7G**
7. Have students reread for clarity and appropriate module vocabulary. **3.7F**

64. Writing Assignment Rubric

Use this 20-point rubric for the additional writing opportunity only. Keep it separate from the 8-point two-thesis (central idea) formative check and the 100-point exit ticket. Award 0 for an absent criterion.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Noun and verb of importance	Both accurately retain the prompt's topic and action.	Both present with a small imprecision.	One part accurate.	Topic or action unclear.
Original answer	Adds a clear, passage-supported reason.	Supported reason is somewhat general.	Adds an answer without clear support.	Restates the prompt.
WHY structure	One complete complex sentence with an appropriate subordinator.	Appropriate connector; minor sentence error.	Reason present but connection incomplete.	No reason or appropriate connector.
Supporting sentence: [3.7C]	Relevant detail clearly supports the thesis (central idea).	Detail supports the general idea.	Detail is weakly related.	Detail unrelated or absent.
Clarity, conventions, vocabulary: [3.11C] ; [3.7F]	Clear sentences; targeted editing and vocabulary accurate.	Meaning clear with minor errors.	Several errors weaken clarity.	Meaning difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure CSI response with precise evidence	Extend to the Double Evidence Challenge.
14-17	70-85%	Developing	Confer on the weakest criterion and revise it.
10-13	50-65%	Emerging	Use Evidence Match cards and a relevance check.
0-9	0-45%	Beginning	Rebuild the CSI moves with oral rehearsal, then reassess.

66. Teacher Feedback Shortcuts

- Strength script: "You selected evidence that proves the exact reason it sits under."
- Strength script: "Your Infer sentence says something the passage does not state directly."
- Target script: "Check if your quote matches your reason before you copy it."
- Target script: "Point to the paragraph number where your evidence is located."
- Revision script: "Read your Support move aloud. Does this proof actually prove this point?"
- Vocabulary script: "Use a Tier 2 word like 'relevant' or 'support' to clarify your thinking."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Use CSI Cue Cards to support students who stop at Support and do not Infer.
Group Size	Small group of 3-5 students
Time	12 minutes, separate from the daily lesson
Materials	CSI cue cards, both very high stamina passages, and green pencils
Relevant TEKS Breakout	3.12B(ii)
Relevant ELPS	2(E) narrate or explain orally; 4(F) write to explain with detail

Step 1: give each student a CSI cue card and read the three moves aloud while the student tracks with a finger.

CLASS SLIDE

Display the Connect, Support, and Infer definitions during guided practice.

TEACHER SCRIPT

"Connect tells where the proof came from. Support gives the exact words from the passage. Infer says what that shows about your reason. Your job is to finish all three moves, not just two."

Use one reason card at a time. Students locate the matching evidence in the passage and point to it before writing.

Step 2: students say their Connect and Support sentences aloud before writing.

CLASS SLIDE

Additional frames: The passage states that _____. This shows that _____. Model answers: families made tamales together; the paintings show family traditions are important to Garza.

Use these frames: The passage says Laura's family survived the Long Winter because _____. This proves that _____.

Step 3: students write exactly what they said, then underline the Infer sentence in green. Model answers: perseverance kept them alive; evidence of cultural heritage is visible in his art.

Step 4: students read the completed CSI response. Reassess independently with: Write a CSI response for the reason that Laura Ingalls Wilder's stories help readers understand history.

Return to core instruction when the student writes all three moves and includes an Infer sentence that goes beyond the text. Expected model: The passage states they ate pemmican during the Long Winter. This shows that perseverance was necessary for survival. If the green underlining marks a copied reason, repeat the evidence search and oral inference with another card.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask if the evidence proves the exact reason it sits under.	Yes, the proof matches the specific point made in the reason statement.	Any true sentence from the passage counts as evidence.	Read the reason and evidence together; if they do not make sense aloud, the evidence is off target.
Ask which part of CSI names where the proof came from.	The Connect move tells the reader the source of the information.	CSI means three sentences in a fixed order.	Check for the three moves, not just sentence count; ensure the reader knows the origin of the proof.
Ask what happens if a response stops at the Support move.	The response is incomplete because it lacks an inference about significance.	The Infer sentence is optional if the evidence is strong.	Ask the reader's question: so what does that show? If the page does not answer it, the work is not finished.
Ask why a student should choose a short precise quotation over a long paragraph.	A short quote with a clear inference outperforms copying a whole paragraph.	The longest quotation is the best evidence.	Have the student underline the shortest part that still proves the reason, then copy only that section.

