

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 3

Grade 3 | Extended Constructed Response (ECR) with the TREES
structure

Module 1 Prompt Analysis & Thesis (Central Idea) Writing

Module 2 Advance Prompt Analysis

Module 3 Magnifying Reasons for WHY Prompts

Module 4 Matching Reasons, Evidence, and Explanations

The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Prompt Analysis & Thesis (central idea) Writing

Grade 3 | Cluster 3 | Module 1

Grade: 3

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure

Module: 1 of the cluster

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

Module Title: Prompt Analysis & Thesis (central idea) Writing

Content Connection / Passage Titles: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" (Week 1, Low Stamina, ECR Informational)

Primary TEKS: [3.11A](#) (Planning), [3.12B](#) / [3.12B\(i\)](#) (Compose Informational Texts with a Clear Central Idea)

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

Copyright: The Writing Academy®, LLC

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

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from answering questions to understanding ideas. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"When you shape a prompt and use the conflict to guide your thinking, you can write a thesis (central idea) that answers the question clearly."

Connection to this week's type of thinking: the whole week builds a habit: circle important nouns, box the important verb, triangle WHY or HOW, find the conflict, and write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened.

2. Why This Module Matters

Students learn to shape a writing prompt by circling important nouns, boxing the important verb, and drawing a triangle around WHY or HOW. WHY asks for reasons; HOW asks for a way something happened or how a problem was solved. Using the conflict in "Why We Need Laws" or "The Lunchroom Discoveries," students write a matching thesis (central idea), then use the ECR (TREES) chart to develop it with a reason or way, evidence, explanation, and significance.

Where it fits into writing: analyzing a prompt correctly is the first move of every Extended Constructed Response. If the thinking type is wrong, the whole response answers the wrong question.

Why it matters beyond this assignment: students carry a durable habit, reading all of a prompt for its true demand, into every test and every subject.

3. Module Essential / Overarching Question

How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to shape a writing prompt: circle important nouns, box the important verb, and draw a triangle around the clue word WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. Your student will find the problem or conflict in a text and write a complete thesis (central idea) that answers the exact prompt.

We will read the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." Students will use the conflicts in these texts to guide their thinking about laws, fairness, safety, and discovery. Ask your student to show the three prompt shapes, explain WHY or HOW, and share a thesis (central idea). The ECR (TREES) chart connects that thesis (central idea) to a reason or way, evidence, explanation, and significance.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a analizar una consigna de escritura: rodeará los sustantivos importantes con un círculo, encerrará el verbo importante en un recuadro y marcará la palabra clave WHY (POR QUÉ) o HOW (CÓMO) con un triángulo. POR QUÉ pide razones; CÓMO pide explicar de qué manera ocurrió algo. Identificará el problema o conflicto y escribirá una tesis (idea central) que responda a la consigna.

Leeremos el poema "Why We Need Laws" (Por qué necesitamos leyes) y el drama "The Lunchroom Discoveries" (Los descubrimientos de la cafetería). Pregúntele: ¿Qué palabra señala si necesitas razones o explicar cómo ocurrió algo? Pídale que enseñe las tres figuras y comparta su idea central. Después conectará su tesis con una razón, evidencia, explicación e importancia mediante el cuadro TREES. ¡Su apoyo ayuda a aprender!

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

7. Family Conversation Starters

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- What does a WHY prompt ask you to explain?
- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help you write your thesis (central idea)?
- Read one of your theses to me. Which clue word helped you write it?

8. Simple Family Activities

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

Family Activity: Clue-Word Hunt

Ask a family member to say an everyday question with WHY or HOW, such as "Explain WHY we need a rule for taking turns." Have your student shape the prompt with hand motions and say, "WHY asks for reasons" or "HOW asks for a way something happened."

Family Activity: Shape and Say a Thesis (central idea)

Use one prompt: "Explain HOW taking turns solved a problem at home." Have your student circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem, then say a complete thesis (central idea) using "Taking turns solved the problem by _____."

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 3, Module 1
Module Category	Informational Writing / Extended Constructed Response (Prompt Analysis & Thesis (central idea) Writing)
Primary TEKS	3.11A, 3.12B / 3.12B(i)
Primary Breakout	Plan a first draft (3.11A); compose informational text with a clear central idea (3.12B / 3.12B(i))
Spiral TEKS	3.7A, 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G (Response strand); SS 3.2A and SS 3.13A (interdisciplinary content)
Recursive TEKS	3.11C revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREES) structure
Content Connection	Poem "Why We Need Laws" and drama "The Lunchroom Discoveries"
Daily Lesson Time	About 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)	Shaped WHY/HOW prompts; Spin and Shape Showdown theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

I Will Statements

- I will find important nouns, the important verb, and the clue word in a prompt.
- I will decide whether a prompt asks WHY or HOW.
- I will identify the problem in the text.
- I will write a thesis (central idea) that matches the prompt.
- I will connect my thesis (central idea) to reasons, evidence, and explanation.

I Can Statements

- I can shape a prompt with a circle, box, and triangle.
- I can tell whether a prompt asks for reasons or a way something happened.
- I can use the conflict in a text to help me think.
- I can write a complete thesis (central idea) for an ECR.

CLASS SLIDE

Daily Deck, physical slide 2 (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

Students should know exactly what successful work looks like, stated in student language.

- I circle important nouns, box the important verb, and triangle WHY or HOW.
- I tell whether the prompt asks for reasons or a way something happened.
- I identify the problem or conflict that helps me answer the prompt.
- I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- I write a complete thesis (central idea) with a reason for WHY or a way for HOW.
- I use TREES to connect my thesis (central idea) to a reason or way, evidence, explanation, and significance.

14. Evidence That Will Demonstrate Mastery

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

- Day 2 guided practice: shaped prompt cards and prompt-matched theses from Spin and Shape Showdown.
- Day 3 independent product: a shaped prompt, an independent thesis (central idea) explaining WHY people gathered to create laws, and an underlined reason.
- Day 4 revision: a revised thesis (central idea) and a stated next step.
- Day 5 exit ticket: a shaped HOW prompt about Pasteur, a thesis (central idea) with the way underlined, and a partner teaching explanation; the printable addendum checks the poem's WHY central idea.

- Transfer task: the Module Writing Assignment: a WHY thesis (central idea) about laws connected to the ECR (TREES) plan.

15. TEKS Correlations

Primary targets are **3.11A** and **3.12B**. The companion identifies the central-idea focus as **3.12B(i)**. The Student Expectation column preserves the template's TEKS wording; **3.11C** supports revision.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Day 3 Use; Writing Assignment
3.11C	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
3.12B	Composition, Informational Texts	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	Days 3-5	Day 3 Use; Day 5 exit ticket; Writing Assignment
SS 3.2A	Social Studies, History	identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
SS 3.13A	Social Studies, Science, Technology, and Society	identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others	Day 1 (context)	Days 1, 3	Not assessed as a writing standard

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **3.12B** is labeled **3.12B(i)** in the Module 1 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11A	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	3.12B	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	3.11C	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	3.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	3.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	3.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	3.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	3.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 3.2A / SS 3.13A	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during 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.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

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 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 orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate important nouns, the important verb, and WHY or HOW in the prompt.	Supported on Day 1.	Important nouns are circled, the important verb is boxed, and the clue word is triangulated.
Inferential	Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Shape one prompt asking WHY AND HOW laws improved communities and write a thesis (central idea) that answers both parts.	Independent challenge after mastery.	A thesis (central idea) with a reason and a way, ready to develop with TREES.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

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?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use the conflict and textual evidence to write a matching thesis (central idea), then apply the same shaping habit independently to a new WHY or HOW prompt.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding WHY or HOW completes prompt analysis.	The teacher may skip the important nouns and verb or the text's conflict.	Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.
A HOW answer only needs to say the solution was helpful.	The teacher may accept a general judgment without the way the problem was solved.	Ask, "How did it solve the problem?" Model a by phrase that names the way.
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched central idea.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same answer.	The student tells why a discovery matters without explaining how it solved a problem.	Contrast WHY = reasons, using because, with HOW = a way something happened, using by.
A true detail is enough for a thesis (central idea).	The student writes "People gathered" without answering why they gathered.	Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standard and breakout being taught: **[3.12B]** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft, with **[3.11A]** plan a first draft. The week's isolated breakout, **[3.12B(i)]** in the assessment companion, is writing a clear central idea (thesis (central idea)) that answers a WHY or HOW prompt. Students shape the prompt and use the text's conflict to plan.

26. How I Say the Standard!

TEKS says	How I say it
compose informational texts... using a clear central idea	I circle important nouns, box the important verb, triangle WHY or HOW, and write one clear sentence that answers with reasons or a way something happened.

27. This Week I Can...

This week I can shape a prompt with a circle, box, and triangle, tell whether it asks for reasons or a way something happened, use the conflict to help me think, and write a complete thesis (central idea) for an ECR.

28. Before I Can... Prerequisites

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

- Read a grade-level poem and drama and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

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 question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW		I triangle WHY or HOW.

	WHY asks for reasons; HOW asks for a way something happened	
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain WHY laws help communities stay safe and fair." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason laws matter is _____.
WHY	the clue word that asks for reasons	WHY tells me to give _____.
HOW	the clue word that asks for a way something happened	HOW tells me to explain a _____.
problem	something that needs to be solved	The problem was _____.
solution	an answer to a problem	A solution can _____.
fair	treating people equally and rightly	Laws can make life more _____.
safe	protected from harm	Pasteurized milk is more _____.
sick	not feeling well or healthy	Germs can make people _____.
rule	a direction people are expected to follow	A _____ can prevent conflict.
law	a rule made for a community	A _____ can protect people.
clue	something that helps a person figure something out	The word _____ helped me decide.
effect	something that happens because of an action or event	One _____ was _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	proof from a text that supports an idea	My evidence proves my thinking.
explanation	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	why an idea matters	I explain the significance of laws.
noun	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	a word that tells an action or state	I box the important verb in the prompt.
reasons	explanations of why something matters or happens	WHY prompts need reasons.
clue word	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	a problem or struggle in a text	The conflict helps me understand the prompt.
way	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
fairness	FAIR-ness	the quality of treating people equally and rightly
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
germs	jermz	tiny living things that can make people sick
illness	IL-niss	sickness or poor health
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety
pasteurized	PAS-chuh-rized	heated to kill harmful germs
discovery	dih-SKUHV-uh-ree	something new that a person finds out
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing
protection	pruh-TEK-shun	being kept safe from harm
TREES	treez	Thesis (central idea), Reason/Way, Evidence, Explanation, Significance

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This low-stamina module uses the two Cluster 3 passages: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." In the poem, arguments, unfairness, and unequal access to resources create conflict until people create laws. In the drama, Louis Pasteur's work helps people understand that heating milk and other liquids can remove harmful germs and protect health. Both texts show a problem, a response, and a result.

Important conceptual background. Circle the important nouns to identify the topic, box the important verb to identify the action, and triangle WHY or HOW to identify the question. WHY asks for reasons; HOW asks for a way something happened or how a problem was solved. The conflict guides the thesis (central idea). The enrichment prompt asks WHY AND HOW laws improved communities, so students give both a reason and a way in an answer to that single prompt.

Content context and connection to writing instruction. The poem supports a discussion of how a community responds when fairness is lost. The drama offers a historical context for pasteurization and public health. Each passage gives students a problem and solution to use when shaping its prompt and writing a matching thesis (central idea). The brief comparison during Day 3 helps students recognize the conflict before returning to the poem's WHY prompt.

The ECR Habit

Before writing, students DOT unknown words, circle important nouns, box the important verb, triangle WHY or HOW, and identify the conflict. They write a matching thesis (central idea), then use TREES: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance. The reason or way develops the thesis (central idea); evidence gives text proof; explanation connects that proof to the thesis (central idea); significance states why the idea matters. **[3.7G]**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for Spin and Shape Showdown
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards

41. Preparation Before Day 1

- ☐ Prepare a prompt-shaping chart and a WHY / HOW chart: WHY asks for reasons; HOW asks for a way something happened. Add the ECR (TREES) chart with Reason/Way.
- ☐ Prepare prompt cards from the module's displayed prompts, a WHY/HOW/BOTH spinner, and a movement path for each pair or group.
- ☐ Prepare a WHY / HOW sorting chart in student notebooks with space to shape a prompt and write a thesis (central idea).
- ☐ Copy the provided poem "Why We Need Laws" and drama "The Lunchroom Discoveries." Plan short reading and writing portions for this low-stamina module.
- ☐ Prepare the model WHY thesis (central idea) about laws, the weak thesis (central idea) "Laws are good" and its revision, and a HOW thesis (central idea) about Pasteur's discovery.
- ☐ Set out notebooks and pencils for shaping prompts and writing complete theses during Spin and Shape Showdown.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce TREES.
Day 2	15	A Attempt	Play Spin and Shape Showdown: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).
Day 3	15	D Discuss + U Use	Discuss the poem's conflict; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.
Day 4	15	A Award + T Target	Recognize accurate shaping and a matching thesis (central idea); revise "Laws are good" using the conflict and set a next step.
Day 5	15	E Educate and Explain to Others	Teach a partner prompt shaping and TREES; shape the Pasteur HOW exit ticket and write a thesis (central idea) with the way underlined.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the poem) and to science and society (the drama).

Element	This Module
Suitability	A natural fit. The poem is about why communities create laws; the drama is about a scientific discovery that protects public health.
Focus	Self-government and responsible citizenship; free enterprise and science in society.
Historical / Content Connection	People form communities and write laws for security and fairness (SS 3.2A). Louis Pasteur's breakthrough in food safety still protects people today (SS 3.13A).
Perspective Connection	Laws protect the rights of every person in a community; scientific discovery serves the common good.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a rule or a public message carefully. Citizens who read closely make better decisions.
Citizenship Question	"How do fair rules and shared knowledge help a community keep people safe?"
Teacher Script	<i>"Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i>
Accuracy / Source Note	Louis Pasteur (1822-1895) developed pasteurization, the process of heating liquids to reduce harmful germs. Present this as accurate history, not decoration.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 3.7C
E	Explanation	How the evidence proves the thesis (central idea). 3.7G
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (TREES) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

Accuracy / Source Note: the drama presents Louis Pasteur's real contribution to food safety. Both texts are original TWA passages written for instruction.

Passage 1: "Why We Need Laws" (Genre: Poem; Stamina: Low)

- [1] Long ago people argued over land and things,
- [2] Voices grew loud like clashing, noisy rings.
- [3] Without clear rules to guide what should be done,
- [4] Many small problems quickly grew to one.
- [5] Some took more food while others had too little,
- [6] Strong voices won while quiet ones stayed brittle.
- [7] Disagreements spread like storms across the town,
- [8] And fairness often seemed to tumble down.
- [9] So people gathered, searching for a way,
- [10] To write fair rules that everyone would obey.
- [11] With laws to guide what people say and do,
- [12] Communities could grow more safe and true.

Passage 2: "The Lunchroom Discoveries" (Genre: Drama; Stamina: Low)

- [1] Characters:
- [2] NARRATOR
- [3] ALEX
- [4] JORDAN
- [5] Scene 1: Lunchroom
- [6] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and
- [7] talking about something they learned in science class.
- [8] (Alex opens a milk carton and looks at the label.)
- [9] ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?
- [10] JORDAN: Really? What kind of problem?
- [11] ALEX: A long time ago, people got sick because germs in milk and food weren't destroyed.
- [12] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.
- [13] (Jordan points to the milk carton on the table.)
- [14] JORDAN: Oh! That's why milk is pasteurized now, right?
- [15] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.
- [16] JORDAN: So the milk we're drinking is safer because of his discovery.
- [17] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect
- [18] people every day.

48. Student Annotation Guide

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

Why We Need Laws

TRACKS	Evidence
T Time	Long ago
R Reactions	Voices grew loud
A Actions	Some took more food; people gathered
C Character/ Concept/Creature	Communities
K Key Knowledge	laws to guide what people say and do; rights that all could share
S Scenery/Setting	across the town

The Lunchroom Discoveries

TRACKS	Evidence
T Time	A long time ago; Sometimes it takes years
R Reactions	That's pretty amazing.
A Actions	opens a milk carton; points to the milk carton
C Character/ Concept/Creature	Louis Pasteur
K Key Knowledge	heating liquids could kill harmful germs; tiny germs could spread illness
S Scenery/Setting	school cafeteria

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **3.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

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)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

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

Day Purpose: gather ideas about problems, reveal the three prompt shapes, and model a thesis (central idea) that answers WHY.

Standard	Focus
TEKS	3.11A plan a first draft; 3.12B / 3.12B(i) compose informational text with a clear central idea
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Find important nouns, the important verb, and the clue word; decide WHY or HOW; identify the problem; write a thesis (central idea); connect it to reasons, evidence, and explanation.

TEACHER SCRIPT

"What if our classroom had no rules? Would it be calm? Fair? Safe? Now, what if milk wasn't safe to drink?"

CLASS SLIDE

Slide 3, A Problem & A Discovery. Today's passages: "Why We Need Laws" & "The Lunchroom Discoveries." Both are built around a BIG idea: a PROBLEM and how people solved it.

Students DOT unknown words as they read. Have students name the conflict in each text: arguments and unfairness in the poem; unsafe milk and illness in the drama. **3.7E**

CLASS SLIDE

Today your brain learns how to unlock prompts and build powerful thesis (central idea) statements.

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, Shaping the Prompt. Circle → important NOUNS (the topic). Box → the important VERB (the action). Triangle → the clue word (WHY or HOW).

CLASS SLIDE

Model Prompt: Explain WHY laws help communities stay safe and fair.

TEACHER SCRIPT

"I see the word 'WHY.' That tells me I need reasons. I'm circling 'laws' and 'communities' because those are the important ideas. I'm boxing 'help' because that tells me what action is happening."

Use the deck's model: circle laws and communities, box help, and triangle WHY. Distinguish the task direction Explain from the important action help being analyzed.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Slide 5, Watch Me! My Thesis (central idea): Laws help communities stay safe and fair because they create structure and protect people from unfair actions.

Point out how the thesis (central idea) answers WHY with reasons. Refer to the poem's conflict to show where the reasons come from. A true detail alone does not answer the whole prompt.

WHY: tells me to give reasons. A because phrase can help me state a reason.

HOW: tells me to explain a way something happened. A by phrase can help me state a way.

Connect the Thesis (central idea) to TREES

CLASS SLIDE

Slide 6, The ECR (TREES) Chart. The prompt tells students what to think about; the ECR (TREES) chart tells students how to make their thinking visible.

CLASS SLIDE

T = Thesis (central idea), clearly answers the prompt. R = Reason/Way, tells why or how the thesis (central idea) is true.

CLASS SLIDE

E = Evidence, gives text proof. E = Explanation, connects the proof to the thesis (central idea). S = Significance, states why the idea matters.

Point to each part on the chart. Keep the independent writing target to a complete, prompt-matched thesis (central idea); show how the remaining parts develop that idea. **3.7C** **3.7G**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-TREES connection.

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

Day Purpose: practice shaping prompts and writing a thesis (central idea) that matches WHY or HOW through Spin and Shape Showdown.

Standard	Focus
TEKS	3.11A planning; 3.12B / 3.12B(i) a clear, prompt-matched central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 7, Spin and Shape Showdown! Spin WHY, HOW, or BOTH, then draw a prompt card. Shape it with hand motions, say the type aloud, and write a thesis (central idea). Correct thesis (central idea): move 2 spaces!

CLASS SLIDE

Sample Prompt Card: "Explain HOW Pasteur's discovery solved a problem." Your thesis (central idea) must MATCH the prompt.

Use a spinner labeled WHY, HOW, and BOTH, prompt cards, and a path for moving two spaces. Partners take turns shaping, identifying the type, and writing. Use the supplied sample and the module's displayed prompts; the deck does not specify a 12-card set.

GAME MATERIALS

Prepare the spinner, prompt cards, and a simple movement path before play. Match a drawn card to the spinner's WHY, HOW, or BOTH category.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin WHY, HOW, or BOTH.	Name the result.
2	Draw a prompt card for the thinking type.	Read the whole prompt.
3	Use the sample: Explain HOW Pasteur's discovery solved a problem.	HOW asks for a way.
4	Circle important nouns with a hand motion.	Pasteur's discovery; problem
5	Box the important verb with a hand motion.	solved
6	Triangle the clue word with a hand motion.	HOW
7	Say the type aloud.	A way something happened
8	Use the drama's problem to guide thinking.	Germs made milk unsafe.
9	Write a complete thesis (central idea).	Match the exact prompt.
10	Possible thesis (central idea): Pasteur's discovery solved the problem of unsafe milk by showing that heating liquids could kill harmful germs.	States how the problem was solved.
11	Check the thesis (central idea) against the prompt.	Correct thesis (central idea): move 2 spaces!
12	Switch roles and play another turn.	Both partners shape and write.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only says the discovery was good, return to HOW and ask for the way it solved the problem.

Access without lowering rigor: allow oral rehearsal and pointing to the shape chart before writing. **Student product:** shaped prompts and prompt-matched theses.

Day Purpose: explain how the conflict supports a WHY thesis (central idea), then independently shape a prompt and write a complete central idea.

Standard	Focus
TEKS	3.11A planning; 3.12B / 3.12B(i) composing a clear central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ LEARN

CLASS SLIDE

Slide 8, Talk It Over! Explain WHY laws were needed in the poem.

TEACHER SCRIPT

"What told you this was a WHY prompt?"

Expected student response from the deck: "The word WHY told me to give reasons."

TEACHER SCRIPT

"How did the conflict help you write your thesis (central idea)?" "The conflict is your anchor. Without it, your thinking floats."

CLASS SLIDE

Conflict: people argued. Conflict: fairness was lost. Conflict: problems grew without rules.

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

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to fairness, rules, safety, or discovery before the class returns to the texts.

Compare the conflicts in the poem and drama: each creates a need for a solution that protects people. Return to the poem's conflict when answering its WHY prompt. **3.7B** **3.7G**

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Slide 9, Try It On Your Own! Explain WHY people gathered to create laws in the poem.

Step 1: Shape the prompt in your notebook. **3.7E**

Step 2: Write a thesis (central idea).

Step 3: Underline the reason in your thesis (central idea).

Step 4: Add one piece of evidence and one explanation sentence if ready. **3.7C**

CLASS SLIDE

A thesis (central idea) must answer the exact WHY or HOW question, not just state a detail.

Independent Thesis (central idea) Check

Possible response: People gathered to create laws because growing problems and unfair actions showed that they needed fair rules to live together.

WRITING REQUIREMENT 3.7F

Use at least two vocabulary words from this module's vocabulary list in your written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the shaped prompt and thesis (central idea). Check the important nouns, verb, and WHY; then check whether the underlined reason explains the need for laws.

Misconception / teacher move: a detail such as "People gathered" tells what happened. Ask how the conflict explains WHY they gathered.

Access without lowering rigor: offer "People gathered to create laws because _____"; the student supplies the reason independently. **Student product:** shaped prompt, complete thesis (central idea), underlined reason, and optional evidence and explanation.

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

Day Purpose: recognize successful shaping and thesis (central idea) writing, then revise a vague thesis (central idea) so it answers WHY with a reason grounded in the conflict.

Standard	Focus
TEKS	3.12B / 3.12B(i) a clear central idea; 3.11C revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS**CLASS SLIDE**

Slide 10, The Moment They Figured It Out.

TEACHER SCRIPT

"The lights dim. The music builds. You are no longer just students; you are thinkers stepping onto a stage."

CLASS SLIDE

Take a Step Forward If... You shaped your prompt correctly; your thesis (central idea) matched the prompt; you used the conflict to guide your thinking.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS**CLASS SLIDE**

Slide 11, What Do I Still Need to Grow? Weak Thesis (central idea): "Laws are good."

Students explain why this names a topic without answering WHY. Have each student revise it before revealing the deck's possible revision.

CLASS SLIDE

Possible Revision: "Laws were needed because people argued, fairness was lost, and problems grew without rules."

Embedded check: students underline the reason in the revision and connect it to the poem's conflict. The revised thesis (central idea) must be a complete sentence that answers the prompt.

SMALL-GROUP SUPPORT: SLIDE 14

Build It: The problem was: _____. This caused: _____. So, laws were needed because: _____. Fix It: "Laws are good" becomes "Laws were needed because people argued and fairness was lost." Say It: "The problem was... So... That means..." Start with because and finish together.

Access without lowering rigor: rehearse the problem and reason aloud; each student writes the revision. **Student product:** an evidence-based Award reflection, a specific Target, and a revised thesis (central idea).

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

Day Purpose: teach the prompt-shaping habit, explain the TREES connection, and transfer the thesis (central idea)-writing skill to the drama's HOW prompt.

Standard	Focus
TEKS	3.11A planning; 3.12B / 3.12B(i) composing a prompt-matched central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS **3.7G**

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

CLASS SLIDE

Use the ECR (TREES) Anchor Chart. Explain where reasons, evidence, explanation, and significance would go after the thesis (central idea).

Partners demonstrate circle, box, and triangle, explain WHY versus HOW, and trace a thesis (central idea) through T, R, E, E, S. Listen for Reason/Way, text proof, and the explanation connecting the proof to the thesis (central idea).

Transfer (Drama HOW Prompt) **3.7B**

CLASS SLIDE

Slide 13, Exit Ticket. Explain HOW Pasteur's discovery solved a problem. Shape the prompt, write a thesis (central idea), and underline the words that tell how the discovery solved the problem.

Students complete the deck's ticket independently. Check for HOW, the problem of unsafe milk, and a thesis (central idea) explaining that heating liquids could kill harmful germs. Section 56 provides the separate printable poem central-idea check.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain how their underlined words answer HOW. A statement that the discovery was helpful needs a way to match this prompt.

Access without lowering rigor: reread the prompt and allow oral rehearsal; the student chooses the way and writes the thesis (central idea) independently.

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain WHY AND HOW laws improved communities. WHY: because they created fairness and reduced conflict. HOW: by setting clear rules that guided behavior and prevented disagreements.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do fair rules and shared scientific knowledge both help keep a community safe?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 50-52 to identify a thesis (central idea) that answers WHY. **Student product:** partner teaching explanation, shaped HOW ticket, thesis (central idea) with the way underlined, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use the conflict to write a clear thesis (central idea) that answers the exact WHY or HOW prompt.

Student Exemplars

Deck slides 17-19 use this prompt: Explain WHY laws were needed in "Why We Need Laws." The companion adds a secure central-idea model below.

51. Low / Developing Exemplar

Field	Detail
Student response	Laws are good.
What the student did successfully	Named the topic (laws) and attempted a complete sentence.
What is missing	The response does not answer WHY and has no reason, evidence, or explanation.
Why it falls at this level	The response names the topic without explaining WHY laws were needed.
Exact next instructional step	Triangle WHY. Complete "Laws were needed because _____."

52. Medium / Approaching Exemplar

Field	Detail
Student response	Laws were needed because people had problems.
What the student did successfully	The thesis (central idea) answers WHY and includes a reason.
What is missing	The reason is too vague and there is no evidence or explanation.
Why it falls at this level	The thesis (central idea) matches WHY, but "problems" does not identify the conflict clearly.
Exact next instructional step	Name the conflict: arguments, unfairness, and growing problems. Add proof and explain it when ready.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	Laws were needed because people argued, fairness was lost, and problems grew without rules.
Why it works	It answers WHY with specific reasons grounded in the poem's conflict.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Companion central idea	WHY	Communities need laws because when small problems grow, laws give everyone a fair way to solve them and live together.	Clear message, broad enough to develop into an ECR.
Drama transfer 3.7B	HOW	Pasteur's discovery made milk safer by showing that heating liquids could kill harmful germs.	Answers HOW with a way.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	In the poem, some people took more food while others had too little.	Gives text proof of unfairness.
Explanation	This shows that clear laws were needed to protect people from unfair actions and help the community become safe and fair.	Connects the proof to the prompt-matched thesis (central idea).

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) circle important nouns, box the important verb, and triangle WHY or HOW, (2) explain that WHY asks for reasons and HOW asks for a way something happened, (3) identify the conflict, and (4) write a complete thesis (central idea) that answers the exact prompt. Accept varied wording when the thesis (central idea) gives the required reason or way. Students use TREES to connect that thesis (central idea) to a reason or way, evidence, explanation, and significance.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Problems in the texts identified as the starting point for prompt analysis.
T2	Day 1 Reveal	■ TEACH	Three prompt shapes, a matching WHY thesis (central idea), and the TREES connection modeled.
L3	Day 2 Attempt	○ LEARN	Spin and Shape Showdown prompts shaped and matched to written theses.
L4	Day 3 Discuss	○ LEARN	Students explain WHY and the poem's conflict and make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent shaped WHY prompt, complete thesis (central idea), and underlined reason.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak thesis (central idea) to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Shaped HOW prompt about Pasteur, matching thesis (central idea), and underlined way.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can shape a WHY or HOW prompt, use the conflict, and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Spin and Shape Showdown prompt cards, pencils, the shape key, and both provided passages.
Related TEKS Breakout	3.11A planning; 3.12B clear central idea, genre characteristics, and craft; 3.11C revising.
Task	Students circle important nouns, box the important verb, triangle WHY or HOW, identify the conflict, write a matching thesis (central idea), and revise for clarity.

Expected Response	The three shapes mark the correct words; the thesis (central idea) is a complete sentence that answers WHY with a reason or HOW with a way grounded in the text's problem and solution.
-------------------	---

Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Spin and Shape Showdown.

Formative Assessment. The Day 3 independent thesis (central idea) check is the formative check. Students shape "Explain WHY people gathered to create laws in the poem," use the conflict to write a thesis (central idea), and underline the reason. They add evidence and explanation if ready.

Exit Ticket Assessment. The Day 5 exit ticket asks students to shape "Explain HOW Pasteur's discovery solved a problem." Review the shapes, the problem of unsafe milk, and a complete thesis (central idea) with the way underlined. Section 56 provides a separate printable WHY check about laws.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain WHY laws help communities stay safe and fair.	WHY (reasons)	Laws help communities stay safe and fair because they create structure and protect people from unfair actions.
Explain HOW Pasteur's discovery solved a problem.	HOW (a way something happened)	Pasteur's discovery solved the problem of unsafe milk by showing that heating liquids could kill harmful germs.
Explain WHY people gathered to create laws in the poem.	WHY (reasons)	People gathered to create laws because arguments, unfairness, and growing problems showed that they needed fair rules.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **3.12B** / **3.12B(i)** (clear central idea) | **Student-Friendly Target:** I can shape a WHY prompt and write a clear thesis (central idea).

Directions: Read this excerpt from "Why We Need Laws": "Many small problems quickly grew to one. Across the town, there were troubles over land and things. So people gathered, searching for a way..." Then circle important nouns, box the important verb, and triangle the clue word in the prompt.

Prompt: Explain WHY communities need laws in "Why We Need Laws."

1. Selected response. This prompt asks for: [] REASONS (WHY) [] A WAY (HOW) (2 points)

2. Constructed response. In one sentence, state the poem's message about why communities need laws: (4 points)

3. Underline the reason in your thesis (central idea). (2 points)

4. Transfer / application. Name the detail in the excerpt that BEST shows why people needed a solution: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	REASONS (WHY). Shaping check: circle communities and laws, box need, and triangle WHY.	WHY asks for reasons.	2	3.11A; 3.12B(i)
2	Secure example: Communities need laws because when small problems grow, laws give everyone a fair way to solve them and live together. Award 4 for a clear message broad enough to develop; 3 for a clear but general idea; 2 for related details without the message; 1 for a topic only; 0 for no response.	States the central idea, not a single detail.	4	3.12B / 3.12B(i)
3	Underline the words explaining the reason, such as "because when small problems grow, laws give everyone a fair way to solve them and live together." Award 2 for the complete reason; 1 for a partial reason; 0 if absent.	Locates the WHY answer in the thesis (central idea).	2	3.12B(i)
4	"Many small problems quickly grew to one." Accept a paraphrase naming the growing problems. Award 2 for that		2	3.7C; 3.12B(i)

	relevant detail; 1 for a related but unclear detail; 0 for an unrelated detail or no response.	Connects growing problems to the need for laws, as in companion Module 1 question 2.		
--	--	--	--	--

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G3 C3 M1 Prompt Analysis, Central Idea (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11A (planning); 3.12B / 3.12B(i) (clear central idea)
Spiral TEKS	3.11C (revising); 3.7C (text evidence); 3.7F (newly acquired vocabulary); 3.7G (discuss ideas important to meaning)
Purpose	Students write a WHY thesis (central idea) and connect it to a short ECR (TREES) plan.
Exact Student Prompt	Explain WHY communities need laws in "Why We Need Laws."
Exact Student Directions	DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY. Write one complete thesis (central idea) with a reason based on the conflict. Underline the reason; then connect the thesis (central idea) to evidence, explanation, and significance using TREES.
Non-Negotiable Expectations	A complete WHY thesis (central idea) with a clear central idea and reason grounded in the conflict; a relevant detail from the poem; an explanation linking that detail to the thesis (central idea). Use the remaining TREES parts to develop the idea at low stamina.

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **3.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **3.7G**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's central-idea progression; report that target separately from the supported TREES development.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about laws and fairness, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the message.	Names only the topic; does not answer WHY.
Evidence (CSI) 3.7C	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 3.7G	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 3.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: shape the WHY AND HOW prompt about laws and write a thesis (central idea) with a reason and a way.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You used the conflict to explain a reason or way when you wrote _____."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	3.11A planning; 3.12B clear central idea; 3.11C revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain WHY laws were needed in the poem.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, laws were needed because: _____. Help students name arguments and lost fairness, then complete a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "Laws are good." Ask how the conflict helps answer WHY. Revise to "Laws were needed because people argued and fairness was lost." For HOW practice, use "Explain HOW Pasteur's discovery solved a problem" and revise "Pasteur helped" to name the way heating liquids made milk safer.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the laws WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Laws are good"	Name the conflict and rehearse "Laws were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about laws, then transfer the same shaping and thesis (central idea)-writing habit to the drama.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	3.12B clear central idea, genre characteristics, and craft; 3.11C revising; 3.7B compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the poem and shape one prompt. **3.7B**

CLASS SLIDE

Explain WHY AND HOW laws improved communities.

Use the deck's dual lens: WHY, laws improved communities because they created fairness and reduced conflict; HOW, laws improved communities by setting clear rules that guided behavior and prevented disagreements. Students circle laws and communities, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching Thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "Laws improved communities because they created fairness and reduced conflict by setting clear rules that guided behavior." Partners check the thesis (central idea) against both parts of the shaped prompt.

Part 3: Develop and Transfer. Use TREES to plan text evidence, explanation, and significance for the laws thesis (central idea). Then apply the same habit to one drama prompt: "Explain HOW Pasteur's discovery solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people gathered to create laws in the poem "Why We Need Laws."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with TREES: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **3.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **3.7G**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, explanation, and significance.

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **3.11C**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 1 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin and Shape Showdown card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREES can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW.

Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

What can I already do? One prompt I shaped or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you circled important nouns, boxed the important verb, and triangulated WHY or HOW. You used the conflict to write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened. Now you can use TREES to develop your idea with a reason or way, evidence, explanation, and significance."

80. Essential / Overarching Question, Answered

How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

A writer circles important nouns, boxes the important verb, and draws a triangle around WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. The conflict helps the writer develop a complete thesis (central idea) that answers the exact prompt. TREES connects that thesis (central idea) to a Reason/Way, Evidence, Explanation, and Significance.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student shaped prompts and Spin and Shape Showdown theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Pasteur with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 1 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	Prompt Analysis & Thesis (central idea) Writing	Module 1; Grade 3 Cluster 3; Week 1; Low Stamina; ECR Informational	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	A Problem & A Discovery	Classroom without rules; unsafe milk; both passages; DOT unknown words	Day 1 Gather
4	Shaping the Prompt	Circle nouns; box the verb; triangle WHY or HOW; model WHY laws help communities stay safe and fair	Day 1 Reveal
5	Watch Me!	Circle laws and communities; box help; WHY means reasons; modeled thesis (central idea)	Day 1 Reveal
6	The ECR (TREES) Chart	Thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	Spin and Shape Showdown!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Pasteur sample	Day 2 Attempt
8	Talk It Over!	WHY laws were needed; conflict: arguments, lost fairness, growing problems	Day 3 Discuss
9	Try It On Your Own!	WHY people gathered to create laws; shape, write, underline reason; evidence and explanation if ready	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): Laws are good. Possible revision gives reasons from the conflict	Day 4 Target
12	Turn and Teach!	Teach shaping and thesis (central idea) writing; explain the remaining TREES parts	Day 5 Educate / Explain
13	Exit Ticket	HOW Pasteur's discovery solved a problem; shape, write, underline the way	Day 5 Transfer
14	Build It, Fix It, Say It	Problem → effect → laws needed; revise Laws are good; rehearse because	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	WHY AND HOW laws improved communities; fairness and reduced conflict; clear rules guiding behavior	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection

17	Let's Look at an Answer!	LOW: Laws are good. Topic named; WHY, reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: Laws were needed because people had problems. Reason vague; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: conflict-based WHY thesis (central idea), food-sharing evidence, and explanation connecting fairness and safety	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**3.7D**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin and Shape Showdown. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

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	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Advance Prompt Analysis

Grade 3 | Cluster 3 | Module 2

Grade: 3

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure

Module: 2 of the cluster

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

Module Title: Advance Prompt Analysis

Content Connection / Passage Titles: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" (Week 2, Medium Stamina, approximately 300 words)

Primary TEKS: [3.11A](#) (Planning), [3.11C](#) (Revising), [3.12B](#) (Compose Informational Texts)

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

Copyright: The Writing Academy®, LLC

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

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from answering questions to understanding ideas. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"When you learn to see relationships and reasons, you move from answering questions to understanding ideas."

Connection to this week's type of thinking: the whole week trains two kinds of thinking, reason-based thinking (why an idea matters) and relational thinking (how ideas connect). The inspiration above frames both.

2. Why This Module Matters

Students need more than the words WHY and HOW to understand a writing prompt. In this module, students learn to notice clue words that signal reason-based thinking and relational thinking. They analyze prompts about the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries," then write a thesis (central idea) that answers the prompt by explaining importance, reasons, connections, effects, or relationships.

Where it fits into writing: analyzing a prompt correctly is the first move of every Extended Constructed Response. If the thinking type is wrong, the whole response answers the wrong question.

Why it matters beyond this assignment: students carry a durable habit, reading all of a prompt for its true demand, into every test and every subject.

3. Module Essential / Overarching Question

How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to look closely at a writing prompt for clue words. Some clue words ask students to give reasons, such as importance, significance, impact, and purpose. Other clue words ask students to explain a relationship, such as connection, relationship, effects, or similarities. Your student will use these clues to write a thesis (central idea), also called a central idea, that answers the exact prompt.

We will read the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." Students will connect the problems and solutions in the two texts to ideas about fairness, safety, laws, germs, and scientific discovery. Please ask your student to explain one clue word, tell whether it asks for reasons or relationships, and share a thesis (central idea) about one of the texts.

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

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

Estimadas familias:

Esta semana su hijo o hija esta aprendiendo a buscar palabras clave en una pregunta de escritura. Algunas palabras, como importancia, significado, impacto y proposito, piden razones. Otras, como conexión, relación, efectos o similitudes, piden que el estudiante explique como se relacionan las ideas. Su hijo o hija usara estas pistas para escribir una tesis, o idea central, que responda exactamente a la pregunta.

Leeremos el poema "Por que necesitamos leyes" y el drama "Los descubrimientos de la cafeteria."

Pidale a su hijo o hija que explique una palabra clave, diga si pide razones o relaciones, y comparta una tesis sobre uno de los textos.

Con aprecio, La maestra o el maestro de su hijo o hija, The Writing Academy, LLC

7. Family Conversation Starters

- What is the difference between a reason and a relationship? Teach me with an example.
- Which clue words tell you that a prompt asks why something matters?
- Which clue words tell you that a prompt asks how two ideas connect?

- How are the problems in "Why We Need Laws" and "The Lunchroom Discoveries" connected?
- Read one of your theses to me. Which clue word helped you write it?

8. Simple Family Activities

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

Family Activity: Clue-Word Hunt

Ask a family member to say an everyday question using one of these words: importance, purpose, connection, or relationship. Have your student name the clue word and say, "This prompt asks for reasons/relationships because I see _____."

Family Activity: Connect Two Ideas

Talk about two things at home that are connected, such as rules and fairness or washing hands and staying healthy. Have your student complete: "_____ and _____ are connected because _____." Ask which word in a prompt would signal that kind of answer.

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 3, Module 2
Module Category	Informational Writing / Extended Constructed Response (Advance Prompt Analysis)
Primary TEKS	3.11A, 3.11C , 3.12B
Primary Breakout	Plan a first draft (3.11A); compose an informational text with a clear central idea (3.12B); revise for clarity and coherence (3.11C)
Spiral TEKS	3.7A, 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G (Response strand); SS 3.2A and SS 3.13A (interdisciplinary content)
Recursive TEKS	3.11C revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREES) structure
Content Connection	Poem "Why We Need Laws" and drama "The Lunchroom Discoveries"
Daily Lesson Time	About 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)	Clue Word Sorting chart and reflection; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will analyze clue words in an advanced or relational ECR prompt and write a thesis (central idea) that clearly and completely answers whether the prompt asks for reasons or relationships.

I Will Statements

- I will find clue words that tell what kind of thinking a prompt needs.
- I will decide whether a prompt asks for reasons or relationships.
- I will explain how the problems and solutions in the two texts connect.
- I will write a thesis (central idea) that matches the exact prompt.
- I will plan reasons, evidence, explanation, and significance for my ECR.

I Can Statements

- I can use a clue word to name the thinking type.
- I can tell the difference between importance and relationship.
- I can write a thesis (central idea) with because or by when it fits the prompt.
- I can explain how evidence supports my thesis (central idea).

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

Students should know exactly what successful work looks like, stated in student language.

- I identify the clue word and accurately sort it as REASONS or RELATIONSHIPS.
- I explain the difference between importance and relationship.
- I choose the thinking type that matches the exact prompt.
- I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- I revise a thesis (central idea) so it names the ideas in the prompt and their reason or connection.
- I can show evidence, explanation, and significance that support my thesis (central idea).

14. Evidence That Will Demonstrate Mastery

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

- Day 2 guided practice: a completed Clue Word Sorting card sort with explanations.
- Day 3 independent product: a completed Clue Word Sorting chart, reflection, and an independent relational or reason-based thesis (central idea).
- Day 4 revision: a revised thesis (central idea) and a stated next step.
- Day 5 exit ticket: a prompt-matched thesis (central idea) for a new relational prompt, plus the partner teaching explanation.
- Transfer task: the Module Writing Assignment (ECR).

15. TEKS Correlations

The Student Expectation column uses the verbatim wording of the listed TEKS.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Day 3 Use; Writing Assignment
3.11C	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
3.12B	Composition, Informational Texts	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	Days 3-5	Day 3 Use; Day 5 exit ticket; Writing Assignment
SS 3.2A	Social Studies, History	identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
SS 3.13A	Social Studies, Science, Technology, and Society	identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others	Day 1 (context)	Days 1, 3	Not assessed as a writing standard

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11A	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	3.12B	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
PRIMARY	3.11C	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	3.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	3.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	3.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	3.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	3.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 3.2A / SS 3.13A	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for a clue word, classify a prompt's thinking type, explain a relationship or reason, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during 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.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

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 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 orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students analyze reason-based and relational prompts and write a thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a clue word and sort it under REASONS or RELATIONSHIPS using the illustrated chart.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ is important because _____." or "_____ and _____ are connected because _____."
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column visual with REASONS and RELATIONSHIPS plus picture-supported clue-word cards.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt is asking for reasons because I see _____." and "This prompt is asking for relationships because I see _____."
- Invite students to use a home-language connection for relationship, connection, importance, or significance before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still identifies the clue word, selects the thinking type, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear a two-part prompt read aloud, then restate what it is really asking.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students unpack a relational prompt and write a precise thesis (central idea), moving from a spoken idea to a written response.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the REASONS/RELATIONSHIPS anchor chart. Define a clue word and provide an oral frame.	Tell a student which category to choose, supply the connection, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate the clue word and identify the ideas named in the prompt.	Supported on Day 1.	The clue word is accurately marked.
Inferential	Decide whether a clue word signals reasons or relationships.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) fully answers the advanced or relational prompt.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Connect problems and solutions across both texts in one thesis (central idea).	Independent challenge after mastery.	A cross-text relational thesis (central idea) with relevant evidence.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

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?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students connect prompts to textual evidence and, in the cross-text challenge, apply understanding across both sources.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A prompt must say WHY or HOW to signal its thinking type.	The teacher may overlook importance, relationship, effect, or significance.	Model how clue words reveal the thinking type before students draft.
Relationship means students only list two ideas.	The teacher may accept two named ideas without an explained connection.	Ask, "How do these ideas affect, connect to, or influence each other?"
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: clue word, thinking type, then prompt-matched central idea.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Importance and relationship mean the same thing.	The student gives a reason to a connection prompt.	Contrast the frames: importance = "because"; relationship = "are connected because."
A thesis (central idea) can answer only part of a paired-passage prompt.	The student writes about the poem or drama but not both.	Have the student underline both text ideas and use a two-text organizer.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standard and breakout being taught: **[3.12B]** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft, with **[3.11A]** plan a first draft and **[3.11C]** revise drafts for coherence and clarity. The week's isolated breakout is writing a clear central idea (thesis (central idea)) that matches an advanced or relational prompt.

26. How I Say the Standard!

TEKS says	How I say it
compose informational texts... using a clear central idea	I read the whole prompt, find the clue word, decide if it wants reasons or relationships, and write one clear sentence that answers it.

27. This Week I Can...

This week I can read a prompt for its clue word and write a thesis (central idea) that answers whether the prompt asks for reasons or relationships.

28. Before I Can... Prerequisites

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

- Read a grade-level poem and drama and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Yesterday's readers found a problem and a solution in a text. In 60 seconds, tell your partner one problem and one solution you remember from any story we have read."

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 question or task a writer is asked to answer	I analyze the prompt before I write.
clue word	a word that tells what kind of thinking a prompt needs	The clue word _____ helped me decide.

thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
relationship	the way two or more ideas connect	I describe the relationship between two ideas.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reasons, evidence, explanation, and significance line up behind it. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students hunt only for WHY or HOW and miss clue words like importance or connection. **Teacher move:** cover the topic nouns for a moment and reread the clue word aloud so students hear what the prompt truly asks.

34. Ready Check

Say one clue word aloud (for example, purpose). Each student shows a thumb left for REASONS or right for RELATIONSHIPS. If most of the class is unsure, reteach the two columns before Day 1.

35. Teacher Look-Fors

- Students point to the clue word, not the topic noun.
- Students say the thinking type in a complete frame.
- Students name both ideas before writing a relational thesis (central idea).
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason laws matter is _____.
connect	to join ideas or show how they go together	I can _____ these ideas.
compare	to tell how things are alike or different	I can _____ the two texts.
problem	something that needs to be solved	The problem was _____.
solution	an answer to a problem	A solution can _____.
fair	treating people equally and rightly	Laws can make life more _____.
safe	protected from harm	Pasteurized milk is more _____.
sick	not feeling well or healthy	Germs can make people _____.
rule	a direction people are expected to follow	A _____ can prevent conflict.
law	a rule made for a community	A _____ can protect people.
clue	something that helps a person figure something out	The word _____ helped me decide.
effect	something that happens because of an action or event	One _____ was _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	proof from a text that supports an idea	My evidence proves my thinking.
explanation	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	why an idea matters	I explain the significance of laws.
influence	the power to affect an idea or person	One idea can influence another.
relationship	the way two or more ideas connect	I describe the relationship between ideas.
reasons	explanations of why something matters or happens	Importance prompts need reasons.
connection	a link between ideas	I can explain the connection.
conflict	a problem or struggle in a text	The conflict helps me understand the prompt.
impact	a strong effect an action or idea has	Pasteur's discovery had an impact.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
fairness	FAIR-ness	the quality of treating people equally and rightly
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
germs	jermz	tiny living things that can make people sick
illness	IL-niss	sickness or poor health
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety
pasteurized	PAS-chuh-rized	heated to kill harmful germs
discovery	dih-SKUHV-uh-ree	something new that a person finds out
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing
protection	pruh-TEK-shun	being kept safe from harm
modern	MOD-ern	connected to the present time

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This module uses the same two Cluster 3 passages at medium stamina: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." In the poem, arguments, unfairness, and unequal access to resources create conflict until people create laws. In the drama, Louis Pasteur's work helps people understand that heating milk and other liquids can remove harmful germs and protect health. Both texts show a problem, a response, and a result.

Important conceptual background. A reason-based prompt asks students to explain why something matters, happened, or had an effect. It often contains a clue word such as importance, significance, impact, purpose, or reasons. A relational prompt asks students to explain how ideas connect, affect one another, compare, or work together. It often contains a clue word such as relationship, connection, influence, similarities, effects, or link. Some prompts may include both kinds of thinking, so students must read all of the words rather than hunt only for WHY or HOW.

Content context and connection to writing instruction. The poem supports a discussion of how a community responds when fairness is lost. The drama offers a historical context for pasteurization and public health. Together, the passages create a useful cross-text comparison: each begins with a problem that affects people and each ends with a solution that improves safety or fairness.

The ECR Habit

Before writing, students DOT unknown words, identify the prompt's clue word, name the thinking type, and create a thesis (central idea). In an ECR, the thesis (central idea) answers the prompt; reasons and evidence support it; explanation makes the evidence-to-thesis (central idea) connection visible; and significance states why the idea matters. **[3.7G]**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	Prompt cards (12; produced as game cards in the Student Book, see Day 2); sized envelopes or scrap paper for Practice Pockets; paper for flip flaps; scissors and glue
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Highlighters in three colors; REASONS/RELATIONSHIPS sorting mat; sentence frames; picture-supported clue-word cards

41. Preparation Before Day 1

- ☐ Prepare an anchor chart titled "The Two Types of Prompts" with two columns: REASONS and RELATIONSHIPS.
- ☐ Confirm the 12 prompt cards are available from the Student Book; prepare a Practice Pocket for each pair or group.
- ☐ Prepare a sorting chart in student notebooks: REASONS | RELATIONSHIPS.
- ☐ Copy the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" at medium stamina.
- ☐ Prepare the three thesis (central idea) models: relational, reason-based, and cross-text comparison.
- ☐ Gather paper, scissors, and glue for the Interactive Notebook Clue Word Sorting activity.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Launch two mysteries; teach the clue words and two thinking types; model theses.
Day 2	15	A Attempt	Sort 12 prompt cards into REASONS and RELATIONSHIPS.
Day 3	15	D Discuss + U Use	Discuss clue words; create the sorting chart; write a reflection and thesis (central idea).
Day 4	15	A Award + T Target	Recognize thinking, reflect on growth, and set a clue-word goal.
Day 5	15	E Educate and Explain to Others	Teach a partner a clue word and explain a thesis (central idea).

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and say, "Tiny Time! Reasons or relationships?"
- Call a clue word: importance, connection, purpose, or effects.
- Students point left for REASONS or right for RELATIONSHIPS, then say the matching frame.
- Call two or three words, then have students return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the poem) and to science and society (the drama).

Element	This Module
Suitability	A natural fit. The poem is about why communities create laws; the drama is about a scientific discovery that protects public health.
Focus	Self-government and responsible citizenship; free enterprise and science in society.
Historical / Content Connection	People form communities and write laws for security and fairness (SS 3.2A). Louis Pasteur's breakthrough in food safety still protects people today (SS 3.13A).
Perspective Connection	Laws protect the rights of every person in a community; scientific discovery serves the common good.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a rule or a public message carefully. Citizens who read closely make better decisions.
Citizenship Question	"How do fair rules and shared knowledge help a community keep people safe?"
Teacher Script	<i>"Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i>
Accuracy / Source Note	Louis Pasteur (1822-1895) developed pasteurization, the process of heating liquids to reduce harmful germs. Present this as accurate history, not decoration.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

DOT Reading Shapes

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (what / why / how)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
REASONS	importance, significance, reasons, impact, purpose	Why does this matter?
RELATIONSHIPS	relationship, connection, influence, compare, link, interaction, effects	How are ideas connected?

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason / Relationship	Why it matters or how ideas connect.
E	Evidence	Text proof. 3.7C
E	Explanation	How the evidence proves the thesis (central idea). 3.7G
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add the REASONS and RELATIONSHIPS columns, the listed clue words, and the questions each type asks. Add the ECR (TREES) chart with Reason/Relationship in the second row. Add the DOT reminder and display the chart throughout the module. Invite students to add one new clue word after the sorting activity.

47. Student Source Passage(s)

Accuracy / Source Note: the drama presents Louis Pasteur's real contribution to food safety. Both texts are original TWA passages written for instruction.

Passage 1: "Why We Need Laws" (Genre: Poem; Stamina: Medium)

- [1] Long ago people argued over land and things,
- [2] Voices grew loud like clashing, noisy rings.
- [3] Without clear rules to guide what should be done,
- [4] Many small problems quickly grew to one.
- [5] Some took more food while others had too little,
- [6] Strong voices won while quiet ones stayed brittle.
- [7] Disagreements spread like storms across the town,
- [8] And fairness often seemed to tumble down.
- [9] So people gathered, searching for a way,
- [10] To write fair rules that everyone would obey.
- [11] With laws to guide what people say and do,
- [12] Communities could grow more safe and true.
- [13] The rules helped neighbors settle what was fair,
- [14] And gave each person rights that all could share.
- [15] When questions rose about what should be done,
- [16] The laws could help instead of anyone.
- [17] People learned how to work and live as one,
- [18] And solve their problems before fights had begun.
- [19] The town became a place where trust could grow,
- [20] Because the laws helped everyone to know.
- [21] What actions were expected every day,
- [22] And how to treat each person in a fair way.
- [23] Though rules could not remove each single fear,
- [24] They helped bring order year after year.

Passage 2: "The Lunchroom Discoveries" (Genre: Drama; Stamina: Medium)

- [1] Characters:
- [2] NARRATOR
- [3] ALEX
- [4] JORDAN
- [5] Scene 1: Lunchroom
- [6] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and
- [7] talking about something they learned in science class.
- [8] [Alex opens a milk carton and looks at the label.]
- [9] ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?
- [10] JORDAN: Really? What kind of problem?
- [11] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.
- [12] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.
- [13] [Jordan points to the milk carton on the table.]
- [14] JORDAN: Oh! That's why milk is pasteurized now, right?
- [15] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.
- [16] JORDAN: So the milk we're drinking is safer because of his discovery.