69. Student Support Quick Reference

If a student...	Support to Provide
Selects evidence that does not match the reason	Provide two candidate sentences and ask which one proves the specific reason. Require the student to read the pair aloud together.
Copies a whole paragraph as evidence	Ask the student to underline the shortest part that still proves the reason, then copy only that section into the notebook.
Stops at Support and does not Infer	Use the frame "This shows that" and require a sentence that names something the passage never stated directly in those words.
Loses track of the thesis (central idea) while finding proof	Ask the student to reread their trunk statement before adding new branches. Use the CSI cue cards to check for all three moves.

Use a **brief writing** conference to record the missing part, the support provided, and the next independent check. The Teach BIG Writing Conference App can support conference notes.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Double Thesis (central idea) Challenge: synthesize both passages in one central idea.
Group Size	Independent, then partner sharing; 15 minutes as a separate enrichment opportunity
Materials	Both very high stamina passages and WHY/HOW writing-rigor charts
Relevant TEKS Breakout	3.11B(i) ; 3.11B(iii) lesson plan breakout for relevant details; 3.12B(ii) ; 3.7B
Relevant ELPS	2(E) oral explanation; 4(F) written explanation

Prompt: Explain how Laura Ingalls Wilder and Carmen Lomas Garza both tell stories about everyday life.

CLASS SLIDE

Double Thesis (central idea) Challenge: synthesize both passages, draft one HOW thesis (central idea), then rewrite the same idea using a stronger preposition.

Have students reread both passages and identify a shared idea. Require a thesis (central idea) that is true of both sources.

Model: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through writing and artwork that show family experiences.

Have students rewrite with a stronger preposition: Laura Ingalls Wilder and Carmen Lomas Garza tell stories about everyday life through the use of detailed scenes drawn from their own families.

Expert reflection: partners hear both versions, choose the clearer sentence, and explain how the connecting phrase works. Students name the level on the HOW writing-rigor chart.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why Carmen Lomas Garza believed everyday family moments were important enough to paint.

Connection to this module: this prompt revisits Memory Match pair 7 with changed wording. Students build a new thesis (central idea) from the prompt and passage rather than recall the matched card.

Planning Support

1. Have students shape the topic, charge, and clue word.
2. Have students identify the prompt as WHY.
3. Have students record a supporting paragraph number.
4. Have students jot a brief original answer.
5. Have students combine noun, verb, and answer with a subordinator. **[3.11B(i)]**
6. Have students select one detail for a supporting sentence. **[3.7C]**
7. Have students explain orally how the detail supports the thesis (central idea). **[3.7G]**

WRITING REQUIREMENT: **[3.7F]**

Have students use module vocabulary naturally and accurately in the draft.

Drafting space: have students write a thesis (central idea) plus one supporting sentence. Keep the thesis (central idea) as one complete sentence with an original answer.

Success Criteria

- Check that the thesis (central idea) contains all three parts.
- Check that the original answer adds meaning from the passage.
- Check that the subordinator joins a reason in one complete sentence.
- Check that the supporting sentence is relevant.
- Check that newly acquired vocabulary is accurate and appropriate. **[3.7F]**

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read the thesis (central idea) aloud and check that part three adds meaning.

Improve the connecting word using the WHY writing-rigor chart, then reread for clarity. **[3.11C(i)]**, **[3.11C(ii)]**

Edit: check past verb tense **[3.11D(iii)]**, future verb tense **[3.11D(v)]**, comparative adjectives **[3.11D(x)]**, and superlative adjectives **[3.11D(xi)]**, using the lesson plan breakouts.

Share: use partner reading, an author's chair, a gallery walk, a recorded reading, or a paper-tree display. Listeners identify the original answer and its passage support.

Companion resources: Revising and Editing Daily Slides, Teacher Lesson Plans, and Student Interactive Workbooks support the same Cluster 2 content.

Engagement & Home Connection

73. Auditory Engagement Moments

Use purposeful listening to make the CSI moves audible before independent writing.

- Read the three CSI prompts; have students supply CONNECT, SUPPORT, and INFER.
- Use Listen and Label: read a complete evidence sentence about Wilder, a sentence missing its inference, a complete evidence sentence about Garza, and the fragment families traveled by wagon. Partners explain what is complete and whether it proves the displayed reason.
- Have partners compare two pieces of evidence aloud, naming which one matches the reason and why the other does not.
- Use the CSI Framework as a call-and-response chant. Point to the trunk when the thesis (central idea) is named; connect the proof to its branches.