[17] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect
[18] people every day.

[19] JORDAN: I never thought about how many things scientists have helped improve.

[20] ALEX: Me either. We use some of their discoveries all the time without even noticing.

[21] JORDAN: Did people know about germs before Louis Pasteur?

[22] ALEX: Not as much as they do today. Many people did not understand what caused diseases.

[23] JORDAN: That must have made it hard to keep people healthy.

[24] ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.

[25] NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.

[26] JORDAN: So his work helped more than just people who drank milk?

[27] ALEX: Definitely. His discoveries helped people learn how to make many foods safer.

[28] JORDAN: That's pretty amazing.

[29] ALEX: I think so too. One discovery ended up helping millions of people.

[30] JORDAN: Scientists must spend a lot of time trying to solve problems.

[31] ALEX: They do. Sometimes it takes years to learn something new.

[32] NARRATOR: The students finish their lunches while continuing their conversation.

[33] JORDAN: I wonder what other discoveries started with someone asking a simple question.

[34] ALEX: Probably a lot of them. People see a problem and try to find a solution.

[35] JORDAN: Kind of like Louis Pasteur did.

[36] ALEX: Exactly.

[37] NARRATOR: The lunch bell rings, and the students gather their things.

[38] JORDAN: I'm glad we learned about him. His work still helps people today.

[39] ALEX: Me too. It's cool to know that a discovery made long ago can still make a difference.

[40] NARRATOR: The students leave the cafeteria with a better understanding of how scientific discoveries
[41] can improve people's lives.

48. Student Annotation Guide

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

Why We Need Laws

TRACKS	Evidence
T Time	Long ago
R Reactions	Voices grew loud
A Actions	Some took more food; people gathered
C Character/ Concept/Creature	Communities
K Key Knowledge	laws to guide what people say and do; rights that all could share
S Scenery/Setting	across the town

The Lunchroom Discoveries

TRACKS	Evidence
T Time	A long time ago; Sometimes it takes years
R Reactions	That's pretty amazing.
A Actions	opens a milk carton; points to the milk carton
C Character/ Concept/Creature	Louis Pasteur
K Key Knowledge	heating liquids could kill harmful germs; tiny germs could spread illness
S Scenery/Setting	school cafeteria

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **3.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

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)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

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

Day Purpose: activate prior knowledge, introduce the exact target, connect prerequisite knowledge, model, and contrast examples and non-examples to make teacher thinking visible.

Standard	Focus
TEKS	3.11A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies; 3.12B compose informational texts using a clear central idea and genre characteristics and craft
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

TEACHER SCRIPT

"Today, I'm going to give you two mysteries."

CLASS SLIDE

Mystery 1: A town filled with arguments and unfairness

CLASS SLIDE

Mystery 2: A cafeteria where milk used to make people sick

TEACHER SCRIPT

"Both of these situations had a problem."

TEACHER SCRIPT

"But here's the real question... How are these two situations connected?"

(Pause. Let students think.)

TEACHER SCRIPT

"Turn and tell someone near you, what do these two situations have in common?"

(Call on a few responses.)

TEACHER SCRIPT

"They both started with a problem... and ended with a solution that helped people."

TEACHER SCRIPT

"And today, you are going to learn how to read prompts that ask you to think about TWO things:"

CLASS SLIDE

Reasons (WHY thinking)

CLASS SLIDE

Relationships (HOW thinking)

TEACHER SCRIPT

"But here's the challenge... The prompts won't tell you that directly. You have to figure it out."

CLASS SLIDE

Read the medium-stamina poem "Why We Need Laws" and drama "The Lunchroom Discoveries." Students DOT unfamiliar words, then identify the problem and solution in each text.

REVEAL ■ TEACH**TEACHER SCRIPT**

"Strong readers don't wait for the words WHY or HOW."

TEACHER SCRIPT

"They look for CLUES and CONNECTIONS."

CLASS SLIDE

The Two Types of Prompts. Some prompts ask for REASONS. Some prompts ask for RELATIONSHIPS.

WHY-Type (Reason-Based Thinking):

importance, significance, reasons, impact, purpose.

TEACHER SCRIPT

"These ask: Why does this matter?"

HOW-Type (Relational Thinking):

relationship, connection, influence, compare, link, interaction, effects.

TEACHER SCRIPT

"These ask: How are ideas connected?"

Modeled Annotation (Teacher Think-Aloud)

Model the clue word before the thesis (central idea). Contrast examples and non-examples.

Model 1, Relational Prompt.**CLASS SLIDE**

Explain the relationship between pasteurized milk and illness.

TEACHER SCRIPT

"I don't see the word HOW... But I see the word 'relationship.' That tells me I need to explain how two ideas connect. I am thinking about how pasteurized milk and illness are linked. This means I need to show the connection between them."

CLASS SLIDE

Pasteurized milk helps people avoid illness by filtering out the harmful parts.

Model 2, Reason-Based Prompt.**CLASS SLIDE**

Explain the importance of pasteurized milk for people's health.

TEACHER SCRIPT

"I don't see the word WHY... But I see the word 'importance.' That tells me I need to give reasons. This means I need to explain why pasteurized milk matters."

CLASS SLIDE

Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Model 3, Crossover / Paired-Passage Prompt. **3.7B**

CLASS SLIDE

Explain the similarities between Why We Need Laws and The Lunchroom Discoveries.

TEACHER SCRIPT

"I see the word 'similarities.' That tells me I need to compare how two texts are alike. This is relational thinking because I am connecting ideas across both texts. I need to think about the problems and solutions in BOTH passages."

CLASS SLIDE

Why We Need Laws and The Lunchroom Discoveries are similar because both texts show how solving problems helps protect people and improve their communities.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Show one clue word at a time. Students hold up a REASONS or RELATIONSHIPS card and complete: "This clue word asks for _____ because _____." Listen for the distinction between importance and connection.

Access without lowering rigor: read the prompt aloud and offer the sorting mat and frames; each student still chooses the thinking type. **Student product:** DOT-marked passages; two problem/solution notes.

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

Day Purpose: students try the new skill with support but without reducing the thinking demand.

Standard	Focus
TEKS	3.11A planning a first draft for purpose and audience using a range of strategies; 3.12B composing an informational response with a clear central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

Students use the game cards from their Student Book and create a Practice Pocket from a sized envelope or scrap paper. Partners sort all 12 cards, underline the clue word, and explain the category before placing each card.

GAME CARDS TO BE MADE

The 12 prompt cards are produced as cut-apart game cards in the Student Book. They are not reprinted as cut-aparts here, to save paper. The card text and answer key below are for the teacher.

TEACHER SCRIPT

"You will not look for WHY or HOW. You will look for CLUE WORDS and THINKING TYPES. You must decide, is this asking for reasons or relationships? Sort the prompt cards into their correct category."

Prompt Cards (Teacher Answer Key)

Card	Prompt	Category
1	Explain the importance of laws in maintaining fairness in the poem.	REASONS

2	Describe the relationship between rules and fairness in the poem.	RELATIONSHIPS
3	Explain the significance of people creating laws in the poem.	REASONS
4	Describe the connection between arguments and the need for laws.	RELATIONSHIPS
5	Explain the reasons fairness was difficult before laws existed.	REASONS
6	Describe the relationship between germs and sickness in the drama.	RELATIONSHIPS
7	Explain the impact of Pasteur's discovery on people's health.	REASONS
8	Describe the connection between Pasteur's discovery and modern safety.	RELATIONSHIPS
9	Explain the purpose of laws in solving conflict in the poem.	REASONS
10	Describe the relationship between scientific discovery and protection.	RELATIONSHIPS
11	Explain the effects of strong voices controlling resources in the poem.	RELATIONSHIPS
12	Describe the connection between past problems and present solutions in the drama.	RELATIONSHIPS

Answer Key: REASONS = 1, 3, 5, 7, 9. RELATIONSHIPS = 2, 4, 6, 8, 10, 11, 12.

Teacher Language During the Game

TEACHER SCRIPT

"Tell me the TWO things being connected. What word helped you decide? Is this asking for reasons or relationships?"

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before a pair places a card, require one student to name the clue word and the other to state the thinking type. Record students who can sort accurately but cannot explain why for Day 3 support.

Access without lowering rigor: provide cards with the clue word pre-underlined for students who need it; they still state the category. **Student product:** a completed card sort with oral explanations.

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

Day Purpose: students compare, defend, explain, justify, refine, and correct misconceptions, then independently apply the week's primary skill. USE is the first formal independent evidence point.

Standard	Focus
TEKS	3.12B compose informational texts using a clear central idea and genre characteristics and craft
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ LEARN

TEACHER SCRIPT

"What clue words helped you identify relationships? What makes a prompt ask for reasons instead of connections? How does conflict help you understand BOTH types?"

Students respond: "Connection means I compare ideas." Students respond: "Importance means I give reasons."

TEACHER SCRIPT

"Exactly. Relationships connect ideas. Reasons explain importance."

PERSONAL CONNECTION QUESTION (DISCUSS) [3.7A]

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to fairness, rules, safety, or discovery before the class returns to the texts.

CLASS SLIDE

REASONS | RELATIONSHIPS

Together, reread selected cards and explain why their clue words belong in each column. Connect the poem's conflict of arguments and unfairness and the drama's conflict of germs and sickness to the possible thesis (central idea) each prompt requires. **[3.7B]** **[3.7G]**

USE (Interactive Notebook: Clue Word Sorting) ✓ **ASSESS**

Step 1: Identify Clue Words. Students return to all 12 prompts and highlight the clue words. **[3.7E]**

Step 2: Sorting Chart. Students create a two-column chart.

CLASS SLIDE

REASONS | RELATIONSHIPS

Expected answers: REASONS = importance, significance, reasons, impact, purpose. RELATIONSHIPS = relationship, connection, effects.

Step 3: Written Reflection.

CLASS SLIDE

I know a prompt is asking for reasons when...

CLASS SLIDE

I know a prompt is asking for relationships when...

Independent Thesis (central idea) Check

CLASS SLIDE

Describe the connection between arguments and the need for laws.

Students identify connection, name RELATIONSHIPS, and write a thesis (central idea). **Possible response:** Arguments and the need for laws are connected because unfair disagreements showed the community that clear rules were needed.

WRITING REQUIREMENT **[3.7F]**

Use at least two vocabulary words from this module's vocabulary list in your written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Ask students to underline both ideas in the relational prompt. Students explain that a relationship thesis (central idea) must connect both ideas, not discuss only one.

Access without lowering rigor: offer the frame "_____ and _____ are connected because _____"; the student supplies both ideas and the connection. **Student product:** Clue Word Sorting chart, reflection, and an independent thesis (central idea).

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

Day Purpose: students name what they can already do accurately with evidence, then identify exactly what to do next and revise something to demonstrate that target.

Standard	Focus
TEKS	3.11C revise drafts for clarity and effectiveness to improve sentence structure and word choice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS

TEACHER SCRIPT

"Today's movie is called... 'The Connectors and the Reasoners.' Some of you became experts at explaining WHY things matter. Some of you became experts at explaining HOW ideas connect. And some of you... did BOTH."

Teacher calls: "If you identified clue words, step forward." "If you sorted prompts correctly, step forward." "If you explained relationships clearly, step forward." Recognition options: Connection Champion, Reasoning Rockstar, or a share-out of strong student thinking.

TARGET ✓ ASSESS

CLASS SLIDE

I showed I understand relationships when...

CLASS SLIDE

I showed I understand reasons when...

TEACHER SCRIPT

"Strong thinkers ask one powerful question... Am I explaining a reason... or a relationship?"

Students set goals: One strength I showed: _____. One clue word I will look for: _____. One idea I want to improve: _____.

Revise this weak thesis (central idea) for clarity and completeness: Pasteurized milk is good.
Possible revision: Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Curiosity questions: "Can a prompt ask for BOTH reasons and relationships?" "How does understanding connections improve writing?" "Why does conflict help us answer BOTH types?"

CLOSING ENCOURAGEMENT

Invite students to notice that careful attention to a clue word gives them ownership of the thinking their writing needs.

Student product: an Award/Target reflection and a revised thesis (central idea).

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

Day Purpose: students teach the skill back, explain what makes work successful, apply the skill to a new item, explain how they know an answer is accurate, and return to the overarching question.

Standard	Focus
TEKS	3.12B compose informational texts using a clear central idea and genre characteristics and craft; [3.11C] revise drafts for clarity and effectiveness
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS 3.7G

Students choose one reason-based clue word and one relationship-based clue word. They explain each word, name its thinking type, and give an example prompt or thesis (central idea) to a partner. The teacher listens for accurate use of reason, relationship, connection, importance, and thesis (central idea).

EDUCATE**TEACHER SCRIPT**

"Students teach:"

One reason-based clue word. One relationship-based clue word. One example.

Partners use the ECR (TREES) anchor chart to explain where the thesis (central idea), reason or relationship, evidence, explanation, and significance would go after prompt analysis.

Transfer (New Mini-Source) 3.7B**CLASS SLIDE**

Describe the connection between past problems and present solutions in the drama.

Students identify the clue word, name the thinking type, write a thesis (central idea), and underline the two ideas being connected. This transfer item asks students to apply the skill to a fresh prompt rather than reuse a practiced card.

Return to the Citizenship Connection

Ask one reconnecting question: "How do fair rules and shared scientific knowledge both help keep a community safe?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday) on the Essential Question page.

CLOSING ENCOURAGEMENT (TEACHER SCRIPT)

"Today, you did not rely on obvious words. You relied on your thinking. You learned to see reasons. You learned to see relationships. And that is what real readers do."

Student Exemplars

Three levels let teachers and reviewers see growth, not only a perfect model. Each uses the prompt: "Explain the importance of laws in maintaining fairness in the poem" (clue word: importance; thinking type: REASONS), unless noted.

51. Low / Developing Exemplar

Field	Detail
Student response	Laws are good.
What the student did successfully	Named the topic (laws) and attempted a complete sentence.
What is missing	No clue-word thinking, no reason, and no connection to fairness. It does not answer why laws matter.
Why it falls at this level	The response repeats a general idea and does not use the prompt's clue word (importance) to give reasons.
Exact next instructional step	Underline the clue word importance, then use the frame "_____ is important because _____" to add one reason.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Laws are important because they help people.
What the student did successfully	Used the clue word importance and gave a reason with "because."
What is missing	The reason is general. It does not name fairness or the specific idea from the poem.
Why it falls at this level	The thesis (central idea) answers the thinking type correctly but does not yet connect to the exact prompt about fairness.
Exact next instructional step	Add the fairness idea and one detail from the poem: "because they stop people from taking more than others."

53. High / Secure Exemplar

Part	Example
Clue word	importance
Thinking type	REASONS
Strong thesis (central idea)	Laws are important for maintaining fairness because they stop people from taking more than others and help the community treat people equally.
Why it works	It names the topic, gives reasons, and answers why laws matter.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Relational	relationship	Germes and sickness are related because harmful germes in food and milk can make people ill.	Names both ideas and clearly explains how they connect.
Cross-text 3.7B	similarities	Why We Need Laws and The Lunchroom Discoveries are similar because both texts show	

		how solving problems helps protect people and improve their communities.	Connects both texts, answers the comparison, and states the shared idea.
--	--	--	--

Revision Example

Weak Thesis (central idea)	What Is Missing	Revised Thesis (central idea)
Laws are good.	The prompt's clue word, a reason, and the fairness connection.	Laws are important for fairness because they help stop unfair actions in the community.
Pasteurized milk helps.	The relationship between milk and illness.	Pasteurized milk helps people avoid illness by removing harmful germs.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) locate the clue word, (2) name the thinking type as REASONS or RELATIONSHIPS, (3) write a complete thesis (central idea) that answers the exact prompt, and (4) name both ideas when the prompt is relational. Accept varied wording when the thesis (central idea) accurately identifies the required reason or relationship and answers the exact prompt.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Concept activated; two thinking types framed.
T2	Day 1 Reveal	■ TEACH	Teacher modeling of clue-word analysis made visible.
L3	Day 2 Attempt	○ LEARN	Guided card sort with oral explanation.
L4	Day 3 Discuss	○ LEARN	Students justify categories and make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent thesis (central idea) for a relational prompt.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak thesis (central idea) to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Skill applied to a new relational prompt.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can analyze an advanced or relational prompt and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, the 12 prompt cards, highlighters, and both rendered passages.
Related TEKS Breakout	3.11A planning; 3.12B clear central idea, genre characteristics, and craft; 3.11C revising.
Task	Students identify a clue word, classify the prompt as REASONS or RELATIONSHIPS, write a thesis (central idea), and revise for clarity.
Expected Response	The clue word and thinking type are accurate; the thesis (central idea) is a complete sentence that answers the exact prompt and names a reason or a relationship.

Informal Assessment. During Days 1-2, listen as students identify the clue word, explain the type of thinking required, and sort the 12 prompt cards.

Formative Assessment. The Day 3 independent thesis (central idea) check is the formative check. Students analyze the word connection, identify RELATIONSHIPS, and write a thesis (central idea) that joins arguments and the need for laws.

Exit Ticket Assessment. The Day 5 exit ticket asks students to analyze a relational prompt about past problems and present solutions in the drama. Review for the clue word, both ideas, a stated connection, and a complete thesis (central idea).

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain the importance of Pasteur's discovery on people's health.	REASONS	Pasteur's discovery was important because heating liquids removed harmful germs that could make people sick.
Describe the relationship between rules and fairness in the poem.	RELATIONSHIPS	Rules and fairness are connected because clear laws help stop unfair actions and guide people to treat one another equally.
Explain the similarities between the two texts.	RELATIONSHIPS	The two texts are similar because each shows a problem that is solved in a way that protects people and improves a community.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **3.12B** (clear central idea) | **Student-Friendly Target:** I can read a prompt for its clue word and write a thesis (central idea) that answers it.

Directions: Read the prompt. Find the clue word, decide the thinking type, and write a thesis (central idea) that answers the prompt.

Prompt: Describe the connection between past problems and present solutions in the drama.

1. Selected response. This prompt asks for: ☐ REASONS ☐ RELATIONSHIPS (2 points)

2. Constructed response. Write your thesis (central idea): (4 points)

3. Underline the two ideas your thesis (central idea) connects. (2 points)

4. Transfer / application. Name one clue word that would change this prompt into a REASONS prompt: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	RELATIONSHIPS	Connection asks how ideas link.	2	3.12B
2	Possible: Past problems with harmful germs are connected to present food safety because Pasteur's discovery led people to protect milk and other foods from germs. Accept complete, prompt-matched theses that connect both ideas.	Names both ideas and states the connection.	4	3.12B
3	past problems (harmful germs) and present solutions (food safety / pasteurization)	Identifies the two ideas the relational prompt links.	2	3.12B
4	Any reason clue word: importance, significance, reasons, impact, or purpose.	Recognizes a reason-based clue word.	2	3.11A

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing element (usually naming both ideas).
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach clue word to thinking type with the sorting mat and frames.

61. Recommended Gradebook Label

Gradebook label: "G3 C3 M2 Prompt Analysis, Central Idea (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.12B (clear central idea); 3.11A (planning)
Spiral TEKS	3.11C (revising); 3.7C (text evidence); 3.7F (newly acquired vocabulary); 3.7G (discuss ideas important to meaning)
Purpose	Students transfer the clue-word habit into a planned Extended Constructed Response.
Exact Student Prompt	Describe the connection between arguments in "Why We Need Laws" and the need for laws in the poem.
Exact Student Directions	DOT unfamiliar words. Underline the clue word. Decide REASONS or RELATIONSHIPS. Write a thesis (central idea), then add a reason or relationship, evidence, explanation, and significance.
Non-Negotiable Expectations	A prompt-matched thesis (central idea); both ideas named for a relational prompt; at least one text detail as evidence; an explanation that connects evidence to the thesis (central idea).

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words, then identify and underline the clue word.
2. Decide whether the prompt asks for REASONS or RELATIONSHIPS.
3. Underline the important ideas that must appear in the thesis (central idea).
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or relationship and one piece of evidence from the passage. **3.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **3.7G**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4).

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Clue word & thinking type	Clue word identified; thinking type correct.	Clue word identified; thinking type mostly correct.	Clue word or type partly correct.	Neither identified.
Thesis (central idea)	Answers the exact prompt; names both ideas when relational.	Answers the prompt; one idea slightly unclear.	Partly answers; misses an idea.	Does not answer the prompt.
Evidence (CSI) 3.7C	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 3.7G	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 3.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: connect across both texts.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You connected both ideas when you wrote _____."
- Target: "Check your thesis (central idea) because it names only one idea in a relational prompt."
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help identifying a clue word, distinguishing reasons from relationships, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompts with clue words highlighted, REASONS/RELATIONSHIPS sorting mat, dry erase boards, sentence frames, and both rendered passages
Relevant TEKS Breakout	3.11A planning; 3.12B clear central idea; 3.11C revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students receive prompts with the clue words highlighted. For each prompt, they complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"Relationship = connection between ideas. Importance = reasons."

Use one prompt at a time. Have students touch the clue word, place it on the sorting mat, and say the complete frame before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Describe the relationship between germs and sickness in the drama.

Complete with students: the two ideas are germs and sickness. The clue word tells me to explain their connection. My thesis (central idea): Germs and sickness are connected because harmful germs can make people ill.

Step 3: Fix It. Give students weak responses: "Milk is safe." "Laws are good." "Pasteur helped." For each, ask what clue word and what second idea are missing. Students revise with because or by only when that frame fits the prompt.

Step 4: Say It. Students turn to a partner and complete: "I see the clue word _____. "This is a reasons/relationships prompt because _____. "My thesis (central idea) answers it by _____. "

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "Which two ideas must your thesis (central idea) connect?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify importance, relationship, connection, impact, purpose, or another signal word.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to sort a card.	Students identify REASONS or RELATIONSHIPS and explain the choice.	Students use the prompt topic instead of the clue word to sort.	Cover the topic nouns briefly and reread the clue word.
Ask students to write a relational thesis (central idea).	Students name both ideas and explain how they connect.	Students write about only one idea.	Have students underline both ideas, then say the connection orally.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Waits only for WHY or HOW	Point to the clue-word chart and practice one word at a time.
Confuses importance with relationship	Contrast the frames: "is important because" and "are connected because."
Writes about just one text in a paired prompt	Use a two-text organizer and require both titles before drafting.
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the REASONS/RELATIONSHIPS anchor chart, clue-word cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who accurately analyze clue words to synthesize ideas across both texts and create precise relational prompts.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	3.12B clear central idea, genre characteristics, and craft; 3.11C revising; 3.7B compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Cross-Text Connection. **3.7B**

CLASS SLIDE

Describe the connection between the problems in both texts.

Students write a thesis (central idea) connecting conflict in the poem and conflict in the drama. Example: The problems in both texts are connected because they both involve safety and fairness, which are solved through rules or scientific discovery.

Part 2: Create a Relational Prompt. Students create their own prompt using a relationship word: connection, relationship, influence, effects, or similarities. A partner identifies the type and writes a thesis (central idea) that answers it.

Part 3: Paired-Thinking Challenge. Students revise one prompt so it asks for both reasons and relationships. Then they write a thesis (central idea) and plan one reason, one evidence detail from each text, an explanation, and significance.

Expert Reflection: have students explain how one self-created prompt invites a writer to connect ideas across the two texts.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Describe the connection between arguments in "Why We Need Laws" and the need for laws in the poem.

Connection to This Module: this week you learned to analyze clue words so you can tell whether a prompt asks for reasons or relationships. Use that habit to plan and draft an Extended Constructed Response with a thesis (central idea), reason or relationship, evidence, explanation, and significance.

Planning Support

1. DOT unfamiliar words, then identify and underline the clue word.
2. Decide whether the prompt asks for REASONS or RELATIONSHIPS.
3. Underline the important ideas that must appear in the thesis (central idea).
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or relationship and one piece of evidence from the passage. **[3.7C]**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **[3.7G]**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **[3.7F]**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or relationship, evidence, explanation, and significance.

Success Criteria

- I identify the clue word and name the thinking type.
- My thesis (central idea) answers the exact prompt and includes both ideas when the prompt is relational.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **[3.11C]**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 2 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: analyzing a more advanced, relational prompt and writing a precise thesis (central idea).

- Read the two-part prompt aloud and have students clap the moment they hear the SECOND idea it links.
- "Say it two ways": partners state the prompt as a REASONS question, then as a RELATIONSHIPS question.
- Read the 12 prompt cards aloud in a quick volley; students call out the thinking type for each.
- A student reads a relational thesis (central idea) aloud; the class listens for whether BOTH ideas are named.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Does what I have written so far separate the two ideas a relational prompt links before I draft a thesis (central idea)? If not, fix it now, not later.

PAUSE POINT: BEFORE YOU FINISH

Would a reader who never saw the prompt still understand my answer? Add the one sentence that makes it clear.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices sorting everyday clue words as reasons or relationships. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using importance, purpose, connection, or relationship. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a connection. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students connect two real ideas before they write a relational thesis (central idea).

Task Card 2: Connect Two Ideas. Choose two connected ideas at home, such as rules and fairness or washing hands and health. Write: "_____ and _____ are connected because _____." Circle the word that tells the connection. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one: Explain the importance of a home rule. Describe the relationship between a home rule and fairness. Use one frame: "_____ is important because _____." or "_____ and _____ are connected because _____." Read your thesis (central idea) aloud to a family member. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice analyzing prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Find a clue word in a prompt.			
Tell whether a clue word asks for reasons or relationships.			
Explain the difference between importance and connection.			
Identify both ideas in a relational prompt.			
Write a thesis (central idea) that matches a reason-based prompt.			
Write a thesis (central idea) that matches a relational prompt.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

What can I already do? One clue word I am proud of using:

78. Student Target

What do I want to practice next? One kind of thinking I want to practice:

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you did not rely on obvious words. You relied on your thinking. You learned to see reasons. You learned to see relationships. And that is what real readers do."

80. Essential / Overarching Question, Answered

How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

A writer reads beyond the obvious words, identifies clue words that signal reasons or relationships, names the ideas the prompt requires, and writes a complete thesis (central idea) that explains why an idea matters or how ideas connect. The writer then supports the thesis (central idea) with reasons, evidence, explanation, and significance.

81. Teacher Reflection

- Which students identified clue words but still sorted the thinking type incorrectly?
- Which students could name a relationship but wrote a thesis (central idea) about only one idea?
- Did students use because for reasons and a connection frame when it fit the prompt?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student Clue Word Sorting charts
- Day 3 independent relational theses
- Day 5 exit tickets that connect past problems and present solutions
- Revised weak-thesis (central idea) cards
- The Module 2 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

A slide-by-slide guide so a teacher does not have to infer slides from the lesson plan.

Slide	Title	Required Content	Lesson Location
1	Module Launch	Module title, Grade 3 C3 M2, I Will and I Can statements	Learning Destination
2	Foundation Review / Remember This	60-second retrieval: one problem and one solution	Module Foundations
3	Overarching Question, First Thinking	Essential question with a First Thinking box	Day 1 Gather
4	Citizenship Connection	Fair rules and shared knowledge keep a community safe	Part VII; Day 5
5	Two Mysteries	Mystery 1 (arguments/unfairness); Mystery 2 (milk/sickness)	Day 1 Gather
6	Two Types of Prompts	REASONS and RELATIONSHIPS clue-word lists	Day 1 Reveal
7	Teacher Model	Three modeled theses (relational, reason-based, cross-text)	Day 1 Reveal
8	Student Directions (Attempt)	Sort the 12 prompt cards; underline the clue word	Day 2 Attempt
9	Sorting Chart + Reflection	REASONS RELATIONSHIPS; reflection sentence starters	Day 3 Use
10	Standards Slide Deck Triplet 3.7D	Retell, paraphrase, or summarize the drama's problem and solution in logical order	Day 3 Discuss
11	Award	I showed I understand reasons / relationships when...	Day 4 Award
12	Target	Am I explaining a reason or a relationship?	Day 4 Target
13	Teach It Back	One reason word, one relationship word, one example	Day 5 Educate
14	Transfer	New relational prompt (past problems / present solutions)	Day 5 Transfer
15	Overarching Question, Final Thinking	Essential question with a Final Thinking box and "What changed?"	Day 5 Close

Required recurring slides in every deck: Foundation Review / Remember This; Module Launch; Overarching Question First Thinking; Citizenship Connection; GRADUATE Stage Header; Teacher Model; Student Directions; Award; Target; Teach It Back; Transfer; Overarching Question Final Thinking. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**3.7D**). **Game cards** are built in the Student Book only; list them here rather than reprinting.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's relational thesis (central idea) for live, whole-class feedback.
Annotation	Students highlight clue words on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to build the two-column anchor chart together, then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Sort the 12 prompt cards on a shared drag-and-drop board into REASONS and RELATIONSHIPS.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

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	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Magnifying Reasons for WHY Prompts

Grade 3 | Cluster 3 | Module 3

Grade: 3

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure

Module: 3 of the cluster

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

Module Title: Magnifying Reasons for WHY Prompts

Content Connection / Passage Titles: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" (Week 3, High Stamina, ECR Informational)

Primary TEKS: 3.12B (Compose Informational Texts: Building the Body of an ECR); supporting planning: 3.11A

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

Copyright: The Writing Academy®, LLC

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

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module helps students turn a room full of ideas into three clear paragraph-sized reasons. Keep the purpose visible: collect many possibilities before selecting three different big ideas.

TEACHER SCRIPT

"Your first idea is a beginning. Gather many reasons, group the ones that belong together, and magnify each group into a big idea you can explain in a paragraph."

Connection to this week's type of thinking: brainstorm, group, narrow, choose, and say it. A WHY prompt invites reasons; each selected group becomes a topic sentence supporting the thesis (central idea).

2. Why This Module Matters

Students brainstorm MANY reasons for a WHY prompt, group like-minded reasons, narrow each group into one big idea, choose three different ideas, and write THREE topic sentences. They connect each topic sentence to the reasons in its group and develop those reasons with evidence, explanation, and significance.

Where it fits into writing: this module builds the BODY of an Extended Constructed Response. The supplied thesis (central idea) anchors the work; three distinct topic sentences organize the body into paragraphs.

Why it matters beyond this assignment: gathering before choosing helps students consider possibilities, organize related ideas, and avoid repeating the same reason.

3. Module Essential / Overarching Question

How can brainstorming, grouping, and narrowing many reasons help us write three different topic sentences that build the body of an ECR?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to magnify reasons for WHY prompts. Students brainstorm many possible reasons, group ideas with similar meanings, and narrow each group into one big idea. They choose three different big ideas and write one topic sentence for each. These three topic sentences help build the body of an Extended Constructed Response (ECR).

We will read the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." Our model groups reasons about laws into Conflict, Fairness, and Safety/Order. Ask your student to explain which smaller reasons belong under each topic sentence and how all three support the thesis (central idea). Students also connect the reasons to text evidence, explanation, and why the ideas matter.

At home, ask WHY a familiar rule is useful. Invite many reasons, group similar ones, and have your student say three different topic sentences. Listening to the thinking is enough; no special materials are needed.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a ampliar y organizar razones para responder a preguntas de POR QUÉ. Primero generará muchas razones, agrupará las ideas semejantes y resumirá cada grupo en una idea principal. Después elegirá tres ideas diferentes y escribirá una oración temática para cada una. Estas tres oraciones ayudan a construir el cuerpo de una respuesta escrita extensa (ECR).

Leeremos el poema "Why We Need Laws" (Por qué necesitamos leyes) y el drama "The Lunchroom Discoveries" (Los descubrimientos de la cafetería). Para hablar de las leyes, usaremos los grupos Conflicto, Justicia y Seguridad/Orden. Pregúntele: ¿Qué razones pertenecen al mismo grupo? ¿Cuál es la idea principal de cada grupo? ¿Tus tres oraciones temáticas presentan razones diferentes y apoyan la tesis (idea central)? También conectaremos las razones con evidencia del texto, explicación e importancia.

En casa, conversen sobre por qué es útil una regla conocida. Pídale que reúna muchas razones, agrupe las semejantes y diga tres oraciones temáticas diferentes. No se necesitan materiales especiales. ¡Gracias por escuchar y apoyar su aprendizaje!

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

7. Family Conversation Starters

- Why is it helpful to brainstorm many reasons before choosing three?
- Which of your reasons belong together? What meaning do they share?
- What big idea names each group?
- Read your three topic sentences. How are the reasons different?
- Choose one topic sentence. Which smaller reasons help explain it, and how does it support your thesis (central idea)?

8. Simple Family Activities

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

Family Activity: A Room Full of Reasons

Ask, "WHY do we need rules for playing together?" Brainstorm at least six ideas without choosing a favorite. Say which ideas belong together, such as disagreements, fairness, and safety.

Family Activity: Three Big Ideas

Name one big idea for each group from your conversation. Say three different topic sentences using "One reason we need rules is because _____. " Ask your student to connect two smaller reasons to one of the sentences.

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 3, Module 3
Module Category	Informational Writing / Extended Constructed Response (Magnifying Reasons for WHY Prompts)
Primary TEKS	3.12B: building the body of an informational ECR
Primary Breakout	Develop the central idea through three distinct paragraph-sized reasons and topic sentences.
Spiral TEKS	3.7A, 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G (Response strand); SS 3.2A and SS 3.13A (interdisciplinary content)
Recursive TEKS	3.11A planning; 3.11C revising; conventions retrieval; DOT and TRACKS reading habits; ECR (TREES) structure
Content Connection	Poem "Why We Need Laws" and drama "The Lunchroom Discoveries"
Daily Lesson Time	About 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)	Brainstorm lists; Rules Flap foldable; three labeled reason groups; three topic sentences; revised body plan; My Progress Tracker
Formal Assessment Product	Milk exit ticket: at least six ideas, groups, and three distinct topic sentences; Module Writing Assignment: an ECR body

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will brainstorm many reasons for a WHY prompt, group like-minded reasons, narrow each group into one big idea, choose three different ideas, and write three topic sentences that support the thesis (central idea). Students will connect each topic sentence to reasons, evidence, explanation, and significance.

I Will Statements

- I will brainstorm many reasons before I choose.
- I will group like-minded reasons.
- I will narrow each group into one big idea.
- I will write three topic sentences that support my thesis (central idea).
- I will connect each topic sentence to evidence, explanation, and significance.

I Can Statements

- I can gather more than one idea.
- I can tell which ideas belong together.
- I can name the big idea in a group.
- I can write a clear topic sentence for each reason.
- I can make sure my three reasons are different.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): Meet Our Week! Display the five I Will and five I Can statements.

13. Success Criteria

- I brainstorm many possible reasons before choosing three.
- I group reasons by shared meaning and explain why they belong together.
- I narrow each group into one big idea.
- I choose three different big ideas that support the thesis (central idea).
- I write one complete topic sentence for each group.
- I connect each topic sentence to its smaller reasons and develop the idea with evidence, explanation, and significance.

14. Evidence That Will Demonstrate Mastery

- Day 2 guided practice: a four-flap foldable and three orally rehearsed topic sentences from the rules activity.
- Day 3 independent product: a brainstorm list, three labeled groups (Conflict, Fairness, Safety/Order), and three different topic sentences.
- Day 4 revision: a repeated or overly small reason replaced with a distinct big idea; a stated strength and next step.
- Day 5 exit ticket: at least six ideas about the milk central idea, meaning-based groups, and three distinct topic sentences; the clearest safety connection is underlined.
- Transfer task: the Module Writing Assignment develops the three topic sentences into an ECR body with connected reasons and text support.

15. TEKS Correlations

The primary target is **3.12B**: building an informational ECR body with three distinct reasons that develop the central idea. Supporting **3.11A** planning supplies brainstorming and grouping; **3.11C** supports revision. The Student Expectation column preserves the template's TEKS wording.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Day 3 Use; Writing Assignment
3.11C	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
3.12B	Composition, Informational Texts	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	Days 3-5	Day 3 Use; Day 5 exit ticket; Writing Assignment
SS 3.2A	Social Studies, History	identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
SS 3.13A	Social Studies, Science, Technology, and Society	identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others	Day 1 (context)	Days 1, 3	Not assessed as a writing standard

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. TEKS **3.12B** is the primary target: developing the ECR body through grouped reasons and three topic sentences.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
RECURSIVE	3.11A	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	3.12B	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	3.11C	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	3.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	3.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	3.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	3.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	3.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 3.2A / SS 3.13A	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen to reasons, explain why ideas belong together, name a group's big idea, and write three distinct topic sentences supporting a thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during 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.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

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 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 orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while supporting brainstorming, grouping, narrowing, and writing three topic sentences.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to or draw possible reasons. Move picture-supported reason cards into groups and indicate what ideas belong together; rehearse each group's big idea with a partner.
Beginning	Use "These ideas belong together because _____" and "This group is about _____" to explain a sort.
Intermediate	Rehearse three sentences with "One reason we need rules is because _____"; use a different group for each.
High Intermediate	Explain how a group label covers several smaller reasons and why the three topic sentences are different.
Advanced	Independently brainstorm, group, narrow, and write three topic sentences for a new WHY task; justify each connection to the thesis (central idea).

Language Supports

- Provide labeled group spaces and picture-supported reason cards; label the model groups Conflict, Fairness, and Safety/Order.
- Offer oral rehearsal before writing; partners may point, sort, name, say, and then write.
- Keep the grade-level thinking intact. Read the central idea aloud and clarify unfamiliar words; students make the grouping decisions.
- Use "The biggest idea in this group is _____" and "A topic sentence for this group could be _____."
- Invite students to explain brainstorm, group, narrow, or topic sentence in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: each student still generates reasons, justifies groups, and writes three distinct topic sentences. A frame supports language without supplying the student's three ideas.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear many reasons and listen for shared meanings and repeated ideas.
Speaking	Students explain a grouping choice, name its big idea, and rehearse a topic sentence with a partner.
Reading	Students reread the poem and drama to gather reasons grounded in each text.
Writing	Students record a brainstorm list, label groups, and write three different topic sentences that organize the ECR body.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
----------------------	----------------------------------

Read the central idea and reason cards aloud; supply visuals, group spaces, and sentence frames; allow oral rehearsal.	Generate all reasons, complete the independent sort, choose all three big ideas, or supply the three topic sentences for a student.
--	---

The student must still decide which reasons belong together and turn three different big ideas into topic sentences.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Recall possible reasons laws were needed and record them.	Supported on Day 1.	A brainstorm list with multiple relevant ideas.
Inferential	Recognize shared meanings and narrow related reasons into one big idea.	Guided on Day 2; independent by Day 3.	Labeled groups with an explanation of why reasons belong together.
Evaluative	Judge whether the three topic sentences represent distinct groups and support the thesis (central idea).	Partner discussion and independent revision.	A repeated reason replaced or an overly narrow sentence expanded.
Synthesis	Combine reasons from both texts into three paragraph-sized ideas under a paired thesis (central idea).	Independent challenge after mastery.	Three topic sentences with reasons from both texts and a justified choice among four possible ideas.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

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?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use text-based reasons to form meaningful groups, then independently write three distinct topic sentences and explain how each develops the thesis (central idea).

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Three sentences automatically mean three reasons.	Three topic sentences may repeat the same conflict idea.	Trace each sentence to a different group; use Fairness and Safety/Order when all three repeat Conflict.
Narrowing means keeping only one tiny detail.	The teacher may accept a detail too small to develop a paragraph.	Name the big idea shared by several details; use that idea in a topic sentence.
The goal is a new thesis (central idea) or a list of evidence.	The teacher may skip generating and organizing body reasons.	Use the supplied thesis (central idea) as an anchor and model the full Gather, Group, Narrow, Choose, Say It sequence.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
I should stop after my first three ideas.	The student has three nearly identical reasons.	Gather more possibilities before choosing; sort the full list.
Different words always mean different reasons.	Argued, argued loudly, and argued over land become three topic sentences.	Place all three in Conflict and find ideas from two other groups.
A group label is already a topic sentence.	The student writes only "Fairness."	Rehearse a complete sentence explaining why laws were needed for fairness.
My smaller reasons can go anywhere.	A fairness detail is listed under an unrelated topic sentence.	Ask what each reason helps explain, then move it to the group with that meaning.

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standard and instructional focus: TEKS [3.12B](#): compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. This module builds the BODY of an ECR: students brainstorm many reasons for a WHY prompt, group like-minded reasons, narrow each group into one big idea, and write three distinct topic sentences supporting the thesis (central idea). Supporting [3.11A](#) supplies planning strategies; [3.11C](#) supports revising the reasons and sentences.

26. How I Say the Standard!

TEKS says	How I say it
compose informational texts... using a clear central idea and genre characteristics and craft	I build the body of my ECR by gathering many reasons, grouping them, and writing three different topic sentences that support my central idea.

27. This Week I Can...

This week I can brainstorm many reasons, group like-minded ideas, narrow each group into one big idea, and write three different topic sentences that support my thesis (central idea). I can connect each topic sentence to the reasons in its group.

28. Before I Can... Prerequisites

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

- Read the shared poem and drama and recall important problems and solutions.
- Know that WHY asks for reasons and that a thesis (central idea) anchors the response.
- Write a complete sentence with a subject and a predicate.
- Recognize when two everyday ideas have a similar meaning.
- Use DOT for unfamiliar words and TRACKS to recall text details. [3.7E](#)
- Know that evidence is proof taken from a text. [3.7C](#)

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner the central idea about why laws were needed. Recall two problems from the poem. Do those problems have a similar meaning, or might they belong in different groups?"

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
brainstorm	gather many possible ideas before choosing	I brainstorm many reasons.
group	put ideas with similar meanings together	I group like-minded reasons.
narrow	name one big idea that covers a group	I narrow these details into fairness.
topic sentence	a complete sentence naming the main reason a paragraph will explain	My topic sentence grows from one group.

31. Conventions Connection

Recursive conventions review for the week: each topic sentence is a complete sentence. On Day 3 and during Day 4 revision, check all three sentences for a capital letter, end punctuation, and subject-verb agreement. A label such as "Safety/Order" needs a complete thought before it can introduce a paragraph (ELPS 4(E), conventions).

32. Writing Connection

A thesis (central idea) gives the overall answer; topic sentences organize the reasons that develop it. Brainstorming gives writers choices. Grouping prevents repetition. Narrowing reveals a paragraph-sized idea. Three different topic sentences make a body plan that can grow through connected reasons, evidence, explanation, and significance.

33. Watch Out!

Common misconception: three details about arguments count as three different big reasons.

Teacher move: put those details in the same Conflict group. Return to the brainstorm list for Fairness and Safety/Order, then write one topic sentence from each group.

34. Ready Check

Read the supplied thesis (central idea): "Laws were needed because people argued, fairness was lost, and problems grew without rules." Ask students to name several smaller reasons and explain whether two belong together. Use responses to plan picture supports, reason cards, and oral rehearsal for Day 1; the new learning will be turning groups into three topic sentences.

35. Teacher Look-Fors

- Students gather many possible reasons before selecting three.
- Students group by meaning and name one big idea for each group.
- Students write three topic sentences from three different groups.
- Students connect each topic sentence to smaller reasons and the thesis (central idea).
- Students write complete sentences with capitals and end punctuation.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason laws matter is _____.
WHY	the clue word that asks for reasons	WHY tells me to give _____.
idea	a thought about something	Another idea I have is _____.
group	a set of things that belong together	These reasons belong in one _____.
same	alike in a way that matters	These ideas share the _____ meaning.
different	not the same	My three reasons are _____.
fair	treating people equally and rightly	Laws can make life more _____.
safe	protected from harm	Pasteurized milk is more _____.
rule	a direction people are expected to follow	A _____ can prevent conflict.
law	a rule made for a community	A _____ can protect people.
choose	pick from several possibilities	I _____ three big ideas.
sort	put things together by what they share	I _____ reasons by meaning.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
brainstorm	gather many possible ideas before choosing	I brainstorm reasons about _____.
like-minded	having similar meanings or a shared focus	These reasons are like-minded because _____.
narrow	turn a group of related details into one big idea	I narrow this group to _____.
magnify	look closely at reasons to see their larger meaning	I magnify these reasons into _____.
big idea	the meaning shared by several smaller reasons	The big idea in this group is _____.
topic sentence	a complete sentence naming the main reason a paragraph develops	My topic sentence for this group is _____.
distinct	different in meaning from the others	My reasons are distinct because _____.
thesis (central idea)	the overall answer that the body develops	All three topic sentences support my thesis (central idea).
evidence	proof from a text that supports an idea	This evidence supports my reason about _____.
explanation	words telling how proof supports an idea	My explanation connects the detail to _____.
significance	why an idea matters	The significance of this reason is _____.
paragraph	sentences developing one main idea	This paragraph develops the reason about _____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
fairness	FAIR-ness	the quality of treating people equally and rightly
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
germs	jermz	tiny living things that can make people sick
illness	IL-niss	sickness or poor health
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety
pasteurized	PAS-chuh-rized	heated to kill harmful germs
discovery	dih-SKUHV-uh-ree	something new that a person finds out
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing
protection	pruh-TEK-shun	being kept safe from harm
TREES	treez	Thesis (central idea), Reason/Way, Evidence, Explanation, Significance

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This high-stamina module uses the two Cluster 3 passages: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." In the poem, arguments, unfairness, and unequal access to resources create conflict until people create laws. In the drama, Pasteur's work helps people understand how heating liquids can remove harmful germs and protect health.

Important conceptual background. A brainstorm list is intentionally larger than the final set. Grouping combines like-minded reasons; narrowing names the big idea within each group. Choose three different groups, then say each big idea as a complete topic sentence. Conflict, Fairness, and Safety/Order are the deck's model groups. Color names label the buckets; meaning determines the sort.

Content context and connection to writing instruction. Use the supplied laws thesis (central idea) to build three body reasons. The drama provides a transfer task about the importance of pasteurized milk. The enrichment task combines both texts under a paired thesis (central idea) about protecting people, solving problems, and improving daily life.

The ECR Habit

Use DOT for unfamiliar words and TRACKS to recall meaningful text details. Keep the thesis (central idea) visible while gathering, grouping, narrowing, choosing, and writing three topic sentences. Each topic sentence introduces a reason in the body. TREES then connects that reason to Evidence, Explanation, and Significance. **3.7C** **3.7E** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Both passages; interactive notebooks; chart paper; the supplied thesis (central idea)
Activity / game materials	Four-flap foldable paper; scissors; game cards; a Practice Pocket; a gameboard path leading to Topic Sentence Tower; markers
Writing materials	Pencils; dry erase boards; sticky notes for individual reasons
Assessment materials	Student Exit Ticket; My Progress Tracker; Module Writing Assignment
Technology	Projector or board for the 18-slide Daily Deck
Accessibility supports	Picture-supported reason cards; labeled group spaces; oral sentence frames; enlarged print as needed

41. Preparation Before Day 1

- ☐ Prepare the Gather, Group, Narrow, Choose, Say It anchor chart and the shared TREES chart.
- ☐ Prepare the model thesis (central idea) and three labeled buckets: Red, Conflict; Blue, Fairness; Green, Safety/Order.
- ☐ Prepare a four-flap model: Think About It (WHY), Sort It (Group Ideas), Shrink It (Big Idea), Say It (Topic Sentence).
- ☐ Prepare reason cards from the deck's rules examples, Practice Pockets, and a gameboard path to Topic Sentence Tower.
- ☐ Copy both shared passages and leave notebook space for many reasons, three groups, and three topic sentences.
- ☐ Prepare the deck's low, medium, and high exemplars; copy the milk exit ticket and progress tracker.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Imagine a room full of ideas; model gathering, grouping, narrowing, choosing, and writing three topic sentences.
Day 2	15	A Attempt	Build a Rules Flap; play Flip the Flap with a Practice Pocket and a path to Topic Sentence Tower.
Day 3	15	D Discuss + U Use	Discuss why many reasons and separate groups help; independently complete Magnify My Reasons.
Day 4	15	A Award + T Target	Name a demonstrated strength, set a next step, and revise the reason groups or topic sentences.
Day 5	15	E Educate and Explain to Others	Teach the routine to a partner; complete the milk exit ticket and My Progress Tracker.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces organizing reasons.

- Say, "Tiny Time! Gather, Group, Narrow, Choose, Say It!"
- Open your hands for many ideas; bring hands together for related ideas.

- Hold up one finger for a group's big idea, then three fingers for three different groups.
- Say one topic sentence together, then return to your own three-reason plan.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the poem) and to science and society (the drama).

Element	This Module
Suitability	A natural fit. The poem is about why communities create laws; the drama is about a scientific discovery that protects public health.
Focus	Self-government and responsible citizenship; free enterprise and science in society.
Historical / Content Connection	People form communities and write laws for security and fairness (SS 3.2A). Louis Pasteur's breakthrough in food safety still protects people today (SS 3.13A).
Perspective Connection	Laws protect the rights of every person in a community; scientific discovery serves the common good.
Literacy-to-Citizenship Connection	Gathering many reasons and grouping them helps citizens explain different benefits of fair rules and shared scientific knowledge.
Citizenship Question	"How do fair rules and shared knowledge help a community keep people safe?"
Teacher Script	<i>"Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i>
Accuracy / Source Note	Louis Pasteur (1822-1895) developed pasteurization, the process of heating liquids to reduce harmful germs. Present this as accurate history, not decoration.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

How to Magnify a Reason!

Step	What Writers Do
1. Gather	Brainstorm many possible reasons.
2. Group	Put like-minded reasons together.
3. Narrow	Name the big idea in each group.
4. Choose	Select the best three different ideas.
5. Say It	Turn each big idea into a topic sentence.

Three Paragraph-Sized Reasons

Bucket Label	Big Idea	Topic Sentence
Red	Conflict	Laws were needed because they helped stop arguments and prevent conflicts from growing.
Blue	Fairness	Laws were needed because they protected fairness and kept stronger people from taking advantage of others.
Green	Safety/Order	Laws were needed because they created safety and order for the whole community.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 3.7C
E	Explanation	How the evidence proves the thesis (central idea). 3.7G
S	Significance	Why the idea matters.

Module 3 develops the WHY reasons in the body. A topic sentence introduces each selected group; the reasons within it give that paragraph room to grow.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Keep the central idea in view. First gather many reasons. Then ask which ones belong together and what big idea names each group. Choose three different ideas and turn each into a topic sentence."

CLASS SLIDE

Gather → Group → Narrow → Choose → Say It. DOT = I am not sure about this word yet.

Encouragement: "Several small ideas can help you find one strong paragraph-sized reason."

CREATE THE ANCHOR CHART

Title it "Magnifying Reasons for WHY Prompts." Display the five steps and three group spaces. Add the supplied laws thesis (central idea), place smaller reasons under Conflict, Fairness, and Safety/Order, and write one topic sentence per group. Draw connections from each topic sentence to its reasons and back to the thesis (central idea).

47. Student Source Passage(s)

Accuracy / Source Note: the drama presents Louis Pasteur's real contribution to food safety. Both texts are original TWA passages written for instruction.

Passage 1: "Why We Need Laws" (Genre: Poem; Stamina: High)

[1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.
[15] When questions rose about what should be done,
[16] The laws could help instead of anyone.
[17] People learned how to work and live as one,
[18] And solve their problems before fights had begun.
[19] The town became a place where trust could grow,
[20] Because the laws helped everyone to know.
[21] What actions were expected every day,
[22] And how to treat each person in a fair way.
[23] Though rules could not remove each single fear,
[24] They helped bring order year after year.
[25] Many years passed and villages became towns,
[26] With busy streets and leaders wearing crowns.
[27] As groups grew larger, rules became more clear,
[28] To help protect the people living near.
[29] Some rules protected homes and growing land,
[30] While others helped communities to stand.
[31] They guided trade and settled each dispute,
[32] So problems would not grow from branch to root.
[33] People discovered laws could help them share,
[34] And remind them to act with honest care.
[35] The strongest person could not always choose,
[36] For laws helped keep others from having to lose.
[37] Citizens learned that rules should help them all,
[38] Whether they were big or whether they were small.
[39] Communities worked better when people knew,
[40] The same fair rules applied to me and you.

Passage 2: "The Lunchroom Discoveries" (Genre: Drama; Stamina: High)

[1] Characters:

[2] NARRATOR

[3] ALEX

[4] JORDAN

[5] MAYA

[6] Scene 1: Lunchroom

[7] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and
[8] talking about something they learned in science class.

[9] [Alex opens a milk carton and looks at the label.]

[10] ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?

[11] JORDAN: Really? What kind of problem?

[12] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

[13] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

[14] [Jordan points to the milk carton on the table.]

[15] JORDAN: Oh! That's why milk is pasteurized now, right?

[16] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

[17] JORDAN: So the milk we're drinking is safer because of his discovery.

[18] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect
[19] people every day.

[20] JORDAN: I never thought about how many things scientists have helped improve.

[21] ALEX: Me either. We use some of their discoveries all the time without even noticing.

[22] JORDAN: Did people know about germs before Louis Pasteur?

[23] ALEX: Not as much as they do today. Many people did not understand what caused diseases.

[24] JORDAN: That must have made it hard to keep people healthy.

[25] ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.

[26] NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.

[27] JORDAN: So his work helped more than just people who drank milk?

[28] ALEX: Definitely. His discoveries helped people learn how to make many foods safer.

[29] JORDAN: That's pretty amazing.

[30] ALEX: I think so too. One discovery ended up helping millions of people.

[31] [Maya walks over carrying her lunch tray.]

[32] MAYA: What are you two talking about?

[33] JORDAN: Louis Pasteur.

[34] MAYA: Oh, I remember learning about him. He studied germs, right?

[35] ALEX: Yes. His research helped people understand that germs can make people sick.

[36] MAYA: My teacher said that many people did not believe that at first.

[37] JORDAN: Really?

[38] MAYA: Yes. Some people thought illnesses happened for completely different reasons.

[39] ALEX: That's why his discoveries were such a big deal. They changed the way people thought about
[40] health.

[41] NARRATOR: Maya sits down and opens her lunch.

[42] MAYA: Scientists must have been excited when they learned more about germs.

[43] ALEX: Probably. It gave them new information to work with.

[44] JORDAN: It sounds like one discovery can lead to many others.

[45] MAYA: That's true. Scientists often build on what other people have learned.

[46] NARRATOR: The students begin talking about how discoveries affect their daily lives.

[47] JORDAN: What other things do we use because of scientists?