74. Pause Points

Pause briefly before selecting evidence, while students check the CSI moves, and before they submit the response.

PAUSE POINT: BEFORE SELECTING EVIDENCE

Ask students to reread their reason statement and identify the specific idea that needs proof before searching the passage.

PAUSE POINT: MIDWAY

Ask students if the evidence proves the exact reason it sits under or just a related topic, and where in the passage they found it.

PAUSE POINT: BEFORE YOU FINISH

Have students check that their response includes all three CSI moves: Connect, Support, and Infer, and that the Infer sentence says something the passage did not state directly.

75. At-Home Connection

Send all three home cards in a notebook pocket. Each takes a few minutes and ends in conversation. A family signature shows that the conversation happened; families may choose the order.

TEACHER INFORMATION: TASK CARD 1

Send the three-part teaching card to the whole class.

Task Card 1: Teach CSI. Have the student teach Connect, Support, and Infer to someone at home using a reason from their notebook. The family member asks for proof, and the student points to the exact sentence in the passage that supports the reason. Family signature: _____ . **[3.11B(i)]**

[3.12B(ii)]

TEACHER INFORMATION: TASK CARD 2

Encourage students to distinguish between a claim and its proof in everyday conversations.

Task Card 2: Proof or Claim? Have the student share one reason they wrote this week. Ask a family member to provide two sentences from a book or article: one that proves the reason and one that is true but does not prove it. The student must identify which sentence is the evidence and explain why using the word match. Family signature: _____ . **[3.11B(iii)] [3.12B(i)]**

TEACHER INFORMATION: TASK CARD 3

Provide language support while the student practices inferring meaning from text.

Task Card 3: What Does It Show? Provide a short passage and ask the student to find one piece of evidence. Then, have them write an Infer sentence that explains what the evidence shows about the character or topic without using words directly from the text. Invite a conversation about how knowing what something shows helps us understand it better. Family signature: _____.

3.11B(i) **3.12B(ii)**

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use your tracker to notice your growth. Rate each skill honestly, then point to words in your own work that prove your rating. Choose one skill you want to practice next."

Have students check one rating per skill and cite proof orally or in the notebook. Revisit the original-answer row before and after the independent writing; use Not Yet ratings to plan small-group support.

Skill to Observe	Not Yet	Getting It	Demonstrated Independently
Selects evidence that proves the stated reason.			
Locates proof in a specific paragraph of the passage.			
Distinguishes between a claim and its proof.			
Uses CSI to connect ideas, support with evidence, and infer meaning.			
Writes an Infer sentence that goes beyond the text.			
Matches evidence cards to reason cards accurately.			
Rejects true but irrelevant evidence for a reason.			
Cites evidence using paragraph numbers in the response.			
Revises a CSI response by deleting unrelated details.			

77. Student Award

Strong Evidence Award: have students name a demonstrated strength, underline their original answer in green, and identify the passage detail that supports it.

78. Student Target

Have each student record one evidence-based next step: select a shorter quote that proves the reason, ensure the evidence comes from the correct paragraph, or add an Infer sentence to explain what the proof shows.

Connect this target directly to Thursday's Award and Target work and revisit it during the next independent CSI response.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you grew the second branch of the tree: evidence. You learned that evidence must prove the exact reason it sits under, not just be a true sentence from the passage. You used CSI to Connect your proof to the prompt, Support your reason with textual details, and Infer what the evidence shows about the thesis (central idea). Next week you will grow the third branch."

80. Essential / Overarching Question, Answered

How does a writer select evidence that proves the reason it supports?

A writer reads the stated reason first, then searches the passage for specific proof that matches that exact idea. The writer uses the CSI framework to Connect the proof to the prompt, Support the claim with textual details, and Infer the significance of the evidence.