[48] MAYA: Medicine is one example.
[49] ALEX: Vaccines too.
[50] JORDAN: I never realized how many things started with someone trying to solve a problem.
[51] MAYA: That's what makes discoveries important.
[52] NARRATOR: Alex takes another drink of milk.
[53] ALEX: Think about this carton of milk. Most people probably never stop to think about why it is safe to
[54] drink.
[55] JORDAN: They just expect it to be safe.
[56] ALEX: Exactly. But people like Louis Pasteur helped make that possible.
[57] MAYA: It shows how one person's work can help lots of other people.
[58] NARRATOR: The students nod in agreement.
[59] JORDAN: Do scientists still study germs today?
[60] MAYA: Of course. There is still a lot to learn.
[61] ALEX: Scientists continue asking questions and looking for answers.
[62] JORDAN: Just like Louis Pasteur did.
[63] NARRATOR: The cafeteria becomes louder as students finish their lunches.
[64] MAYA: I think that's my favorite part about science. There is always something new to discover.
[65] ALEX: And every discovery has the chance to help people.
[66] JORDAN: Even years later.
[67] NARRATOR: The lunch bell rings.
[68] [The students stand and gather their trays.]
[69] MAYA: I learned more about Louis Pasteur today than I remembered from class.
[70] ALEX: Me too.
[71] JORDAN: Now every time I see milk, I'll probably think about him.
[72] NARRATOR: The students leave the cafeteria thinking about how a discovery made long ago continues
[73] to improve lives today.

48. Student Annotation Guide

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

Why We Need Laws

TRACKS	Evidence
T Time	Long ago
R Reactions	Voices grew loud
A Actions	Some took more food; people gathered
C Character/ Concept/Creature	Communities
K Key Knowledge	laws to guide what people say and do; rights that all could share
S Scenery/Setting	across the town

The Lunchroom Discoveries

TRACKS	Evidence
T Time	A long time ago; Sometimes it takes years
R Reactions	That's pretty amazing.
A Actions	opens a milk carton; points to the milk carton
C Character/ Concept/Creature	Louis Pasteur
K Key Knowledge	heating liquids could kill harmful germs; tiny germs could spread illness
S Scenery/Setting	school cafeteria

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks evidence in the passage; DOT marks unfamiliar words. Use recalled details to generate possible reasons, then group the reasons by meaning. **3.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

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)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

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

Day Purpose: collect many possibilities and reveal how three reason groups become three topic sentences that build the body of an ECR.

Standard	Focus
TEKS	3.12B: develop an ECR body with distinct reasons and topic sentences; 3.11A : brainstorm and organize ideas
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Brainstorm many reasons, group like-minded ideas, narrow each group, write three topic sentences, and connect them to evidence, explanation, and significance.

CLASS SLIDE

Slide 3, A Room Full of Ideas. Today we become idea collectors, idea sorters, and idea narrowers.

TEACHER SCRIPT

"Imagine you are standing in a giant room full of ideas. Ideas are everywhere. Some are loud. Some are tiny. Some are repeated. Some belong together. Some do not. Now imagine you are holding a giant magnifying glass."

Invite a quick brainstorm about WHY rules are needed. Record all relevant possibilities before selecting: arguing, yelling, fighting, not sharing, unfairness, taking turns, avoiding harm, and following rules. Students may contribute orally or on sticky notes. Return to the poem to ground the laws reasons in the text.

TEACHER SCRIPT

"Your job is not to grab every idea and keep it. Your job is to notice, sort, narrow, and choose."

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, How to Magnify a Reason! Gather: brainstorm many reasons. Group: put like-minded reasons together. Narrow: name one big idea per group. Choose: select the best three different ideas. Say It: write one topic sentence per idea.

Thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

TEACHER SCRIPT

"Arguing, yelling, and fighting share a meaning: conflict. Not sharing and taking too much belong together under fairness. Avoiding harm and needing clear rules help me think about safety and order. I narrow each group into a big idea that can support a paragraph."

CLASS SLIDE

Slide 5, Watch Me Build It! Red Bucket: Conflict. Blue Bucket: Fairness. Green Bucket: Safety/Order.

Group	Topic Sentence
Conflict	Laws were needed because they helped stop arguments and prevent conflicts from growing.
Fairness	Laws were needed because they protected fairness and kept stronger people from taking advantage of others.
Safety/Order	Laws were needed because they created safety and order for the whole community.

TEACHER SCRIPT

"These are no longer little details; they are paragraph-sized reasons! Each topic sentence supports our thesis (central idea) and gives a different part of the body a job."

Connect reasons to the body: place the arguments and fighting ideas under the Conflict topic sentence, the unequal sharing ideas under Fairness, and the need for clear rules under Safety/Order. Briefly show how a reason can grow with text evidence, explanation, and significance. The poem's food-sharing detail supports Fairness. **3.7C** **3.7G**

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Students place two related reasons in one group, name its big idea, and explain which topic sentence fits. Listen for a shared meaning, not simply a shared word.

Misconception / teacher move: if a student chooses the first three details, keep collecting and show that several may belong to the same group.

Access without lowering rigor: read ideas aloud and provide pictures; students explain the grouping.

Student product: a class brainstorm, three model groups, and three topic sentences connected to smaller reasons.

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

Day Purpose: practice moving from many reasons to groups, big ideas, and three topic sentences through Build a Rules Flap and Flip the Flap.

Standard	Focus
TEKS	3.12B: develop an ECR body with distinct reasons and topic sentences; 3.11A : brainstorm and organize ideas
ELPS	1(C) follow oral directions; 2(E) explain information orally

ATTEMPT ○ **LEARN**

CLASS SLIDE

Slide 6, Build a Rules Flap! Four-Flap Foldable: Think About It (WHY), Sort It (Group Ideas), Shrink It (Big Idea), Say It (Topic Sentence).

TEACHER SCRIPT

"Before you choose three, collect many. Open each flap to show how your ideas become groups and then topic sentences. Your partner should be able to follow your thinking."

Flap	Student Action	Example
1. Think About It (WHY)	Brainstorm many reasons for WHY we need rules.	Arguing, yelling, fighting, unfairness, not sharing, taking turns, safety, not getting hurt, following rules.
2. Sort It (Group Ideas)	Put like-minded reasons together.	Disagreement ideas; fairness ideas; staying-safe ideas.
3. Shrink It (Big Idea)	Name one big idea for each group.	People disagree; things are not fair; people need to stay safe.
4. Say It (Topic Sentence)	Write one complete topic sentence per group.	One reason we need rules is because people may disagree.

CLASS SLIDE

Slide 7, WHY Do We Need Rules? Sort → Shrink → Say It. "One reason we need rules is because people may disagree / things may not be fair / people need to stay safe."

Have students say and write the three alternatives as three separate sentences. Then connect each sentence to the smaller reasons under the appropriate flap.

Flip the Flap: InterActivity

Cut out game cards, make a Practice Pocket, and play in pairs on the gameboard path leading to Topic Sentence Tower. The deck names these materials; the following turn routine makes the activity usable in class.

1. Draw a reason card from the Practice Pocket and read it aloud.
2. Open Think About It and add another possible reason.
3. Use Sort It to place the card with like-minded ideas; explain the choice.
4. Use Shrink It to name the group's big idea.
5. Use Say It to rehearse or refine its topic sentence. Advance along the path after a partner checks the connection.
6. Switch roles. Finish by checking that the final three topic sentences come from different groups.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Listen for more than one reason gathered, ideas grouped by meaning, and three different topic sentences. Ask each partner to connect a smaller reason to its topic sentence.

Misconception / teacher move: if the student lists arguing, yelling, and fighting as the three final reasons, put them under one big idea and return to the other groups.

Access without lowering rigor: pre-cut cards when needed, read cards aloud, and allow oral rehearsal. Students make the sorting and sentence choices. **Student product:** four-flap foldable, grouped reason cards, and three topic sentences.

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

Day Purpose: explain why gathering and grouping improve a body plan, then independently magnify reasons into three topic sentences.

Standard	Focus
TEKS	3.12B: develop an ECR body with distinct reasons and topic sentences; 3.11A : brainstorm and organize ideas
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ LEARN

CLASS SLIDE

Slide 8, Let's Talk About It! Why is brainstorming many reasons helpful before choosing only three?

TEACHER SCRIPT

"How did grouping your reasons help your thinking become clearer? Why should your three final reasons come from separate groups? What happens if your topic sentences all say almost the same thing?"

Expected student thinking: many ideas give us choices; grouping shows which details share a bigger meaning. Three different groups help us explain more than the same reason three times.

TEACHER SCRIPT

"Grouping helps separate details from bigger ideas. When all three reasons are different, the writing grows wider and stronger."

PERSONAL CONNECTION QUESTION **3.7A**

When has a rule helped you avoid a disagreement, share fairly, or stay safe? Explain which group fits your example. Return to the poem for the independent task.

Briefly compare why solutions matter in the poem and drama: both protect people, solve problems, and improve daily life. Keep the independent task grounded in the poem. **3.7B** **3.7G**

USE (Magnify My Reasons) ✓ ASSESS

CLASS SLIDE

Slide 9, Magnify My Reasons. Interactive Notebook: use the supplied thesis (central idea), brainstorm as many reasons as possible, group them into Conflict, Fairness, and Safety/Order, and write one topic sentence per group.

Thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

1. Brainstorm many possible reasons from the poem. Keep the list visible.
2. Group the reasons into three labeled spaces: Conflict, Fairness, and Safety/Order.
3. Narrow each group into a big idea; choose the three different ideas.
4. Write your final three topic sentences, one per group.
5. Connect each topic sentence to the smaller reasons in its group using lines or a list.

CLASS SLIDE

If two topic sentences share a bucket, return and choose a different big idea.

Expected student thinking: my first sentence addresses growing arguments, my second addresses fairness, and my third addresses safety/order. Each can lead a different paragraph. Use the Day 1 model as teacher guidance; students write their own wording.

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Collect the brainstorm, labeled groups, and all three topic sentences. Check that each sentence develops the supplied thesis (central idea) and represents a different group.

Misconception / teacher move: if two sentences repeat one idea, have the student trace both back to their group and select another big idea.

Access without lowering rigor: provide blank group spaces and "Laws were needed because _____"; students generate and organize the reasons independently. **Student product:** Magnify My Reasons notebook page with three topic sentences and connected smaller reasons.

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

Day Purpose: recognize a demonstrated strength, identify a next step, and revise the three-reason body plan.

Standard	Focus
TEKS	3.12B: develop an ECR body with distinct reasons and topic sentences; 3.11C : revise for clarity
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ **ASSESS**

CLASS SLIDE

Slide 10, You Magnified Your Thinking! "One thing I did well as a writer today was... Next time I want to get better at... One HABIT I will keep using is..."

TEACHER SCRIPT

"Point to a part of your own work that shows a strength. Did you collect more ideas, make a meaningful group, or write a topic sentence that gives your paragraph room to grow?"

Students complete the first reflection using evidence from their notebook. A partner listens for the specific work supporting the claim.

TARGET ✓ **ASSESS**

CLASS SLIDE

Curiosity Questions: What would happen if I skipped the grouping step? Could a weak topic sentence lead to a weak paragraph?

TEACHER SCRIPT

"Read your three topic sentences together. Does each have its own big idea? Choose one next step and revise your work to show it."

Use the deck's medium exemplar when students need a repetition check: "people argued," "people argued loudly," and "people argued over land" all belong to Conflict. Students replace two repeated ideas using Fairness and Safety/Order. If a sentence names only one tiny detail, return to its group and name the shared big idea.

Students complete "Next time I want to get better at..." and "One HABIT I will keep using is..." Then revise at least one grouping or topic sentence and check capitals, end punctuation, and sentence completeness.

SMALL-GROUP SUPPORT: SLIDE 13

Bucket by Bucket Support: read and sort one card at a time; name the big idea with "This group is about..."; say "A topic sentence for this group could be..."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Compare the original and revised plan. Ask the student to explain how the change makes a reason more distinct or gives its paragraph a clearer focus.

Misconception / teacher move: changing only one word does not always create a new reason. Ask which group the revision represents.

Access without lowering rigor: let students rehearse the revision aloud; each student decides and writes the change. **Student product:** an Award reflection, a specific Target, a habit statement, and a revised body plan.

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

Day Purpose: teach a partner how to magnify reasons, then transfer the process to the importance of pasteurized milk.

Standard	Focus
TEKS	3.12B: develop an ECR body with distinct reasons and topic sentences; 3.11A : brainstorm and organize ideas
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS **3.7G**

CLASS SLIDE

Slide 11, Teach a Partner! "First, I brainstorm many reasons because..." "Next, I group like-minded ideas by..." "Then, I narrow each group into..." "Finally, I turn the best three ideas into..."

EDUCATE

TEACHER SCRIPT

"Use your notebook to teach a partner. Explain why you gathered many reasons, how you grouped them, and how each of your three topic sentences supports the thesis (central idea). Your partner should hear three different reasons."

Teacher listen-fors: uses brainstorm, group, narrow, and topic sentence; explains that the three final reasons should be different; connects topic sentences back to the thesis (central idea). Partners point to the smaller reasons under each sentence.

Transfer: Milk Exit Ticket ✓ ASSESS

CLASS SLIDE

Slide 12, Exit Ticket. "Pasteurized milk is important for people's health because it removes harmful germs that can cause illness." Brainstorm at least six ideas, group them, and write three distinct topic sentences. Underline the one that most clearly connects to safety.

Students reread the drama as needed and complete the ticket independently. Section 56 is the printable version of this same task. Group labels are student decisions. Look for distinct angles within the supplied central idea, such as removing harmful germs, preventing illness, and protecting people during an everyday meal.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Check at least six ideas, meaningful groups, three complete and distinct topic sentences, and an underlined sentence with a clear safety connection. Do not count three rewordings of "milk is safer" as three reasons.

Misconception / teacher move: if the student repeats one reason three times, ask what different aspect each group explains before revising.

Access without lowering rigor: reread the supplied statement and allow oral rehearsal; the student generates ideas, forms groups, and writes the three sentences.

CLASS SLIDE

Slide 15, My Progress Tracker. As you practice magnifying reasons and writing topic sentences, check the response that shows what you can do independently. Be honest with yourself; this helps you see your growth!

Use slides 16-18 and Sections 50-52 to compare loose details, repeated reasons, and distinct reasons. For students ready to extend, slide 14 supports Magnify Across Texts (Section 69).

Return to the Citizenship Connection

Ask, "What different reasons explain why fair rules and scientific knowledge matter to a community?"

Return to the Overarching Question

Compare Monday's First Thinking with Friday's Final Thinking. Explain how gathering, grouping, and narrowing helped build three body reasons. **Student product:** partner teaching explanation, milk exit ticket, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize the thinking that turns many small reasons into three distinct paragraph-sized ideas.

Student Exemplars

Deck slides 16-18 use this prompt: Explain WHY laws were needed in "Why We Need Laws." Compare loose details, repeated reasons, and three distinct paragraph-sized reasons.

51. Low / Developing Exemplar

Field	Detail
Student response	People argued over land. Some people took food. Laws helped people.
What the student did successfully	Names details from the poem.
What is missing	No thesis (central idea), clear paragraph-sized reason, evidence connection, or explanation.
Why it falls at this level	The details are not yet grouped and magnified into topic sentences.
Exact next instructional step	Group the details by meaning, name a larger reason, and write a topic sentence. Continue with two other groups to build three distinct reasons.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Laws were needed because people argued. Laws were needed because people argued loudly. Laws were needed because people argued over land.
What the student did successfully	Attempts three topic sentences about conflict.
What is missing	Distinct reasons: all three sentences come from the same group.
Why it falls at this level	Different details repeat one big idea instead of organizing three body paragraphs.
Exact next instructional step	Keep one Conflict topic sentence. Use the Fairness and Safety/Order groups to create two additional reasons.

53. High / Secure Exemplar

Deck Slide 18, High Response: "Laws were needed because they helped stop arguments from growing into bigger conflicts. They were also needed because they protected fairness when some people tried to take more than others. Finally, laws created safety and order for the community. In the poem, some people took more food while others had too little. This shows that laws helped protect people from unfairness and made community life more peaceful."

Part	Why It Works
Conflict topic sentence	Names preventing arguments from becoming bigger conflicts.
Fairness topic sentence	Names protecting people from others taking more than their share.
Safety/Order topic sentence	Names a safe, orderly community as a different big idea.
Evidence and explanation	The food-sharing detail supports Fairness; the explanation connects it to protection from unfairness.
Connection to the thesis (central idea)	The three reasons develop the supplied central idea. Each topic sentence comes from a different narrowed group.

From the Deck Model to a Body Plan

The deck displays the three topic sentences together to compare their meanings; in the writing assignment, each begins its own body paragraph. Connect the smaller reasons in that group to its sentence, then add relevant text support and explanation. The deck model demonstrates the target; it is not a fully developed three-paragraph body.

Group	Smaller Reasons to Develop	Text Connection
Conflict	Arguments over land; loud voices; disagreements spreading.	Poem lines 1-4 and 7.
Fairness	Unequal food shares; strong voices winning; shared rights needed.	Poem lines 5-8 and 13-14.
Safety/Order	No clear rules; problems growing; a community needing guidance.	Poem lines 3-4 and 9-12.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: the student can brainstorm many possibilities, group like-minded reasons, name a big idea for each group, choose three different ideas, and write three complete topic sentences that support the thesis (central idea). The student can show which smaller reasons belong under each sentence. Accept varied group labels and wording when meanings are coherent, distinct, and grounded in the text.

Evaluate the organization of reasons first. Connections to evidence, explanation, and significance show how those reasons can develop into an ECR body. Three polished sentences repeating one reason do not yet meet the Module 3 target.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Many possible reasons collected before selection.
T2	Day 1 Reveal	■ TEACH	Gather, Group, Narrow, Choose, Say It modeled with three topic sentences.
L3	Day 2 Attempt	○ LEARN	Rules Flap and Flip the Flap connect smaller reasons to group ideas.
L4	Day 3 Discuss	○ LEARN	Students explain why many possibilities and separate groups improve writing.
A5	Day 3 Use	✓ ASSESS	Independent brainstorm, three groups, and three distinct topic sentences.
A6	Day 4 Award	✓ ASSESS	Student names a strength with evidence from the body plan.
A7	Day 4 Target	✓ ASSESS	Student revises a group or topic sentence to improve focus or distinction.
A8	Day 5 Explain	✓ ASSESS	Student teaches the routine and connects topic sentences to the thesis (central idea).
A9	Day 5 Transfer	✓ ASSESS	Milk exit ticket: six or more ideas, meaningful groups, three topic sentences, and safety connection.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can organize many reasons into three distinct topic sentences supporting a central idea.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Notebooks, Rules Flap materials, reason cards, pencils, both passages, and the milk exit ticket.
Related TEKS Breakout	3.12B informational body development; supporting [3.11A] planning and [3.11C] revising.
Task	Brainstorm, group, narrow, choose three ideas, and write one topic sentence per group.

Expected Response	Three different paragraph-sized reasons, each connected to its smaller reasons and the supplied thesis (central idea).
-------------------	--

Informal Assessment. During Days 1-2, listen for students collecting several ideas and explaining why reasons belong together. Review the Rules Flap for the movement from details to big ideas.

Formative Assessment. Day 3 Magnify My Reasons provides the independent brainstorm, Conflict/Fairness/Safety/Order groups, and three topic sentences. Day 4 revision shows the next step acted on.

Exit Ticket Assessment. Day 5 uses the supplied milk central idea. Students brainstorm at least six ideas, group them, write three distinct topic sentences, and underline the clearest safety connection. Section 56 reproduces the task.

Assessment Task Bank (Teacher Reference)

Task	Context	Expected Body Planning
WHY do we need rules?	Day 2 guided practice	Groups about disagreements, fairness, and staying safe; one topic sentence per group.
Explain WHY laws were needed in "Why We Need Laws."	Day 3 and Writing Assignment	Many reasons narrowed into Conflict, Fairness, and Safety/Order; three distinct topic sentences.
Develop the supplied central idea about pasteurized milk.	Day 5 transfer	At least six ideas, groups with different focuses, and three topic sentences connected to health and safety.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **[3.12B]** | **Student-Friendly Target:** I can organize many reasons and write three distinct topic sentences that support a central idea.

Central Idea (Deck Slide 12): Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Directions: Brainstorm at least six ideas, group them, and write three distinct topic sentences. Underline the one that most clearly connects to safety. Use "The Lunchroom Discoveries" to help your thinking.

1. Gather. Write at least six possible reasons or related ideas before choosing. (2 points)

2. Group and narrow. Sort your ideas into three groups. Label each group with its big idea. (3 points)

Group 1: _____	Group 2: _____	Group 3: _____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Say it. Write three complete topic sentences, one for each group. Make their reasons different. (4 points)

Topic sentence 1:

Topic sentence 2:

Topic sentence 3:

4. Safety connection. Underline the topic sentence that most clearly connects to safety. (1 point)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer / Scoring	Expected Thinking	Points	TEKS Evidence
------	------------------	-------------------	--------	---------------

1	Possible ideas: harmful germs in milk; heating kills germs; germs cause illness; fewer germs can reduce sickness; milk is part of lunch; the discovery protects people every day. Award 2 for at least six relevant ideas, 1 for three to five, 0 for fewer than three.	Gather before choosing.	2	3.11A; 3.12B
2	Possible groups: Removing harmful germs; Preventing illness; Everyday protection. Award 1 per meaningful group with a label that captures its ideas. Accept other defensible groupings; do not reward three labels for one repeated meaning.	Group related ideas and narrow each group.	3	3.11A; 3.12B
3	Possible sentences: "Pasteurized milk is important because heating removes harmful germs from the milk." "It also helps protect people's health by reducing the chance of illness from those germs." "Pasteurized milk also protects people during everyday activities such as eating lunch." Award 4 for three complete, distinct sentences supporting the central idea; 3 for three relevant attempts with one unclear or overlapping focus; 2 for two distinct complete sentences or three repetitive sentences; 1 for one relevant sentence; 0 for none.	Use different focuses: germs removed, illness prevented, and protection in daily life. A new wording alone does not establish a different reason.	4	3.12B
4	Underline any topic sentence with a defensible safety connection, such as the sentence about removing harmful germs. Award 1 for a clear safety connection; 0 if absent or unrelated.	Recognize a reason's safety focus.	1	3.12B

Teacher guidance: these are possible responses, not required wording. The short drama can produce overlapping health reasons. Ask what each group adds and accept distinct, supported angles; avoid requiring facts beyond the passage.

59. Scoring Principle

Score the Module 3 target: gathering possibilities, grouping by meaning, narrowing to big ideas, and writing three distinct topic sentences that support the central idea. Minor handwriting, spelling, or punctuation slips should not remove content points when meaning is clear. Repeated versions of one reason cannot earn full points for three distinct topic sentences. Use the exit-ticket key for the 10-point score and the writing rubric for body development.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Magnify Across Texts enrichment.
7-8	70-80%	Developing	Confer on one unclear group or repeated topic sentence.
5-6	50-60%	Emerging	Use Bucket by Bucket Support to name big ideas and connect topic sentences.
0-4	0-40%	Beginning	Read and sort reason cards; rehearse one group's big idea and sentence, then build to three.

61. Recommended Gradebook Label

Gradebook label: "G3 C3 M3 Magnifying Reasons, Three Topic Sentences (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.12B: build the body of an informational ECR around a clear central idea.
Supporting / Spiral TEKS	3.11A planning; 3.11C revising; 3.7C text evidence; 3.7F vocabulary; 3.7G ideas important to meaning.
Purpose	Students develop three distinct topic sentences into a body organized by reasons.
Exact Student Prompt	Explain WHY laws were needed in "Why We Need Laws."
Supplied Thesis (central idea)	Laws were needed because people argued, fairness was lost, and problems grew without rules.
Exact Student Directions	Brainstorm many reasons. Group like-minded reasons, narrow each group into one big idea, and choose three different ideas. Write one topic sentence per group. Connect each sentence to the smaller reasons in its group. Develop each into a short body paragraph using relevant text evidence, explanation, and significance.
Non-Negotiable Expectations	A visible brainstorm and three coherent groups; three distinct, complete topic sentences supporting the supplied thesis (central idea); smaller reasons connected to each; text support and explanation developing each body paragraph.

High-stamina pacing: plan all three paragraphs first, then develop one short paragraph at a time. Keep the full three-reason plan visible throughout. The assessed product is the body; the supplied thesis (central idea) anchors the writing.

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student supplies the reasons, group decisions, and topic sentences.

Supplied thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

1. Gather: write many possible reasons from the poem.
2. Group: put like-minded reasons together.
3. Narrow: label each group with one big idea.
4. Choose: select three different big ideas that support the thesis (central idea).
5. Say It: write one topic sentence for each group.
6. Under each topic sentence, list the smaller reasons it will explain.
7. For each body paragraph, add text evidence and explain how it develops that reason. **3.7C** **3.7G**
8. State why the reason matters to the community.

Body Paragraph	Topic Sentence	Smaller Reasons / Text Support / Explanation
1		

2		
3		

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). Report the first three criteria as the core Module 3 planning and topic-sentence target. Score an absent criterion 0; use 1 for an attempted beginning response.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Brainstorming many reasons	A range of relevant reasons gathered before choosing.	Several relevant reasons; limited range.	Few reasons; relies on the first ideas.	One related idea attempted.
Grouping and narrowing	Three coherent groups, each with a distinct paragraph-sized big idea.	Three groups; one label or placement needs refinement.	Some related ideas grouped; big ideas overlap.	A list with little meaningful grouping.
Three topic sentences	Three complete, distinct topic sentences supporting the thesis (central idea) and connected to their groups.	Three relevant sentences; one focus unclear or overlapping.	Two distinct sentences or three versions of one reason.	One topic sentence or labels only.
Body development 3.7C 3.7G	Each paragraph connects smaller reasons, relevant evidence, explanation, and significance.	Most paragraphs developed; one connection thin.	Some details added with limited explanation.	Little development beyond topic sentences.
Conventions & vocabulary 3.7F	Complete sentences and two module vocabulary words used appropriately.	Mostly complete sentences; one target word.	Some fragments; limited target vocabulary.	Errors make the attempted meaning difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure body planning and development	Magnify Across Texts; propose a fourth idea and justify keeping or replacing one of the three.
14-17	70-85%	Developing	Confer on the weakest criterion and revise that part.
10-13	50-65%	Emerging	Use Bucket by Bucket Support to connect groups to topic sentences.
Below 10	Below 50%	Beginning	Gather more ideas, sort one group at a time, and rehearse a topic sentence for each.

66. Teacher Feedback Shortcuts

- Strength: "You gathered many reasons before choosing your three big ideas."
- Strength: "These smaller reasons belong together because _____."
- Strength: "Each of your topic sentences gives a different paragraph a job."
- Target: "Two topic sentences share a group. Which other big idea could you develop?"
- Target: "This detail is small. What larger idea covers it and the other reasons in the group?"
- Development: "Show which smaller reasons connect to this topic sentence. Explain how your text support develops the reason."
- Vocabulary: "Use another module word to make your thinking precise."

Response to Student Need

67. Intervention: Bucket by Bucket Support

Field	Detail
Purpose	Support students in sorting related reasons, naming big ideas, and writing three distinct topic sentences.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Reason cards, Conflict/Fairness/Safety/Order labels, dry erase boards, sentence frames, and the poem
Relevant TEKS Breakout	3.12B body development; 3.11A planning; 3.11C revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

CLASS SLIDE

Slide 13, Bucket by Bucket Support: Read and Sort → Name the Big Idea → Say It.

Step 1: Read and Sort. Read one card aloud at a time and have students sort into Conflict, Fairness, or Safety/Order. Ask what meaning connects it to the other cards; move a card when the explanation reveals a better fit.

Step 2: Name the Big Idea. Use "This group is about..." and "The biggest idea in this group is..." Have students explain how the label includes several smaller reasons.

Step 3: Say It. Use "A topic sentence for this group could be..." Each student rehearses and writes a complete sentence. Repeat for the other two groups, then compare all three for different meanings.

TEACHER SCRIPT

"Hear ye, hear ye, reasons are near me. I sort them with care so my meaning is clear-y."

Small Group Teacher Table: ask "Why do these reasons belong together?" "What is the big idea?" "Which smaller reasons will this topic sentence explain?" and "How is this reason different from your other two?" Read and support language while leaving the decisions to the student.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Give one new reason card. Students place it, justify the group, and connect it to the appropriate topic sentence.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask for many possible reasons before choosing.	Student records a range of ideas.	The first three ideas must be the final three.	Keep gathering and compare choices after grouping.
Ask which reasons belong together.	Student sorts by shared meaning.	Any three piles will work.	Ask what each pile has in common.
Ask for the big idea of a group.	Student gives a label broad enough for its smaller reasons.	One tiny detail names the whole paragraph.	Compare several details and name their shared meaning.
Ask students to compare three topic sentences.	Each comes from a different group.	Different words mean different reasons.	Trace each sentence to its group and replace repeated meanings.
Ask which reasons develop a topic sentence.	Student explains a clear connection.	Any detail can follow any sentence.	Return the detail to the group whose big idea it develops.

69. Student Support Quick Reference

If a student...	Support to Provide
Stops after three similar ideas	Invite additional ideas from other parts of the poem before choosing.
Makes unrelated groups	Read one reason at a time; ask which existing reason shares its meaning.
Writes only group labels	Rehearse "Laws were needed because _____" and write a complete topic sentence.
Repeats one group in three topic sentences	Keep the clearest sentence and return to two other groups.
Masters quickly	Route to Magnify Across Texts enrichment.

Supporting Materials in This Book: the five-step anchor chart, group labels, Rules Flap routine, reason examples, TREES chart, topic-sentence frames, exemplars, and My Progress Tracker support the module's checks.

70. Enrichment: Magnify Across Texts

Field	Detail
Purpose	Combine reasons from both texts under a paired thesis (central idea) and select three distinct big ideas.
Group Size	Pairs or small groups
Materials	Both passages, notebooks, sticky notes, and the five-step chart
Relevant TEKS Breakout	3.12B body development; 3.11A planning; 3.11C revising; 3.7B comparing across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

CLASS SLIDE

Slide 14, Magnify Across Texts. Paired Thesis (central idea): The solutions in "Why We Need Laws" and "The Lunchroom Discoveries" are important because they protect people, solve problems, and improve daily life.

Part 1: Gather and Group. Brainstorm reasons from both texts. Mark which passage each idea comes from, then group by shared meaning. **3.7B**

Part 2: Narrow and Choose. Name the big idea in each group and select the strongest three different reasons that support the paired thesis (central idea). Groups may focus on protection, problem-solving, and daily life; students explain the distinction.

Part 3: Say It and Connect. Write three topic sentences and list smaller reasons from both texts under each. Explain how each topic sentence develops the paired thesis (central idea) and how the text details can develop its paragraph.

Advanced Extension: write a fourth paragraph idea and explain why it should or should not replace one of the top three. Compare support, distinctness, and fit with the thesis (central idea).

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people gathered to create laws in the poem "Why We Need Laws."

Connection to This Module: apply the same brainstorm, group, narrow, choose, and say-it routine to build a three-reason body. Use this central idea: "Laws were needed because people argued, fairness was lost, and problems grew without rules."

Planning Support

1. Gather many reasons before selecting.
2. Group reasons with shared meanings.
3. Narrow each group into one big idea.
4. Choose three different ideas that support the central idea.
5. Write one topic sentence per group.
6. List smaller reasons under each sentence and use the poem to develop the paragraph with evidence, explanation, and significance. **3.7C** **3.7G**

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: use your notebook to develop three short body paragraphs, one at a time. Begin each with its topic sentence and connect its smaller reasons to the text.

Success Criteria

- I gathered many reasons before choosing.
- My three topic sentences come from different groups and support the central idea.
- Each paragraph connects smaller reasons to its topic sentence.
- I use relevant text evidence and explain the connection.
- I state why the reasons matter.

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

Revise. Read your three topic sentences together. Replace any repeated reason, refine an unclear big idea, and improve one sentence for clarity or word choice (TEKS **3.11C**).

Edit. Check complete sentences, capitalization, punctuation, subject-verb agreement, and grade-appropriate spelling.

Share. Read the body to a partner. The partner names the three different reasons and identifies which smaller reasons and text details develop each topic sentence.

Companion Resources: use the Module 3 deck, Rules Flap, interactive notebook, and progress tracker alongside this guide.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking: brainstorming, grouping, narrowing, and writing three distinct topic sentences.

- Read the WHY task and supplied thesis (central idea) aloud; students offer many possible reasons before choosing.
- Partners explain "These ideas belong together because _____."
- During Flip the Flap, students say the big idea before writing its topic sentence.
- Read three topic sentences aloud; listeners identify repeated meanings and name the group each represents.
- Use the Bucket by Bucket chant: "Hear ye, hear ye, reasons are near me. I sort them with care so my meaning is clear-y."

74. Pause Points

Pause for a few quiet seconds at these moments before asking students to respond.

PAUSE POINT: BEFORE CHOOSING

Have I gathered many possibilities? Which ones share a meaning?

PAUSE POINT: MIDWAY

What big idea names each group? Could these smaller reasons grow into one paragraph?

PAUSE POINT: BEFORE YOU FINISH

Do my three topic sentences represent three different reasons? Can I connect each to its group and to the thesis (central idea)?

75. At-Home Connection

These at-home tasks let students explain how many small reasons become three big ideas. Each takes a few minutes and needs little or no materials.

TEACHER INFORMATION: TASK CARD 1

Practice gathering before selecting. Share as an oral invitation or a short take-home card.

Task Card 1: Collect Reasons. Ask, "WHY do we need rules at home?" Gather at least six ideas with a family member. Do not stop after the first three. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Practice grouping and naming the shared big idea.

Task Card 2: Sort and Shrink. Use the ideas you collected. Tell which ones belong together and finish "This group is about _____." Name three different groups. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Practice moving from group ideas to complete topic sentences.

Task Card 3: Say Three. Say one topic sentence for each group using "One reason we need rules is because _____. " Explain which smaller reasons each sentence includes. Ask whether the three sentences have different meanings. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU! As you practice magnifying reasons and writing topic sentences, look at each skill. If you can do it all by yourself without help, check the response that matches how you feel. Be honest with yourself; this helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Brainstorm many reasons before I choose.			
Group like-minded reasons and explain why they belong together.			
Narrow each group into one big idea.			
Choose three different big ideas.			
Write three complete topic sentences, one per group.			
Connect each topic sentence to the thesis (central idea).			
Connect smaller reasons to the correct topic sentence.			
Develop a reason with evidence, explanation, and significance.			
Revise a repeated or unclear topic sentence.			
Teach a partner how to brainstorm, group, narrow, and say it.			

77. Student Award

What can I already do? One thing I did well as a writer today was... Point to evidence in your brainstorm, groups, or topic sentences.

78. Student Target

What do I want to practice next? Next time I want to get better at... Name one next step for grouping reasons or writing three distinct topic sentences.

One HABIT I will keep using is...

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You gathered many reasons before choosing. You grouped ideas with similar meanings and narrowed each group into one big idea. Then you chose three different ideas and wrote three topic sentences. Each sentence gives a body paragraph a focus and connects smaller reasons to the thesis (central idea). Keep this habit: Gather, Group, Narrow, Choose, Say It."

80. Essential / Overarching Question, Answered

How can brainstorming, grouping, and narrowing many reasons help us write three different topic sentences that build the body of an ECR?

Brainstorming gives a writer many possibilities. Grouping puts like-minded reasons together, and narrowing names the big idea they share. Choosing three different groups prevents repeated reasons. One topic sentence per group organizes the ECR body; smaller reasons, evidence, explanation, and significance develop each paragraph and support the thesis (central idea).

81. Teacher Reflection

- Which students gathered many ideas before choosing?
- Which students grouped reasons by meaning and named a useful big idea?
- Who wrote three sentences that repeated one reason?
- Which students connected each topic sentence to smaller reasons and the thesis (central idea)?
- Who needs Bucket by Bucket Support, and who is ready for Magnify Across Texts?
- Which revisions show better organization or more distinct reasons?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Brainstorm lists showing many possibilities before selection
- Rules Flap work and reason-card groupings
- Day 3 Magnify My Reasons pages with three groups and three topic sentences
- Day 4 original and revised topic sentences with Award and Target reflections
- Day 5 milk exit tickets with six ideas, groups, three sentences, and the safety connection underlined
- The Module 3 My Progress Tracker
- Writing-assignment bodies showing how smaller reasons develop each topic sentence
- Exit tickets at developing, approaching, and secure levels to show the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 18-slide Module 3 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1. Deck 15 of 36.

Slide	Title	Required Content	Lesson Location
1	Magnifying Reasons for WHY Prompts	Module 3; Grade 3 Cluster 3; TEKS 3.12B ; Building the Body of an ECR	Cover
2	Meet Our Week!	Five I Will and five I Can statements; labeled Module Slide 1	Learning Destination; Day 1
3	A Room Full of Ideas	Imagine ideas everywhere and a magnifying glass; notice, sort, narrow, choose	Day 1 Gather
4	How to Magnify a Reason!	Gather, Group, Narrow, Choose, Say It; supplied laws thesis (central idea)	Day 1 Reveal
5	Watch Me Build It!	Red Conflict, Blue Fairness, Green Safety/Order; three modeled topic sentences	Day 1 Reveal
6	Build a Rules Flap!	Four flaps; cut game cards; Practice Pocket; Flip the Flap; path to Topic Sentence Tower	Day 2 Attempt
7	WHY Do We Need Rules?	Sort rules reasons; shrink to three big ideas; say three topic sentences	Day 2 Attempt
8	Let's Talk About It!	Why brainstorm many before choosing three? Grouping, distinct reasons, and avoiding repetition	Day 3 Discuss
9	Magnify My Reasons	Supplied thesis (central idea); brainstorm; Conflict, Fairness, Safety/Order groups; three topic sentences	Day 3 Use
10	You Magnified Your Thinking!	Strength, next step, habit; questions about skipping grouping and weak topic sentences	Day 4 Award & Target
11	Teach a Partner!	First brainstorm; next group; then narrow; finally turn three ideas into topic sentences; listen-fors	Day 5 Educate & Explain
12	Exit Ticket	Milk central idea; at least six ideas; groups; three distinct topic sentences; underline safety connection	Day 5; Section 56
13	Bucket by Bucket Support	Read and sort; name the big idea; say it; reasons chant	Intervention; Section 66
14	Magnify Across Texts	Paired thesis (central idea); reasons from both texts; choose strongest three; consider a fourth idea	Enrichment; Section 69
15	My Progress Tracker	Reflect honestly on independent magnifying of reasons and topic sentences	Day 5; Section 75
16	Let's Look at an Answer!	LOW: loose details about land, food, and laws; group and name a larger reason	Section 50
17	Let's Look at Another Answer!	MEDIUM: three topic sentences all about arguing; add Fairness and Safety/Order	Section 51
18	Our Strongest Answer!		Section 52

		HIGH: three distinct reasons, food-sharing evidence, and explanation	
--	--	--	--

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (3.7D). **Game cards** support Flip the Flap; slides 6-7 provide its foldable, materials, and rules examples.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only delivery and access. Remote learners still gather many reasons, make meaningful groups, and write three distinct topic sentences.

Element	Adaptation
Shared-screen adaptation	Display a brainstorm, three group spaces, and topic sentences so students can explain connections.
Annotation	Students add digital notes for reasons, drag related notes together, and label each big idea.
Breakout discussion	Pairs use the four flap headings to rehearse a sort and three topic sentences, then share back.
Oral response	Students explain a group's meaning aloud before typing its topic sentence.
Asynchronous option	Use digital reason cards and four foldable panels for Flip the Flap. Students record a short explanation of their groups and submit three topic sentences.
LMS submission	Collect the brainstorm, labeled groups, three topic sentences, and connected smaller reasons. Use the same milk exit ticket and scoring key.
Digital tracking	Keep the Pause Points and have students update My Progress Tracker digitally.

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	
-------------------	--

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Matching Reasons, Evidence, and Explanations

Grade 3 | Cluster 3 | Module 4

Grade: 3

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure

Module: 4 of the cluster

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

Module Title: Matching Reasons, Evidence, and Explanations

Content Connection / Passage Titles: the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries" (Week 4, Very High Stamina, ECR Informational)

Primary TEKS: 3.12B (Reading & Writing): Matching Reasons, Evidence, and Explanations

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

Copyright: The Writing Academy®, LLC

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

Strand 7 is the Response strand. Each response expectation below connects to the evidence work named in brackets. The TEKS wording is retained from the cluster scaffold.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Connect, Support, Infer) and evidence are used.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into Day 3 discussion as students paraphrase the meaning of selected quotations.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven into CSI inferences, Day 3 discussion, and Day 5 teaching explanations.]*

1. A Little Inspiration Goes a Long Way!

A reason gives the reader an idea to consider. Matching evidence and explanation make that idea convincing. This week students become reason-provers as they develop complete ECRs.

TEACHER SCRIPT

"A writer cannot just point at a reason and hope everyone believes it. Bring proof, then explain why that proof matters."

This week's habit: choose evidence, check it with CSI, introduce the quotation with a signal marker, and explain what the quotation proves about the reason.

2. Why This Module Matters

Students often choose a true detail from a passage without checking whether it proves their particular reason. Module 4 teaches them to connect each reason to relevant evidence and a clear explanation. CSI means Connect, Support, Infer: Does the quote connect to my reason? Does it support my thinking clearly? What can I explain from this quote?

Where it fits into writing: reason + evidence + explanation builds a strong body paragraph. Students apply this match to each body paragraph in a full independent ECR using TREES.

Why it matters beyond this assignment: readers and writers learn to distinguish a related fact from convincing proof and explain the link for someone else.

3. Module Essential / Overarching Question

How can I choose evidence that matches my reason and explain how the evidence proves it?

Record first thinking on Monday and revisit it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know how their student is learning to match a reason, quotation, and explanation. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to match reasons, evidence, and explanations. Students choose a quotation that supports a reason, check it with CSI (Connect, Support, Infer), and introduce it with a signal marker such as The poet said, "...". Then they write a sentence beginning with This to explain how the quotation proves the reason.

We will use the poem "Why We Need Laws" and the drama "The Lunchroom Discoveries." Ask your student to read a reason and its quotation aloud, then explain the connection. Students will use these matching parts in a full independent Extended Constructed Response (ECR). You can help by listening and asking, "What does that evidence prove?"

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a relacionar razones, evidencias y explicaciones. Elegirá una cita que apoye una razón y usará CSI: Conectar, Sustentar e Inferir. Se preguntará: ¿La cita se conecta con mi razón? ¿La apoya claramente? ¿Qué puedo explicar a partir de esta cita?

Leeremos el poema "Why We Need Laws" (Por qué necesitamos leyes) y el drama "The Lunchroom Discoveries" (Los descubrimientos de la cafetería). Su estudiante introducirá cada cita con una frase, como «El poeta dijo», y explicará cómo demuestra la razón con una oración que comience con «Esto muestra». En inglés, estas frases se llaman signal markers y las explicaciones comienzan con This.

Pídale que lea una razón y su cita, y pregúntele: ¿Cómo demuestra esta evidencia tu razón? Aplicará este trabajo a una respuesta escrita completa e independiente (ECR). Escuchar su explicación es una manera sencilla de apoyar su aprendizaje. ¡Gracias por su colaboración!

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

7. Family Conversation Starters

- What reason are you trying to prove?

- Which words in the passage support that exact reason?
- How did CSI help you choose your evidence?
- What signal marker introduces your quotation?
- How does your This sentence explain what the quote proves?

8. Simple Family Activities

These short conversations use a passage or a notebook page already sent home.

Family Activity: Find the Match

Read a reason from the notebook and two short quotations from the passage. Have your student choose the stronger match and explain Connect, Support, Infer. Ask what the other quotation might support.

Family Activity: Say the Whole Proof

Your student says a reason, introduces a quotation with a signal marker, and finishes with This shows... A family member asks how the quotation proves the reason. Try again with a more specific explanation.

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 3, Module 4
Module Category	Informational Writing / Extended Constructed Response (Matching Reasons, Evidence, and Explanations)
Primary TEKS	3.12B, reading & writing
Primary Instructional Focus	Develop informational writing by matching each reason to evidence and explanation in a full independent ECR.
Spiral TEKS	3.7A-G (Response strand); SS 3.2A and SS 3.13A (interdisciplinary content)
Recursive TEKS	3.11A planning; 3.11C revising; conventions; DOT, TRACKS, and TREES
Content Connection	Poem "Why We Need Laws" and drama "The Lunchroom Discoveries"
Daily Lesson Time	About 15 minutes per day, 5 days; provide a separate writing block for the full ECR.
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)	CSI card matches; two Reason Evidence Explanation notebook entries; revised explanation; milk-safety exit ticket; My Progress Tracker; full independent ECR
Formal Assessment Product	Module 4 exit ticket and full independent Module Writing Assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will choose evidence that connects to and supports a reason, use CSI to infer what it proves, introduce quotations with signal markers, and explain how each quote proves its reason in a full independent ECR.

I Will Statements

- I will choose evidence that connects to and supports my reason.
- I will use CSI to infer what my evidence proves.
- I will introduce a quotation with a signal marker.
- I will explain evidence with a clear "This..." sentence.

I Can Statements

- I can tell whether a quote matches my reason.
- I can use CSI to check my evidence.
- I can use a signal marker before a quote.
- I can explain how my quote proves my reason.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): Meet Our Week! Display the four I Will and four I Can statements.

13. Success Criteria

- My evidence supports the exact reason in its body paragraph.
- I can explain my choice using CSI: Connect, Support, Infer.
- I introduce each quotation with a signal marker and copy the text accurately.
- My explanation begins with This and tells how the quotation proves my reason.
- I develop each reason with its own evidence and explanation in a full ECR.
- I revise vague explanations so the reader can follow my thinking.

14. Evidence That Will Demonstrate Mastery

- Day 2 guided practice: matched reason, evidence, and explanation cards with an oral CSI justification.
- Day 3 independent product: two notebook entries, one about fairness and one about milk safety, each with a signal marker, quotation, and explanation.
- Day 4 revision: a stronger explanation and a specific next step.
- Day 5 exit ticket: one independently selected quotation introduced with a signal marker and followed by a This explanation for the milk-safety reason.
- Transfer task: a full independent ECR with each reason matched to evidence and explanation.

15. TEKS Correlations

Primary target: TEKS **3.12B**, reading and writing. Instruction emphasizes selecting relevant evidence and explaining its connection to each reason. Planning and revision support the full ECR.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A					

	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1 CSI model	Days 2-3 evidence matching	Writing Assignment planning
3.11C	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
3.12B	Composition, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Day 1 reason/ evidence/ explanation model	Days 2-5	Day 3 proof entries; Day 5 exit ticket; full ECR
SS 3.2A	Social Studies, History	identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
SS 3.13A	Social Studies, Science, Technology, and Society	identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others	Day 1 (context)	Days 1, 3	Not assessed as a writing standard

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This matrix distinguishes the primary composition target from supporting planning, revision, response, and reading habits. CSI evidence checks support each reason in the full independent ECR.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
RECURSIVE	3.11A	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; ECR planning
PRIMARY	3.12B	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	3.11C	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	3.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	3.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	3.7C	use text evidence to support an appropriate response	Days 1-5 matching proof; full ECR
SPIRAL	3.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Day 3 discussion: paraphrase what the selected quote means
SPIRAL	3.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning	CSI inferences; Day 3 Discuss; Day 5 explanation
SPIRAL	SS 3.2A / SS 3.13A	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Students listen to CSI reasoning, discuss evidence matches, read quotations closely, and write signal markers and explanations. The language categories and expectations remain the cluster scaffold.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during 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.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, 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 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

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 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 orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Language supports open access to evidence selection and explanation while preserving the student's responsibility to choose and justify a match.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a reason and choose between two read-aloud evidence cards. Indicate the words that connect; use gestures and a partner to rehearse the inference.
Beginning	Use the frames: My reason is _____. The text stated, "_____." This shows _____. Choose the evidence independently.
Intermediate	Explain "This quote supports my reason because _____." Add a signal marker and write a This explanation.
High Intermediate	Compare two relevant quotations and explain which better supports the particular reason.
Advanced	Independently use CSI in each body paragraph, introduce accurate quotations, and write specific explanations.

Language Supports

- Display Reason | Evidence | Explanation alongside Connect | Support | Infer.
- Read intact text excerpts aloud; define unfamiliar words and allow oral rehearsal.
- Offer evidence signal markers: The poet said, "..."; The text stated, "..."; The playwright said, "..."; The drama stated, "...".
- Offer explanation starters: This means... This shows... This proves... This demonstrates...
- Invite a home-language explanation before rehearsing and writing in English.

Evidence of access without reduced rigor: record which supports were used; each student still selects the quotation and explains how it proves the reason.

19. Language Domains

Domain	How This Module Builds It
Listening	Hear the teacher check a quotation with Connect, Support, Infer.
Speaking	Defend a card match and explain what the selected quotation proves.
Reading	Locate exact words in the poem or drama and judge their relevance to a reason.
Writing	Introduce a quotation with a signal marker and explain the link to the reason in a full ECR.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read passages and directions aloud; offer a CSI chart, signal-marker bank, vocabulary support, and oral rehearsal.	Choose the quotation, supply its inference, write the explanation, or complete a student's independent body paragraph.

The student must make and explain the evidence-to-reason match. Note supported practice separately from independent assessment.

21. Rigor & Cognitive Demand

	What Students Must Do		Evidence of the Thinking
--	-----------------------	--	--------------------------

Level of Thinking		Expected Degree of Independence	
Literal	Locate and copy a quotation accurately.	Modeled Day 1; independent Day 3.	Exact text words with a source signal marker.
Inferential	Infer what a quotation proves about a reason.	Guided Day 2; independent Days 3 and 5.	A This sentence makes an unstated connection visible.
Evaluative	Judge whether evidence supports a specific reason and whether an explanation is sufficient.	Partner checks Day 2; individual revision Day 4.	CSI justification and a more precise explanation.
Synthesis	Develop multiple matched body paragraphs into a complete ECR.	Independent writing block.	A central idea, distinct reasons with evidence and explanations, and significance.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

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?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students connect each reason to textual evidence, infer what the quotation proves, and write the explanation independently. Enrichment extends the supported idea to broader significance.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Any quotation on the topic is strong proof.	A quote about laws may be accepted for every reason about laws.	Use CSI to test the exact reason, such as fairness versus conflict.
A signal marker explains the evidence.	Introducing the quotation may be mistaken for explaining it.	Model a separate This sentence that interprets the quote.
Matching cards is the final product.	Practice may end before students compose independently.	Move from matching cards to notebook proof entries and then a full independent ECR.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A true quote automatically fits my reason.	Student chooses the lunchroom setting to prove milk safety.	Ask which words show protection from sickness; compare with the heating/germs quotation.
Copying the quote finishes my paragraph.	A reason and quote appear without an explanation.	Ask what the quote proves and why. Start with This shows...
Repeating the reason is explaining.	Student writes "This is about fairness."	Name what unequal food reveals about fairness and the need for laws.

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Standard: TEKS **[3.12B]**: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Module 4 instructional focus, reading & writing: choose evidence that connects to and supports each reason, use CSI to infer what it proves, introduce the quotation with a signal marker, and explain the connection in a full independent ECR. TEKS **[3.7C]** supports text evidence; **[3.11A]** and **[3.11C]** support planning and revision.

26. How I Say the Standard!

TEKS says	How I say it
compose informational texts... using a clear central idea and genre characteristics and craft	I develop my ideas by matching each reason to a quotation and explaining how that quotation proves the reason.

27. This Week I Can...

This week I can choose evidence that matches my reason, check it with CSI, introduce a quotation with a signal marker, and explain what it proves with a clear This sentence. I can use these matching parts in a full independent ECR.

28. Before I Can... Prerequisites

Retrieve these foundations before the new evidence-matching work:

- Read the cluster poem and drama and recall their problems and solutions.
- Recognize the central idea and reasons in an ECR.
- Know that a quotation repeats the source's exact words.
- Write complete sentences and use quotation marks.
- Use DOT for unfamiliar words and TRACKS to locate possible evidence.
- Recall TREES: Thesis (central idea), Reason/Way, Evidence, Explanation, Significance.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one reason laws were needed and one detail you remember from the poem. What is the difference between your reason and the text's words?"

This is retrieval only; the CSI demonstration follows in Day 1.

30. Vocabulary Infusion

Word	Student-Friendly Meaning	Use It Today
evidence	text proof that supports a reason	My evidence supports fairness.

CSI	Connect, Support, Infer	I use CSI to check my quotation.
signal marker	words that introduce evidence or explanation	The poet said, introduces my quote.
quotation	the exact words from a text	I copy the quotation accurately.
explanation	my thinking about how evidence proves a reason	This shows... explains my proof.

31. Conventions Connection

Retrieve complete sentences, capitals, commas, quotation marks, and end punctuation. Model: The poet said, "Some took more food while others had too little." The comma follows the signal marker, quotation marks surround the exact words, and the explanation begins as a new complete sentence. During revision, check sentence structure, subject-verb agreement, and clear references for This. ELPS 4(E) supports conventions.

32. Writing Connection

Reason + evidence + explanation creates a strong body paragraph. The writer chooses proof with CSI, introduces it with a signal marker, and explains the inference. In the Module Writing Assignment, students repeat this work for each reason and connect the body paragraphs to a clear central idea and a statement of significance using TREES.

33. Watch Out!

Common misconception: a quotation or the sentence "This is about fairness" explains itself.

Teacher move: ask what the words about unequal food reveal and how that supports the need to protect fairness. Keep the reason, evidence, and explanation together while revising.

34. Ready Check

Display the fairness reason and read two poem lines: "Some took more food while others had too little" and "Voices grew loud like clashing, noisy rings." Ask which more directly proves unfairness and why. Use responses to plan evidence-choice support; students will learn the complete CSI check on Day 1.