81. Teacher Reflection

- Which CSI move (Connect, Support, or Infer) needed the most reteaching?
- How many students selected evidence that was true but irrelevant to their reason?
- What evidence distinguished a strong inference from simply restating the passage?
- Which Evidence Grab card pair produced the strongest discussion about relevance?
- Who needs additional support with matching evidence, and who is ready for independent CSI writing?
- Did the Very High stamina reading affect evidence selection, and what support should carry into Module 5?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Two independent CSI responses with the Infer sentence underlined, paired with the Day 5 ticket.
- A photograph of the CSI anchor chart and a class model showing Connect, Support, and Infer.
- A notebook sample with evidence cards matched to reason baskets from Module 3.
- A record of partners justifying why one piece of evidence proves a specific reason over another.
- Before-and-after writing showing the change from Module 3 reasons to Module 4 supported evidence.
- Progress ratings and next-step goals tied to specific student work on relevance and inference.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use the 37-slide Module 4 Daily Deck. The rows below group consecutive slide cues while preserving their order.

Slide	Title	Required Content	Lesson Location
1	Learning Destination	I Will and I Can statements for selecting evidence that proves a reason	Day 1 opening
2	Dot, Discover, Drop	Unknown-word reading habit using the very high stamina passages	Reading access
3-4	The Tree and The Second Branch (Evidence)	Module title; tree with the evidence branch highlighted	Day 1 Gather
5	Claim vs. Proof	Difference between a reason statement and its supporting evidence	Day 1 Reveal
6-7	Wilder Evidence Model	Reason stated, then specific sentence from passage identified as proof	Day 1 Reveal
8-9	Garza Evidence Model	Reason stated, then matching evidence selected and justified	Day 1 Reveal
10	Brain Break	Evidence Stretch, Proof Point, or Match Freeze	Day 1 within 15 minutes
11-12	Auditory Engagement	Six evidence prompts, then six correct matches to reasons	Day 1 Reveal
13-14	Evidence Grab Directions	Game rules; layout of reason cards and evidence cards	Day 2 Attempt
15-18	Evidence Match Sets 1-4	Wilder daily life; Garza family traditions; Wilder perseverance; Garza cultural heritage	Day 2 Attempt
19-22	Evidence Match Sets 5-8	Wilder Long Winter; Wilder adaptations; Garza symbolic art; Garza preservation of history	Day 2 Attempt
23	Evidence Grab Key	Pairs 1-8 with justification for why the evidence proves the reason	Day 2 check
24-25	Partner Evidence Selection	Unmarked passage section, then teacher model of selecting relevant proof	Day 2 partner marking
26-30	CSI Discussion Questions	Connect move; Support move; Infer move; relevance check; inference validity	Day 3 Discuss
31-34	Movement and Independent CSI Writing	Brief movement; directions; Garza CSI response; Wilder CSI response	Day 3 Use
35-37	Strong Evidence and Next Goal	Evidence branch drawing; curiosity questions about inference; next-step stem for revision	Day 4 Award + Target
38	Turn and Teach	Six oral frames explaining how evidence supports a reason	Day 5 Explain
39-40	Writing Process Poem and Movement	ECR chant; brief Air Sentence, Toe Touch Count, or Shoulder Shrug Freeze	Day 5 within 15 minutes
41	Exit Ticket		Day 5 transfer

		Select evidence for an unfamiliar reason; include paragraph number and Infer sentence	
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Use the passage copies, evidence cards, notebook fill-ins, and answer keys alongside the deck. Collect the independent CSI responses and the exit ticket as separate evidence of learning.

84. Virtual / Online Adaptation

Keep the thinking and the 15-minute daily lesson intact while adapting how students see, hear, rehearse, and submit their work.

Element	Adaptation
Shared-screen adaptation	Build a CSI response live on a shared slide, revealing Connect, Support, and Infer moves separately.
Annotation	Use red, yellow, and green for prompt shapes; students mark their own copies before the teacher reveals the model.
Breakout discussion	Give each pair a set of reason and evidence cards in a breakout room; students match proof to reason before keeping a pair.
Oral response	Have students rehearse the Infer sentence aloud before typing it; use choral fill-ins when appropriate.
Asynchronous option	Share the model and the cards for independent replay; students record matched pairs and inference sentences.
LMS submission	Collect two Day 3 CSI responses and a five-field Day 5 ticket. Preserve the separate 8-point and 100-point scoring systems.
Digital tracking	Use private goals, digital progress ratings, and green highlighting of the student-answer part. Save the work for Module 4.

PART XIX

Teacher Reflection

85. Teacher Reflection (Module 4: Evidence)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Essential / Overarching Question, Answered

How does a writer select evidence that proves the reason it supports?

A writer uses the CSI framework to Connect ideas, Support with precise textual evidence from the passage, and Infer meaning. The selected evidence must directly prove the specific reason statement rather than just being accurate or long.