35. Teacher Look-Fors

- Students choose proof for the exact reason, not merely the same topic.
- Students use all three CSI questions, including the inference.
- A signal marker introduces each accurately copied quotation.
- A This sentence explains how the quotation proves the reason.
- Students carry matched parts into each body paragraph of their independent ECR.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These words help us choose evidence, introduce quotations, and explain how the proof supports a reason."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason laws were needed was ____.
match	fit together because they share a clear connection	My quote and reason match because ____.
choose	pick after thinking about the choices	I choose this quote because ____.
proof	information that helps show an idea is true	My proof shows ____.
show	make something clear to another person	This shows ____.
fair	treating people equally and rightly	The food was not shared in a fair way because ____.
safe	protected from harm	The milk is safer because ____.
sick	not feeling well or healthy	Germs can make people ____.
rule	a direction people are expected to follow	A rule can prevent ____.
law	a rule made for a community	A law can protect ____.
problem	something that needs to be solved	The quote reveals the problem of ____.
solution	an answer to a problem	This solution helps because ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
connect	relate to the same specific idea	This quote connects to my reason because ____.
support	provide proof for an idea	These words support ____.
infer	use text clues and thinking to figure out meaning	From this quote, I infer ____.
evidence	proof from a text that supports an idea	My evidence proves ____.
quotation	the exact words taken from a text	I checked my quotation against ____.
signal marker	words that introduce evidence or explanation	The poet said, " ____."
explanation	words that tell how evidence proves a reason	This shows ____ because ____.
relevant	directly related to what needs to be proved	This quote is relevant to ____.
precise	clear and exact	I made my explanation more precise by ____.
revise	change writing to improve its meaning	I will revise my explanation to show ____.
central idea	the main answer developed throughout the response	Each reason supports my central idea about ____.
significance	why an idea matters	This matters because ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Say It This Way	Student-Friendly Definition
fairness	FAIR-ness	the quality of treating people equally and rightly
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
germs	jermz	tiny living things that can make people sick
illness	IL-niss	sickness or poor health
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety
pasteurized	PAS-chuh-rized	heated to kill harmful germs
discovery	dih-SKUHV-uh-ree	something new that a person finds out
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing
protection	pruh-TEK-shun	being kept safe from harm
CSI	see-ess-eye	Connect, Support, Infer: check whether a quote fits a reason, supports it clearly, and gives something to explain
TREES	treez	Thesis (central idea), Reason/Way, Evidence, Explanation, Significance

Use these content words accurately when explaining evidence from the two cluster passages.

39. Background Knowledge & Teacher Context

What the teacher needs to know. In "Why We Need Laws," conflict and unequal treatment lead people to create fair rules. In "The Lunchroom Discoveries," the students discuss how Pasteur's work made milk safer and continues to help people. Both passages supply evidence for different reasons; those reasons need distinct explanations.

Important conceptual background. A quotation can be accurate but poorly matched. The poem's loud voices support a reason about arguments, while unequal food directly supports fairness. The drama's heating/germs detail supports protection from sickness. CSI asks students to connect, evaluate support, and infer what each quote proves.

Content connection. Evidence about laws supports reasoning about fairness and conflict. Evidence about discoveries supports reasoning about protection and lasting usefulness. Students must keep each source and reason clear when transferring the matching habit.

The ECR Habit

Read and annotate with DOT and TRACKS. Plan a central idea and reasons with TREES. For every reason, select a quotation with CSI, introduce it with a signal marker, and explain how it proves that reason. Finish the full response by explaining significance. The paragraph models are practice for that independent composition.

40. Materials Needed

Category	Items
Core print materials	Both cluster passages; interactive notebooks; CSI and TREES charts
Activity / game materials	Spinner; reason, evidence, and explanation cards; Pencil Guy markers; path labeled Reason Road → Evidence Lane → Explanation Bridge → Proof Palace
Writing materials	Pencils; dry erase boards; sticky notes; three-column notebook pages
Assessment materials	Milk-safety exit ticket; progress tracker; full ECR assignment and rubric
Technology	Module 4 deck, 18 slides; projector or board
Accessibility supports	Read-aloud evidence cards; vocabulary bank; signal markers; This sentence starters

41. Preparation Before Day 1

- ☐ Display CSI: Connect, Support, Infer, and the evidence/explanation signal-marker bank.
- ☐ Prepare the Day 1 argument reason, loud-voices quotation, and modeled inference.
- ☐ Make sets of reason, evidence, and explanation cards from the source texts, plus a spinner and game path. Label spinner choices to match your prepared sets; the deck does not specify its labels.
- ☐ Copy both passages and prepare Reason | Evidence | Explanation notebook columns.
- ☐ Prepare the fairness and milk-safety reasons for Day 3 and "This is about fairness" for Day 4 revision.
- ☐ Copy the milk-safety ticket and arrange a separate writing block for students to compose the full independent ECR.
- ☐ Keep the deck's low, medium, and high examples available for comparison after independent work.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Introduce reason + evidence + explanation; model CSI, signal markers, and the argument proof.
Day 2	15	A Attempt	Play CSI Match-Up Mission; justify matched cards and move Pencil Guy 3 spaces.
Day 3	15	D Discuss + U Use	Discuss strong matches; independently support the fairness and milk-safety reasons.
Day 4	15	A Award + T Target	Celebrate proof chosen with purpose; revise a vague fairness explanation and set a target.
Day 5	15	E Educate and Explain to Others	Teach the matching habit; independently complete the milk-safety exit ticket and progress tracker.

Use a separate writing block for the full ECR in Section 61. The brief daily proof tasks prepare students to apply the skill in every body paragraph.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material routine, under one minute, that reinforces the reason/evidence/explanation connection.

- Teacher says, "Reason!" Students name what they want to prove.
- Teacher says, "CSI!" Students say, "Connect, Support, Infer!"

- Chant the deck's words: "Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!"
- Partners finish "My quote proves my reason because ____." Return to writing.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the poem) and to science and society (the drama).

Element	This Module
Suitability	A natural fit. The poem is about why communities create laws; the drama is about a scientific discovery that protects public health.
Focus	Self-government and responsible citizenship; science in society.
Historical / Content Connection	People form communities and write laws for security and fairness (SS 3.2A). Louis Pasteur's breakthrough in food safety still protects people today (SS 3.13A).
Perspective Connection	Laws protect the rights of every person in a community; scientific discovery serves the common good.
Literacy-to-Citizenship Connection	Citizens check whether evidence supports a reason and explain their thinking so others can evaluate it. Use CSI to discuss fairness and shared safety.
Citizenship Question	"How do fair rules and shared knowledge help a community keep people safe?"
Teacher Script	<i>"Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i>
Accuracy / Source Note	Louis Pasteur (1822-1895) developed pasteurization, the process of heating liquids to reduce harmful germs. Present this as accurate history, not decoration.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CSI for Evidence

C: Connect	S: Support	I: Infer
Does this quote connect to my reason?	Does this quote support my thinking clearly?	What can I explain from this quote?

Signal Markers Open the Door

For Evidence	For Explanation
The poet said, "..." The text stated, "..." The playwright said, "..." The drama stated, "...	This means... This shows... This proves... This demonstrates... This reminds me of... In my experience...

Use the source-appropriate evidence marker. Personal connections can extend an explanation; the text quotation and the link to the reason remain necessary.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer developed throughout the response.
R	Reason/Way	Why or how the central idea is true.
E	Evidence	Text proof selected with CSI and introduced by a signal marker.
E	Explanation	How that proof supports this particular reason and, through it, the central idea.
S	Significance	Why the idea matters.

Body paragraph: Reason + Evidence + Explanation. Repeat the match for each reason in the full response.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Read the reason first. Use TRACKS to locate possible evidence and DOT an unfamiliar word. Then check the quotation with CSI: connect, support, infer. Introduce the quotation and explain the meaning the reader needs to see."

CLASS SLIDE

Choose → CSI check → signal marker + quotation → This explanation.

Encouragement: Choosing proof with purpose helps your reader follow your thinking.

CREATE THE ANCHOR CHART

Title the chart "Matching Reasons, Evidence, and Explanations." Use three columns and place the Day 1 argument model across them. Under the quotation, add the three CSI questions. Beside the columns, list evidence signal markers and explanation starters.

47. Student Source Passage(s)

Accuracy / Source Note: the drama presents Louis Pasteur's real contribution to food safety. Both texts are original TWA passages written for instruction.

Passage 1: "Why We Need Laws" (Genre: Poem; Stamina: Very High)

[1] Long ago people argued over land and things,
[2] Voices grew loud like clashing, noisy rings.
[3] Without clear rules to guide what should be done,
[4] Many small problems quickly grew to one.
[5] Some took more food while others had too little,
[6] Strong voices won while quiet ones stayed brittle.
[7] Disagreements spread like storms across the town,
[8] And fairness often seemed to tumble down.
[9] So people gathered, searching for a way,
[10] To write fair rules that everyone would obey.
[11] With laws to guide what people say and do,
[12] Communities could grow more safe and true.
[13] The rules helped neighbors settle what was fair,
[14] And gave each person rights that all could share.
[15] When questions rose about what should be done,
[16] The laws could help instead of anyone.
[17] People learned how to work and live as one,
[18] And solve their problems before fights had begun.
[19] The town became a place where trust could grow,
[20] Because the laws helped everyone to know.
[21] What actions were expected every day,
[22] And how to treat each person in a fair way.
[23] Though rules could not remove each single fear,
[24] They helped bring order year after year.
[25] Many years passed and villages became towns,
[26] With busy streets and leaders wearing crowns.
[27] As groups grew larger, rules became more clear,
[28] To help protect the people living near.
[29] Some rules protected homes and growing land,
[30] While others helped communities to stand.
[31] They guided trade and settled each dispute,
[32] So problems would not grow from branch to root.
[33] People discovered laws could help them share,
[34] And remind them to act with honest care.
[35] The strongest person could not always choose,
[36] For laws helped keep others from having to lose.
[37] Citizens learned that rules should help them all,
[38] Whether they were big or whether they were small.
[39] Communities worked better when people knew,
[40] The same fair rules applied to me and you.
[41] Today we still depend on rules and laws,
[42] For many of the very same old causes.

[43] They help keep order in our neighborhoods,
[44] And encourage people to do what they should.
[45] Drivers stop safely when the light turns red,
[46] Students follow rules that their teachers have said.
[47] People vote and serve when called for jury duty,
[48] Helping their communities through civic responsibility.
[49] Though times have changed since long ago,
[50] The need for laws continues still to grow.
[51] They help protect freedoms people hold dear,
[52] And support communities year after year.
[53] When citizens work together and obey,
[54] Communities become stronger every day.
[55] The lesson people learned long, long ago,
[56] Is one that helps our towns and cities grow.

Passage 2: "The Lunchroom Discoveries" (Genre: Drama; Stamina: Very High)

[1] Characters:
[2] NARRATOR
[3] ALEX
[4] JORDAN
[5] MAYA
[6] MR. REYES
[7] Scene 1: Lunchroom
[8] NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and
[9] talking about something they learned in science class.
[10] [Alex opens a milk carton and looks at the label.]
[11] ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?
[12] JORDAN: Really? What kind of problem?
[13] ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.
[14] NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.
[15] [Jordan points to the milk carton on the table.]
[16] JORDAN: Oh! That's why milk is pasteurized now, right?
[17] ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.
[18] JORDAN: So the milk we're drinking is safer because of his discovery.
[19] NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect
[20] people every day.
[21] JORDAN: I never thought about how many things scientists have helped improve.
[22] ALEX: Me either. We use some of their discoveries all the time without even noticing.
[23] JORDAN: Did people know about germs before Louis Pasteur?
[24] ALEX: Not as much as they do today. Many people did not understand what caused diseases.
[25] JORDAN: That must have made it hard to keep people healthy.
[26] ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.
[27] NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.
[28] JORDAN: So his work helped more than just people who drank milk?
[29] ALEX: Definitely. His discoveries helped people learn how to make many foods safer.
[30] JORDAN: That's pretty amazing.
[31] ALEX: I think so too. One discovery ended up helping millions of people.
[32] Scene 2: More Questions

[33] [Maya walks over carrying her lunch tray.]

[34] MAYA: What are you two talking about?

[35] JORDAN: Louis Pasteur.

[36] MAYA: Oh, I remember learning about him. He studied germs, right?

[37] ALEX: Yes. His research helped people understand that germs can make people sick.

[38] MAYA: My teacher said that many people did not believe that at first.

[39] JORDAN: Really?

[40] MAYA: Yes. Some people thought illnesses happened for completely different reasons.

[41] ALEX: That's why his discoveries were such a big deal. They changed the way people thought about

[42] health.

[43] NARRATOR: Maya sits down and opens her lunch.

[44] MAYA: Scientists must have been excited when they learned more about germs.

[45] ALEX: Probably. It gave them new information to work with.

[46] JORDAN: It sounds like one discovery can lead to many others.

[47] MAYA: That's true. Scientists often build on what other people have learned.

[48] NARRATOR: The students begin talking about how discoveries affect their daily lives.

[49] JORDAN: What other things do we use because of scientists?

[50] MAYA: Medicine is one example.

[51] ALEX: Vaccines too.

[52] JORDAN: I never realized how many things started with someone trying to solve a problem.

[53] MAYA: That's what makes discoveries important.

[54] Scene 3: A Teacher Joins the Conversation

[55] [Mr. Reyes walks through the cafeteria and notices the students talking.]

[56] MR. REYES: Hello, everyone. What are you discussing today?

[57] ALEX: We are talking about Louis Pasteur and how his discoveries still help people.

[58] MR. REYES: That's an excellent topic.

[59] JORDAN: We were wondering why his work was so important.

[60] MR. REYES: Well, imagine trying to solve a problem without knowing what causes it. Before scientists

[61] understood germs, it was much harder to prevent disease.

[62] MAYA: So Pasteur helped people understand the cause of some illnesses?

[63] MR. REYES: Exactly. His research gave doctors and scientists information they did not have before.

[64] ALEX: That sounds like a huge step forward.

[65] MR. REYES: It was. Many scientific discoveries happen because someone asks a question and refuses to

[66] give up until they find an answer.

[67] JORDAN: That must take a lot of patience.

[68] MR. REYES: It does. Some discoveries take years of study and testing.

[69] NARRATOR: The students listen carefully.

[70] MAYA: Did Louis Pasteur know how important his discoveries would become?

[71] MR. REYES: He probably knew they were important, but he could not have known how many

[72] generations would benefit from them.

[73] ALEX: That's incredible.

[74] Scene 4: Thinking About the Future

[75] NARRATOR: The conversation causes the students to think about the future.

[76] JORDAN: Do you think there are still important discoveries waiting to be made?

[77] MR. REYES: Absolutely. Every generation faces new questions and new challenges.

[78] MAYA: Maybe someone sitting in this cafeteria will make an important discovery one day.

[79] ALEX: That would be cool.

[80] JORDAN: What if someone discovers a better way to help people stay healthy?

[81] MR. REYES: That could happen. Many discoveries begin with curiosity.
[82] MAYA: Curiosity means wanting to learn more, right?
[83] MR. REYES: Exactly. Curious people ask questions and search for answers.
[84] ALEX: That's what Louis Pasteur did.
[85] MR. REYES: Yes. He observed problems and worked hard to understand them.
[86] NARRATOR: The students think quietly for a moment.
[87] JORDAN: Sometimes it feels like history is just about things that happened long ago.
[88] MAYA: But discoveries from the past still affect us today.
[89] ALEX: Like the milk we're drinking.
[90] MR. REYES: That's a perfect example.
[91] Scene 5: The Bell Rings
[92] NARRATOR: The cafeteria becomes louder as lunch begins to end.
[93] [Students around the room start cleaning their tables.]
[94] MAYA: I learned more during lunch today than I expected.
[95] JORDAN: Me too.
[96] ALEX: It makes me wonder what other inventions and discoveries we use every day.
[97] MR. REYES: There are many. Sometimes we use them so often that we forget someone had to create them.
[98] JORDAN: I guess every discovery starts with a question.
[99] MR. REYES: That's often true.
[100] MAYA: And one answer can help a lot of people.
[101] MR. REYES: Exactly.
[102] NARRATOR: The lunch bell rings.
[103] [The students stand, throw away their trash, and gather their belongings.]
[104] ALEX: Thanks for talking with us, Mr. Reyes.
[105] MR. REYES: You're welcome. Keep asking questions.
[106] JORDAN: I will.
[107] MAYA: Me too.
[108] NARRATOR: The students leave the cafeteria thinking about Louis Pasteur, scientific discoveries, and
[109] how one person's ideas can continue helping people many years later.

48. Student Annotation Guide

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

Why We Need Laws

TRACKS	Evidence
T Time	Long ago
R Reactions	Voices grew loud
A Actions	Some took more food; people gathered
C Character/ Concept/Creature	Communities
K Key Knowledge	laws to guide what people say and do; rights that all could share
S Scenery/Setting	across the town

The Lunchroom Discoveries

TRACKS	Evidence
T Time	A long time ago; Sometimes it takes years
R Reactions	That's pretty amazing.
A Actions	opens a milk carton; points to the milk carton
C Character/ Concept/Creature	Louis Pasteur
K Key Knowledge	heating liquids could kill harmful germs; tiny germs could spread illness
S Scenery/Setting	school cafeteria

Module 4 use: Treat these annotations as possible evidence. Use CSI to select only the detail that proves the current reason. Compare the poem's food line for fairness with its loud-voices line for conflict; use the drama's heating/germs detail for milk safety.

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS locates possible evidence; DOT marks an unfamiliar word. CSI checks which evidence connects to and supports the reason and what the writer can infer from it. **3.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

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)

Game cards note: use the passage details to prepare reason, evidence, and explanation cards for CSI Match-Up Mission. Check quoted words against the source before printing.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, CLASS SLIDE cue, TEACHER SCRIPT, student task, expected thinking, embedded check, access, teacher response, and student product.

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

Day Purpose: gather students around the work of proving a reason and reveal CSI, signal markers, and a clear explanation.

Standard	Focus
TEKS	3.12B compose informational text; 3.7C use evidence; 3.7G explain important ideas
ELPS	1(E) listening comprehension; 3(E) purpose for reading

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Choose supporting evidence; use CSI; introduce a quotation with a signal marker; explain with a clear This sentence.

CLASS SLIDE

Slide 3, You Are a Reason-Prover! REASON + EVIDENCE + EXPLANATION = Strong Body Paragraph.

TEACHER SCRIPT

"A writer cannot just point at a reason and hope everyone believes it. The writer must bring proof, then explain why that proof matters. Say our chant: Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!"

Briefly recall the poem's arguments and the drama's milk-safety problem. Students locate relevant parts in their passage copies and DOT unfamiliar words. These familiar texts provide the proof for the week.

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, CSI for Evidence. C: Connect. Does this quote connect to my reason? S: Support. Does this quote support my thinking clearly? I: Infer. What can I explain from this quote?

CLASS SLIDE

Slide 5, Signal Markers Open the Door. For evidence: The poet said, "..."; The text stated, "..."; The playwright said, "..."; The drama stated, "...". For explanation: This means... This shows... This proves... This demonstrates... This reminds me of... In my experience...

Name the different jobs: the evidence signal marker introduces text proof; the explanation starter begins the writer's thinking. Personal connections can extend that thinking when they remain tied to the reason and text.

CLASS SLIDE

Slide 6, Watch Me Prove It! Reason: One reason laws were needed was to stop arguments and prevent conflict from spreading. Evidence: The poet said, "Voices grew loud like clashing, noisy rings." Explanation: This means the disagreements were becoming intense and hard to control.

TEACHER SCRIPT

"Let me check with CSI. Does the quote connect to arguments and conflict? Does it support the reason? Yes, loud voices suggest arguing and tension. Now I explain. This means the disagreements were becoming intense and hard to control."

Expected student thinking: loud voices reveal escalating arguments. The quotation supports the conflict reason; the explanation tells what those words suggest. Trace this matched set within a TREES body paragraph.

EMBEDDED CHECK ○ LEARN

Ask students to point to the reason, signal marker, exact quotation, and inference. Ask why the loud-voices quotation fits conflict.

Misconception / teacher move: if students say every line about laws fits, contrast the food line and ask which reason it directly supports.

Access without lowering rigor: read the lines aloud and display CSI; students explain the connection. **Student product:** annotated source, copied model, and an oral CSI justification.

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

Day Purpose: practice matching reasons, evidence, and explanations through CSI Match-Up Mission.

Standard	Focus
TEKS	3.12B compose informational text; 3.7C use evidence; 3.7G explain important ideas
ELPS	1(C) follow directions; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 7, CSI Match-Up Mission. Spin, then draw a matching card. Find the reason, evidence, and explanation cards that go together. Say "CSI Check!" and explain why the cards match. Correct match: move your Pencil Guy 3 spaces!

Path to Proof Palace: Reason Road → Evidence Lane → Explanation Bridge → Proof Palace. Use a spinner with choices corresponding to the prepared card sets; the deck leaves the spinner labels to the teacher.

TEACHER SCRIPT

"You are detectives of good writing. Read the whole reason, then test the evidence. Before you move, say CSI Check and explain what the quote proves. Your partner listens for all three parts."

Step	Student Action	Teacher / Partner Check
1	Spin and draw a matching card.	Read the card aloud and locate its source.
2	Find a reason, evidence, and explanation that belong together.	Does the evidence support this reason?
3	Say "CSI Check!" and justify the set.	Listen for Connect, Support, Infer.
4		

	Introduce the quote with a signal marker and read the explanation.	Does the explanation state what the quote proves?
5	Move Pencil Guy 3 spaces for a correct, justified match; switch roles.	Both students practice choosing and explaining.

Teacher-Prepared Sample Sets

Reason	Evidence Card	Explanation Card
One reason laws were needed was to protect fairness for everyone.	The poet said, "Some took more food while others had too little."	This shows that fairness had broken down because some people had more than they needed while others were left without enough.
One reason pasteurized milk is important is that it helps protect people from sickness.	The drama stated, "Pasteur figured out that heating liquids could kill harmful germs."	This shows that pasteurized milk helps protect people from sickness because heating kills harmful germs that could make them ill.
One reason laws were needed was to stop arguments and prevent conflict from spreading.	The poet said, "Voices grew loud like clashing, noisy rings."	This means the disagreements were becoming intense and hard to control.

These sample cards adapt the deck models and source text for classroom play. Mix the cards so students must justify the match; copying a preassembled set does not demonstrate the skill.

EMBEDDED CHECK ○ LEARN

Before awarding three spaces, ask the student to name words in the quotation that connect to the reason and explain the inference.

Misconception / teacher move: if students match by a repeated word only, ask what the quote actually proves. **Access:** read two or three cards aloud and offer signal-marker frames; students decide. **Student product:** matched sets with spoken CSI checks and one written proof entry.

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

Day Purpose: explain what makes a match strong, then independently build proof for two given reasons.

Standard	Focus
TEKS	3.12B compose informational text; 3.7C use evidence; 3.7G explain important ideas
ELPS	2(E) explain information; 4(D) write connected sentences

DISCUSS ○ LEARN

CLASS SLIDE

Slide 8, What Makes a Match Strong? How do you know if evidence really matches a reason? Why is it important to quote the text directly? What job does the signal marker do? Why is explanation needed after evidence?

TEACHER SCRIPT

"Tell your partner how the quote connects to the reason. Then tell what it proves. What does the reader learn from your explanation that the quotation alone does not say?"

Expected response: "The evidence has to be about the same idea as the reason. The signal marker lets the reader know evidence is coming." Quoting directly preserves the source's wording; explanation makes the connection visible.

CLASS SLIDE

Slide 9, Proof Turns Into Meaning. "A quote is proof, but explanation turns proof into meaning." The signal marker opens the door for evidence. The explanation shows how the quote proves the reason.

PERSONAL CONNECTION **[3.7A]**

Briefly share an experience with fairness or safety. Return to the text and distinguish the personal connection from the quotation used as proof.

Compare the texts: the poem supports reasons about laws and fairness; the drama supports reasons about discoveries and protection. Paraphrase what a selected quote means without changing its meaning, then explain why it matches its reason. **[3.7B]** **[3.7D]**

USE (Build Your Proof!) ✓ ASSESS

CLASS SLIDE

Slide 10, Build Your Proof! Divide your notebook page into Reason | Evidence | Explanation. 1. One reason laws were needed was to protect fairness for everyone. Find the quote, add a signal marker, and explain it starting with This. 2. One reason pasteurized milk is important is that it helps protect people from sickness. Find the quote, add a signal marker, and explain it.

Students complete both entries independently with the passages available. They use CSI to select each quote, introduce it with a source-appropriate signal marker, and explain its match. Keep model answers hidden during the task.

Teacher answer guidance: the fairness reason can use poem line 5 and explain unequal access to food. The milk-safety reason can use drama line 11 and explain how killing germs reduces sickness. Accept other accurate quotations with a convincing connection.

EMBEDDED CHECK ✓ **ASSESS**

Collect both entries. For each, check relevance, a signal marker, accurate quoting, and an explanation of how the quote proves that reason.

Misconception / teacher move: "This is about fairness" labels a topic. Ask what the food detail reveals about fair treatment. Provide this feedback after collecting independent evidence.

Access: provide a blank three-column page, read-aloud text, and starter bank; leave choices and inference to each student. **Student product:** two independent matched proof entries. Use module vocabulary accurately. **[3.7F]**

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

Day Purpose: recognize proof chosen with purpose and revise an explanation so it actually proves the reason.

Standard	Focus
TEKS	3.12B compose informational text; [3.7C] use evidence; [3.7G] explain important ideas
ELPS	2(F) respond to information; 4(E) conventions

AWARD ✓ ASSESS**CLASS SLIDE**

Slide 11, I Chose Proof With Purpose! Review your reason, evidence, and explanation. Point to a match you can defend.

TEACHER SCRIPT

"Show one place where your evidence supports your reason. Tell what you inferred. Name that strength using the words in your own writing."

Students select one successful part of their Day 3 work and record an Award statement. Accept an emerging strength while naming the remaining need accurately.

TARGET ✓ ASSESS**CLASS SLIDE**

Slide 11, continued. Revise this weak explanation: "This is about fairness." Target questions: Did my evidence match my reason? Did I use a signal marker correctly? Did my explanation really prove the reason?

Display the fairness reason and food quotation. Students revise the weak explanation independently before seeing the deck's possible revision.

CLASS SLIDE

Possible revision: This shows that fairness had broken down because some people took more food than they needed while others were left without enough.

TEACHER SCRIPT

"Your reader needs to understand what unequal food reveals. Explain the unfair treatment, then check that your sentence supports the fairness reason. Use that same check in your own proof entry."

EMBEDDED CHECK ✓ ASSESS

Compare original and revised explanations. The revision should explain unequal treatment, not just repeat the word fairness. Check quotation punctuation as a separate editing step. **[3.11C]**

Misconception / teacher move: adding more words is not enough if the connection remains missing. Ask "What happened, and why does that prove your reason?"

Access: oral rehearsal and This shows... because... are available; each student supplies the meaning.

Student product: Award reflection, revised explanation, and one actionable Target.

SUPPLEMENTAL SUPPORT SYSTEM: SLIDE 13

Prove It Step by Step: choose from two or three read-aloud evidence cards; build with The poet said, "... " and This shows...; say "My reason is... My quote is... This shows..." See Section 66.

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

Day Purpose: teach how a reason, quotation, and explanation match, then demonstrate the skill independently on the deck's milk-safety exit ticket.

Standard	Focus
----------	-------

TEKS	3.12B compose informational text; 3.7C use evidence; 3.7G explain important ideas
ELPS	2(E) explain information; 4(D) write connected sentences

EDUCATE AND EXPLAIN ✓ ASSESS

TEACHER SCRIPT

"Use yesterday's proof to teach your partner. Name the reason, read your signal marker and quotation, and explain how the quote proves the reason. Tell how CSI helped you choose. Then put that example away for the independent ticket."

Partners explain the match in their own words. Each student identifies the job of the signal marker and the job of the explanation. Listen to both partners.

TRANSFER: EXIT TICKET ✓ ASSESS

CLASS SLIDE

Slide 12, Exit Ticket. One reason pasteurized milk is important is that it helps protect people from sickness. On your own: write one signal marker, a matching quotation, and an explanation beginning with This.

Give students the drama and the printable in Section 56. Students independently choose the evidence and write the explanation; classmates do not supply or revise the ticket. Section 57 provides teacher scoring guidance after collection.

EMBEDDED CHECK ✓ ASSESS

Check whether the quote supports protection from sickness, whether its introduction identifies the source, and whether the This sentence explains the connection. Record supports used.

Access: read the reason and source aloud if needed; display a generic signal-marker bank. Each student still chooses the quotation and supplies the inference. **Misconception / teacher move:** after collection, reteach any quote about the lunchroom setting that does not prove milk safety.

CLASS SLIDE

Slide 15, My Progress Tracker. Reflect honestly on choosing matching evidence, using CSI, adding signal markers, and explaining proof. Mark the response that shows how independently you can do each skill.

After the ticket, compare the low, medium, and high examples on slides 16-18. Explain why the high example makes the match visible. Complete First Thinking / Final Thinking from Section 3.

ENRICHMENT: SLIDE 14

One Reason, Many Ways to Explain: use definition, expert testimony, and story/anecdote approaches to explore the lasting usefulness of Pasteur's discovery. Keep each explanation connected to evidence; see Section 69.

Return to citizenship: how can matching proof and explaining it help people discuss fairness or safety? **Student product:** partner teaching explanation, independent milk-safety ticket, tracker, and final reflection. Apply the week's skill in each body paragraph of the full independent ECR during the writing block.

Student Exemplars

Deck slides 16-18 use this prompt: Explain WHY laws were needed in "Why We Need Laws." Compare how each response matches a reason, quotation, and explanation.

51. Low / Developing Exemplar

Field	Detail
Student response (deck slide 16)	"Laws were needed."
What the student did successfully	Named the topic.
What is missing	A precise reason, matching evidence, and explanation.
Why it falls at this level	The reader has no proof of why laws were needed.
Exact next instructional step	State a specific reason, choose a matching quotation using CSI, add a signal marker, and explain what it proves.

52. Medium / Approaching Exemplar

Field	Detail
Student response (deck slide 17)	"Laws were needed because people were not fair. The poet said, 'Some took more food while others had too little.'"
What the student did successfully	The reason and quotation match, and a signal marker introduces relevant evidence.
What is missing	The writer has not explained how the quotation proves the reason.
Why it falls at this level	The reader must infer the connection without the writer's explanation.
Exact next instructional step	Add a This sentence that tells how unequal food proves fairness had broken down.

53. High / Secure Exemplar

Deck slide 18: "One reason laws were needed was to protect fairness for everyone. The poet said, 'Some took more food while others had too little.' This shows that fairness had broken down because some people had more than they needed while others were left without enough."

Response Part	Example	Why It Works
Reason	One reason laws were needed was to protect fairness for everyone.	Names the exact idea to prove.
Signal marker and quotation	The poet said, "Some took more food while others had too little."	Introduces an accurate quotation that directly supports fairness.
Explanation	This shows that fairness had broken down because some people had more than they needed while others were left without enough.	Interprets the unequal food and makes the reason/evidence connection visible.

CSI check: the food detail connects to fair treatment, supports the claim that fairness had broken down, and allows an inference about unequal access to what people need. The writer selected proof with purpose.

Transfer to the Drama

One reason pasteurized milk is important is that it helps protect people from sickness. The drama stated, "Pasteur figured out that heating liquids could kill harmful germs." This shows that pasteurized milk helps protect people from sickness because heating kills harmful germs that could make them ill.

These are secure body-paragraph models. The full writing assignment also requires an introduction with a central idea, another developed reason, and significance; a single modeled paragraph does not complete the ECR.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate final understanding: students select evidence for the particular reason, use CSI to check the match and inference, introduce an accurate quotation with a signal marker, and explain how it proves the reason. Accept varied explanations when the reasoning is faithful to the text.

Reason	Possible Source Evidence	What the Explanation Should Make Clear
Laws were needed to stop arguments.	Poem line 2: "Voices grew loud like clashing, noisy rings."	Loud voices suggest disagreements were intensifying and needed control.
Laws were needed to protect fairness.	Poem line 5: "Some took more food while others had too little."	Unequal food shows that some people lacked enough while others took more; fairness needed protection.
Pasteurized milk helps protect people from sickness.	Drama line 11: "Pasteur figured out that heating liquids could kill harmful germs."	Killing harmful germs helps prevent the sickness those germs cause.
Pasteur's discovery has lasting importance.	Drama line 13: "The two students realize that a scientific breakthrough from long ago still helps protect people every day."	The discovery continues to protect people beyond the time when it was made.

Do not require students to copy a model explanation. Keep the distinction between text wording in a quotation and the student's own inference. Assess each match within the full independent ECR.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Reason + evidence + explanation establishes a strong body paragraph.
T2	Day 1 Reveal	■ TEACH	CSI, signal markers, and the argument model make reasoning visible.
L3	Day 2 Attempt	○ LEARN	CSI Match-Up cards are matched and justified.
L4	Day 3 Discuss	○ LEARN	Students distinguish introducing proof from explaining it.
A5	Day 3 Use	✓ ASSESS	Two independent matched proof entries.
A6	Day 4 Award	✓ ASSESS	Student identifies a supported strength in the writing.
A7	Day 4 Target	✓ ASSESS	Student revises a vague explanation to show the connection.
A8	Day 5 Educate / Explain	✓ ASSESS	Student teaches CSI and the matched paragraph parts.
A9	Day 5 exit ticket	✓ ASSESS	Independent signal marker, quotation, and explanation for milk safety.
A10	Writing Assignment	✓ ASSESS	

		Each reason is developed with matched evidence and explanation in a full ECR.
--	--	---

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students independently match reasons, quotations, and explanations.
Who Administers It	Classroom teacher during daily instruction and the independent writing block.
Materials Needed	Both passages, notebooks, CSI cards, signal-marker bank, ticket, and ECR rubric.
Related TEKS	3.12B composition; [3.7C] evidence; [3.11C] revision.
Task	Choose proof with CSI, introduce it with a signal marker, and explain its connection to the reason.
Expected Response	A relevant, accurate quotation and a specific inference that proves the reason.

Informal: Days 1-2 oral CSI checks and justified card matches show the developing selection process.

Formative: Day 3 collects both notebook entries; Day 4 compares original and revised explanations.

Exit ticket: Day 5 and Section 56 use the same milk-safety reason and require a signal marker, quotation, and This explanation.

Full composition: Section 61 requires an independent ECR with at least two developed reasons. Score each body paragraph's match, not just the opening idea.

Assessment Reason Bank

Given Reason	Matching Evidence	Expected Explanation
One reason laws were needed was to protect fairness for everyone.	Poem line 5: unequal food	Shows unequal treatment and the need to protect fairness.
One reason pasteurized milk is important is that it helps protect people from sickness.	Drama line 11: heating kills germs	Shows how removing harmful germs protects people from sickness.
Laws were needed to stop arguments.	Poem line 2: loud voices	Shows disagreements were intensifying and hard to control.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 3.12B, reading & writing. **Target:** I can match a quotation and explanation to a reason.

Given reason: One reason pasteurized milk is important is that it helps protect people from sickness.

Directions: Read "The Lunchroom Discoveries." On your own, write one signal marker, a matching quotation, and an explanation beginning with This. Use CSI silently to check that the quote connects, supports, and gives you something to infer.

Signal marker and quotation: (2 points for the signal marker; 4 points for evidence)

Explanation beginning with This: Tell how the quotation proves the reason. (4 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Possible secure response: The drama stated, "Pasteur figured out that heating liquids could kill harmful germs." This shows that pasteurized milk helps protect people from sickness because heating kills harmful germs that could make them ill.

Criterion	Answer / Scoring Guidance	Expected Thinking	Points	TEKS Evidence
Signal marker	2: clearly introduces the source, such as The drama stated, or The text stated,. 1: attempted introduction is unclear or incomplete. 0: absent.	Reader knows text evidence is coming.	0-2	3.12B craft
Matching quotation	4: accurately quoted evidence directly supports protection from sickness. 3: relevant quotation with a minor copying slip that preserves meaning. 2: related detail with a weak connection or relevant paraphrase without a quotation. 1: text detail does not support the reason. 0: no usable evidence.	CSI: Connect and Support.	0-4	3.7C; 3.12B
Explanation	4: begins with This and clearly explains how the evidence proves protection from sickness. 3: clear link with a minor omission,	CSI: Infer; make the connection explicit.	0-4	3.12B

	including missing the requested starter. 2: partial link or mostly repeats the quotation. 1: topic label or unsupported claim. 0: absent or unrelated.			
--	--	--	--	--

Accept another accurate drama quotation when the student explains its connection to milk safety convincingly. Line 7 can establish the sickness problem; lines 11-12 most directly show the protection. Do not require the teacher model word for word.

59. Scoring Principle

Score the match between the given reason, quotation, and explanation. The exit ticket measures a focused skill; the writing assignment measures its use throughout a full ECR. Minor handwriting or spelling errors do not reduce reasoning points when meaning remains clear. Score source introduction and quotation accuracy in their named criteria, and avoid deducting twice for the same small punctuation error. Record support given so prompted work is not mistaken for independent mastery.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Extend explanations through Section 69 and apply the match across the full ECR.
7-8	70-80%	Developing	Confer on the missing signal marker, quotation match, or explanation detail.
5-6	50-60%	Emerging	Use Prove It Step by Step with two or three evidence choices.
0-4	0-40%	Beginning	Model CSI, rehearse a matched set orally, then assess a fresh independent attempt.

Percentage = raw score $\times$ 10. Use the individual criteria to choose the next support.

61. Recommended Gradebook Label

Gradebook label: "G3 C3 M4 Matching Reasons, Evidence, and Explanations (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.12B, reading & writing: compose informational text with a clear central idea, genre characteristics, and craft.
Supporting TEKS	3.11A planning; 3.11C revising; 3.7C evidence; 3.7F vocabulary; 3.7G important ideas.
Purpose	Independently develop a full ECR in which every reason has matching evidence and explanation.
Exact Student Prompt	Explain WHY laws were needed in "Why We Need Laws."
Exact Student Directions	Write a complete ECR with an introduction and clear central idea, at least two body paragraphs, and a concluding significance statement. State a distinct reason in each body paragraph. Use CSI to choose a quotation, introduce it with a signal marker, and explain how it proves that reason with a This sentence. Reread and revise each match.
Non-Negotiable Expectations	Each reason has relevant evidence, a source-appropriate signal marker, an accurate quotation, and a clear explanation. Complete all TREES parts independently. Use at least two module vocabulary words accurately.
Administration	Use a separate writing block after the daily practice. Provide the poem and generic charts, but remove completed model paragraphs. Students choose their own reasons, quotations, and explanations. Record access supports.

WRITING REQUIREMENT **3.7F**

Use at least two vocabulary words naturally in your response, such as fairness, arguments, community, protection, or conflict.

63. Student Planning Frame

Optional planning support; the student makes every content choice. Complete the plan, then write the full ECR in connected paragraphs.

1. Write the central idea that answers why laws were needed.
2. State two distinct reasons that develop that central idea.
3. For each reason, locate a possible quotation and apply CSI: Connect, Support, Infer.
4. Choose a signal marker and copy the quotation accurately.
5. Plan a This explanation that tells how the quotation proves that reason.
6. Plan significance: why do fair laws matter to a community?
7. Draft the introduction, both developed body paragraphs, and conclusion. Reread each match.

Reason	Signal Marker + Evidence	Explanation
Reason 1: _____	_____	This _____
Reason 2: _____	_____	This _____

Central idea:

Significance:

64. Writing Assignment Rubric

Five criteria, each worth up to 4 points, for a total of 20. Evaluate the full independent ECR. Assign 0 to a criterion with no assessable evidence. Evaluate both body paragraphs; one strong paragraph cannot establish consistent matching across the response.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Full ECR and reasons	Clear central idea, at least two distinct reasons in developed body paragraphs, and meaningful significance.	Complete response with two reasons; organization or significance is thin.	Incomplete ECR or only one developed reason.	Topic statement or disconnected ideas; little development.
Evidence selection with CSI	Each quotation directly connects to and supports its reason; selection reflects what the evidence proves.	Most matches are direct; one needs a more precise detail.	One clear match; other evidence is weakly related or absent.	Details are present but fail to support the reasons.
Signal markers and quotations	Each quote is introduced with an appropriate signal marker and copied accurately.	Source introductions and quotes are mostly clear; minor copying or punctuation slips.	Some quotations or source introductions are missing or unclear.	Attempts to use source words without clear introduction or quotation boundaries.
Explanations	Each body paragraph explains how its quote proves its reason; clear. These sentences make the inference visible.	Connections are mostly clear; one explanation needs specificity or its starter.	One partial connection; other explanations mostly repeat or label.	Explanation attempts are vague or unsupported.
Conventions and vocabulary	Clear, complete sentences; readable punctuation; at least two accurate module vocabulary words.	Mostly clear sentences; minor errors or only one target word.	Several incomplete sentences or errors; vocabulary use limited or inaccurate.	Frequent errors obscure meaning; vocabulary is misused.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Explore several ways to explain the same supported reason.
14-17	70-85%	Developing	Revise the weakest evidence/explanation match and check the full response.
10-13	50-65%	Emerging	Use CSI to rebuild each missing match, then return to the full draft.
0-9	0-45%	Beginning	Use Prove It Step by Step before a new independent attempt.

Percentage = rubric score $\times$ 5. **Gradebook label:** "G3 C3 M4 Matching Reasons, Evidence, and Explanations (Full ECR)."

66. Teacher Feedback Shortcuts

- Strength: "Your quote supports this reason because ____."
- Strength: "Your signal marker tells the reader where the proof comes from."
- Strength: "Your This sentence explains what the quote proves."
- Target: "Use CSI on this quote. Which words directly support this reason?"
- Target: "Explain why this detail shows unfairness, conflict, or protection."
- Target: "Check the next body paragraph. Does its evidence match its own reason?"
- Vocabulary: "Use a precise word such as fairness or harmful to clarify your meaning."

Response to Student Need

67. Intervention: Prove It Step by Step

Field	Detail
Purpose	Help students choose proof, introduce it, and explain the match to a reason.
Group Size	Small group, 3-6 students
Time	10-12 minutes after independent evidence is collected
Materials	Two or three evidence cards per reason, both passages, CSI chart, and sentence starters
Relevant TEKS	3.12B composition; 3.7C evidence; 3.11C revision
Relevant ELPS	1(C) follow directions; 2(F) restate and respond

CLASS SLIDE

Slide 13, Prove It Step by Step. Choose → Build → Say It.

Step 1: Choose. Read two or three evidence cards aloud. Students choose the quotation that best matches the reason. For fairness, compare the food line with the loud-voices line and ask which provides direct proof of unequal treatment.

Step 2: Build. Use the deck's frames: The poet said, "..."; This shows...; This proves... Students supply the quotation and explain what its words prove.

Step 3: Say It. Rehearse "My reason is... My quote is... This shows..." Each student then writes the matched set.

TEACHER SCRIPT

"We do not have to do everything at once. We will prove it step by step. Choose the quote, introduce it, then explain the connection. What do these words prove about your reason?"

Check transfer: give a fresh reason and new choices from the drama. Remove the completed model and collect an independent signal marker, quotation, and explanation. Use that result to plan return to the full ECR.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask which quote proves this reason.	Student selects a directly relevant quote.	Same topic means same proof.	Compare two choices using Connect and Support.
Ask what CSI means.	Connect, Support, Infer, with a check of this quote.	CSI is only finding a sentence.	Require an inference about what the words prove.
Ask where the evidence begins.	Student reads a signal marker and quoted text.	Quotation marks alone introduce the source.	Model a source-appropriate marker and return to student practice.
Ask how the quote proves the reason.	Student explains the connection in a This sentence.	Repeating the quote is explaining.	Ask what the detail reveals and why it supports this reason.
Review the second body paragraph.	A new reason has matching proof and explanation.	One good match completes the ECR.	Apply the same CSI check to every body paragraph.

69. Student Support Quick Reference

If a student...	Support to Provide
Chooses a related but weak quotation	Read two choices and compare which directly supports the specific reason.
Omits the signal marker	Use the evidence-starter bank, then have the student introduce a new quote.
Writes "This is about fairness"	Ask what the unequal food shows about how people were treated.
Explains orally but struggles to write	Allow oral rehearsal, then write with the frame "This shows ____ because ____."
Masters quickly	Use One Reason, Many Ways to Explain in Section 69.

Supporting materials: CSI chart, three-column notebook page, signal-marker bank, matched proof models, both passages, and My Progress Tracker.

70. Enrichment: One Reason, Many Ways to Explain

Field	Detail
Purpose	Extend a supported reason through different explanation approaches, then compare how the texts support lasting benefits.
Group Size	Pairs or small groups
Materials	Both passages, notebooks, CSI chart, and slide 14
Relevant TEKS	3.12B composition; 3.7B comparison; 3.7C evidence; 3.11C revision
Relevant ELPS	2(E) explain information; 4(D) connected sentences

CLASS SLIDE

Slide 14, One Reason, Many Ways to Explain. Write in your notebook.

Begin with a supported reason: One reason Pasteur's discovery is important is that it continues to protect people. Select drama line 13 or another matching quotation and introduce it with a signal marker.

Deck Explanation Approach	Deck Model	Teacher Guidance
Definition	This means Pasteur's discovery is still useful in the present.	Clarifies what lasting usefulness means; connect it to the quoted detail.
Expert Testimony	This shows the discovery solved a past problem and continues to keep people safe now. This proves its importance lasts over time.	This is the deck's label for this explanation approach. The model interprets the drama; it does not supply a separate expert quotation. Do not invent an expert or source.
Story/Anecdote	This reminds me of how inventions keep helping people. In my experience, the best solutions keep working year after year.	Use a true personal connection if one fits, then explain how it relates to the selected text evidence.

Student task: write two explanations for the same reason and quotation. Decide which more clearly proves lasting importance and justify the choice with CSI.

Connect across texts: compare the lasting protection in the drama with the rights shared by everyone in poem line 14. Write a brief comparison using one quotation from each source and an explanation of each connection. Keep the sources distinct. **3.7B**

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why Pasteur's discovery is important in "The Lunchroom Discoveries."

Connection to Module 4: transfer the evidence-matching habit to a full independent ECR about the drama. Develop at least two distinct reasons, each with its own evidence and explanation.

Planning Support

- Write a central idea that answers the prompt.
- Plan two reasons, such as protection from sickness and usefulness over time.
- For each reason, use CSI to choose a quotation that proves it.
- Introduce each quote with a signal marker and explain it with a This sentence.
- Plan a significance statement about how discoveries help people.

WRITING REQUIREMENT **3.7F**

Use at least two module vocabulary words accurately, such as discovery, harmful, protection, or illness.

Drafting: write an introduction, two developed body paragraphs, and a conclusion in your notebook. Apply the Section 63 rubric.

Success Criteria

- Each reason develops the central idea.
- Every quotation is accurate, introduced, and matched to its reason.
- Each explanation shows how the proof supports the reason.
- The complete response communicates why the discovery matters.

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

Revise. Apply CSI to every body paragraph. Replace a weak evidence choice or expand an explanation that only repeats the quotation. Improve coherence and sentence structure. **3.11C**

Edit. Check signal-marker commas, quotation marks, exact copied words, capitals, punctuation, and complete sentences.

Share. Read the full response to a partner. The partner identifies each reason and its matching quotation and explanation, then states the central idea and significance.

Teacher record: preserve the original independent draft and the revised copy so growth in evidence selection and explanation is visible.

Engagement & Home Connection

73. Auditory Engagement Moments

Hear and say the reasoning before writing it. Keep every oral routine tied to a reason and its proof.

- Use the deck chant: "Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!"
- Read a reason and two quotations aloud; students defend the stronger match.
- Partners say "CSI Check!" before explaining Connect, Support, Infer.
- Read the quotation with its signal marker, pause, then read the This explanation. Name the different jobs.
- Use "My reason is... My quote is... This shows..." during small-group rehearsal.

74. Pause Points

Allow quiet thinking time before students choose evidence or write an inference.

PAUSE POINT: BEFORE CHOOSING

What exact reason am I trying to prove? Which words in this quotation support it?

PAUSE POINT: BEFORE EXPLAINING

What can I infer from these words? How does that inference prove my reason?

PAUSE POINT: BEFORE YOU FINISH

Did I use a signal marker and quote accurately? Does every body paragraph include a clear explanation of its own evidence?

75. At-Home Connection

Use a passage copy or notebook entry for a short conversation at home. These invitations need no special materials beyond the student's existing work.

TEACHER INFORMATION: TASK CARD 1

Send a reason and two short source quotations so the family can listen to a choice.

Task Card 1: Choose the Proof. Read your reason. Choose which quotation supports it more clearly. Explain the choice with CSI. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Rehearse the two jobs: introduce proof, then explain its meaning.

Task Card 2: Open the Door. Read a quotation using a signal marker: The poet said, "..." or The drama stated, "...". Explain how that signal marker helps the listener know whose words come next. Then tell what the quote proves. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Have the student make a connection explicit in their own words.

Task Card 3: Explain the Match. Share a reason, quotation, and This explanation from your notebook. Ask the listener to tell which words helped them understand the connection. Revise orally if needed. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This tracker is for you. Look at your own writing and mark how independently you can do each skill. Use a real example as evidence for your choice."

Directions: As you practice matching reasons, evidence, and explanations, check the response that matches how you feel. Be honest so you can see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Tell whether a quote matches my reason.			
Use CSI: Connect, Support, Infer.			
Choose evidence that clearly supports my thinking.			
Use a signal marker before a quotation.			
Copy the quotation accurately.			
Explain how my quote proves my reason.			
Revise a vague explanation to make the connection clear.			
Match each reason, quotation, and explanation in a full independent ECR.			

77. Student Award

I Chose Proof With Purpose! One match I can defend in my own writing is:

My reason, quote, and explanation work together because:

78. Student Target

What do I want to practice next? Choose one specific step: improve my evidence match, add a correct signal marker, or explain what the quote proves.

I will revise this part of my work:

Use the three Day 4 Target questions to check the revision.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You chose proof with purpose. CSI helped you connect evidence to a reason, check its support, and infer what it proves. A signal marker introduced the quotation. Your This sentence made the connection clear. Keep those parts matched in every body paragraph of your full ECR."

80. Essential / Overarching Question, Answered

How can I choose evidence that matches my reason and explain how the evidence proves it?

I use CSI: Connect asks whether the quotation relates to my reason, Support asks whether it provides clear proof, and Infer asks what I can explain from it. I introduce the quotation with a signal marker and write a This sentence that shows how its meaning proves the reason. I repeat this match for every reason in my full ECR.

81. Teacher Reflection

- Which students chose directly relevant quotations, and which chose only a related topic detail?
- Who could explain the inference orally but needed help writing the connection?
- Did signal markers introduce quotations clearly and accurately?
- Which revised explanations became more specific about what the evidence proved?
- Did students use the matching habit in every body paragraph of the full independent ECR?
- Who needs Prove It Step by Step, and who is ready for One Reason, Many Ways to Explain?
- Which independent artifacts show growth, and what supports were used?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that the matching skill was taught and independently applied:

- Day 2 matched cards and teacher notes on CSI justifications.
- Day 3 independent fairness and milk-safety proof entries.
- Day 4 original and revised explanations, with Award and Target reflections.
- Day 5 milk-safety exit tickets at several performance levels.
- Module 4 My Progress Tracker tied to examples in student work.
- Full independent ECRs and scored rubrics showing each reason/evidence/explanation match.
- Notes on access supports and follow-up independent performance.

Production & Implementation Support

83. Module Slide Deck Build Sheet

The authoritative 18-slide Module 4 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1. Deck identifier: 16 of 36.

Slide	Title	Required Content	Lesson Location
1	Matching Reasons, Evidence, and Explanations	Module 4; Grade 3 Cluster 3; Tackling TEKS [3.12B] , Reading & Writing	Cover
2	Meet Our Week!	Four I Will and four I Can statements; physical slide 2 is internally labeled Module Slide 1	Learning Destination; Day 1
3	You Are a Reason-Prover!	Reason + Evidence + Explanation = Strong Body Paragraph; evidence/explanation chant	Day 1 Gather
4	CSI for Evidence	Connect: connection to reason; Support: clear proof; Infer: what can be explained	Day 1 Reveal
5	Signal Markers Open the Door	Evidence markers for poet, text, playwright, and drama; explanation starters	Day 1 Reveal
6	Watch Me Prove It!	Argument reason; loud-voices quotation; inference about intense disagreements; CSI teacher model	Day 1 Reveal
7	CSI Match-Up Mission	Spin and draw; match reason/evidence/explanation; justify with CSI; move Pencil Guy 3 spaces; Proof Palace path	Day 2 Attempt
8	What Makes a Match Strong?	Questions about evidence relevance, direct quotation, signal markers, and explanation	Day 3 Discuss
9	Proof Turns Into Meaning	A quote is proof, but explanation turns proof into meaning; jobs of marker and explanation	Day 3 Discuss
10	Build Your Proof!	Fairness reason and milk-safety reason; choose quotes, add signal markers, explain; three notebook columns	Day 3 Use
11	I Chose Proof With Purpose!	Revise This is about fairness; possible unequal-food explanation; three Target questions	Day 4 Award + Target
12	Exit Ticket	Given milk-safety reason; independently write a signal marker, matching quotation, and This explanation	Day 5 Educate / Explain
13	Prove It Step by Step	Choose from read-aloud cards; build with frames; say My reason is... My quote is... This shows...	Small-group support; Section 66
14	One Reason, Many Ways to Explain	Definition, expert testimony, and story/anecdote approaches about lasting usefulness	Enrichment; Section 69
15	My Progress Tracker	Reflect on independent matching of reasons, evidence, and explanations	Day 5; Section 75
16	Let's Look at an Answer!		Section 50; Day 5 review

		LOW: Laws were needed. Topic named; precise reason, evidence, and explanation missing	
17	Let's Look at Another Answer!	MEDIUM: unfairness reason and food quotation with signal marker; explanation missing	Section 51; Day 5 review
18	Our Strongest Answer!	HIGH: fairness reason, food quotation, and explanation of unequal treatment; all parts match	Section 52; Day 5 review

Guide extensions: retrieval, family activities, printable scoring guidance, and the full independent ECR expand the deck for instruction. They do not add slides to its 18-slide sequence. The Day 2 sample cards are teacher-prepared applications of the deck and the unchanged source passages.

84. Virtual / Online Adaptation

Keep evidence selection, inference, and independent writing at the same level of rigor when teaching remotely.

Element	Adaptation
Shared-screen adaptation	Display a reason, quotation, and explanation in three columns. Model CSI and a signal marker.
Annotation	Students mark candidate evidence with TRACKS and note the reason it might support.
Breakout discussion	Pairs match reason/evidence/explanation cards and justify the match with CSI.
Oral response	Students record My reason is... My quote is... This shows... before writing.
Asynchronous option	Use a spinner and digital card sets for CSI Match-Up Mission. Require a recorded or written justification; correct matches move Pencil Guy 3 spaces.
LMS submission	Collect two proof entries, the independent milk-safety ticket, and the full ECR. Keep independent work separate from partner practice.
Digital tracking	Students complete the same progress tracker and attach an example supporting their self-assessment.

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	