

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 4

Grade 3 | Extended Constructed Response (ECR): the craft of the ECR

Module 1 Significant Inferencing Sentences Using MICE

Module 2 Significance Sentences for HOW Prompts Using MICE

Module 3 Getting SET with the Statement of Purpose

Module 4 The Yellow Sentence (Evidentiary Transition)

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Teacher Lesson Plan Guide

Significant Inferencing Sentences Using MICE

Grade 3 | Cluster 4 | Module 1

Grade: 3

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

Module: 1 of the cluster

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

Module Title: Significant Inferencing Sentences Using MICE

Content Connection / Passage Titles: "Benjamin Franklin and Electricity" and "The Founding Fathers" (Week 1, Low Stamina, approximately 250 words per passage)

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

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

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

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

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

1. A Little Inspiration Goes a Long Way!

Great teachers teach students how to go beyond the page. Like a scientist solving a problem, strong thinking grows when instruction gives students evidence and connections.

TEACHER SCRIPT

"You can write meaningful significance sentences when you use MICE. Your evidence, your connection, and your inference help you find the bigger idea before you write."

Connection to this week's thinking: teach students to slow down, identify the reason and evidence in a paragraph, combine them with their own connections, and name the lesson others can learn.

2. Why This Module Matters

Nothing else in this cluster works until students can build a significance sentence that goes beyond the text. A body paragraph is usually four sentences, carries a reason, evidence, and an explanation, and uses MICE to signal deeper thinking. By the end of the week, students combine their connections with the evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers" and explain why the learning matters for others.

Where it fits into writing: shaping the significance sentence is the final step in organizing a focused ECR. The MICE framework connects My Inference to Connections I have plus Evidence I have found.

Why it matters beyond this assignment: students learn to identify the evidence, the connection, and the bigger idea required before reflecting on any text.

3. Module Essential / Overarching Question

How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to others?

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

Monday: Record the student's initial understanding.

Friday: Record the student's final understanding.

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

Family Communication

4. Parent Communication Purpose

Use family communication to explain the week's work on writing significance sentences using MICE, offer conversation starters, and suggest simple shared activities. When students explain the learning at home, families can hear thinking that usually stays in the classroom.

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

5. Family Letter (English)

English family communication: Share this week's learning with families: Cluster 4, Module 1, Significant Inferencing Sentences Using MICE introduces the fourth sentence of the body paragraph.

Tell families that students are learning to write a significance sentence. Explain that strong writing goes beyond the text using MICE (My Inference = Connections I have + Evidence I have found). Students combine what they know with evidence from the passage to reach a bigger idea or lesson for others.

Describe the two informational passages: Benjamin Franklin invented the lightning rod to protect buildings from fires; The Founding Fathers created fair laws and a new government after unfair rule. Explain the focus on significant inferencing ((3.12B(i))) within informational writing ((3.12B)), using signal phrases like "Ultimately," and connecting ideas to how they help people. Invite families to ask the student to share a bigger lesson learned from the text.

Closing: Thank families for supporting their child's writing and sign as the student's teacher, The Writing Academy, LLC.

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

Comunicación con las familias en español: Comparta el aprendizaje de esta semana: el Grupo 4, Módulo 1, Oraciones de Inferencia Significativa usando MICE presenta la construcción de la oración de significancia.

Explique que el estudiante aprende a escribir una oración de significancia, que es la cuarta oración del párrafo de desarrollo. Esta oración va más allá del texto para compartir una idea mayor. Los estudiantes usan MICE (Mi Inferencia = Conexiones que tengo + Evidencia que he encontrado) para combinar la evidencia con su propio pensamiento y llegar a una lección que otros pueden aprender.

Describe los dos textos informativos: "Benjamin Franklin and Electricity" trata sobre Benjamin Franklin y cómo su pararrayos protegió los edificios de incendios; "The Founding Fathers" trata sobre cómo los líderes respondieron al gobierno injusto creando un gobierno justo. Explique la estructura con propósito ((3.1B(i))) y la escritura informativa ((3.12B)), además de las oraciones simples completas y las mayúsculas en nombres propios como Benjamin Franklin y Founding Fathers. Invite a las familias a pedirle al estudiante que explique una idea mayor usando frases de señal como "Ultimately" o "The big picture is".

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

7. Family Conversation Starters

- Invite families to ask students to explain what MICE stands for using the cheese slice layers.
- Suggest a conversation about how Benjamin Franklin's lightning rod solved a problem and protected buildings.
- Suggest a conversation about how the Founding Fathers created fair laws and why that still matters today.
- Ask families to practice writing a significance sentence starting with "Ultimately," or "The big picture is,".
- Invite families to ask what bigger lesson can be learned from a story or event this week.

8. Simple Family Activities

Share these activities as short conversations requiring no special materials.

Family Activity: The Big Takeaway

The Big Takeaway: Invite families to ask, "What is the big takeaway?" after a story or news item. Have the student use MICE to combine what they know with the evidence to share a lesson others can learn.

Family Activity: Ideas That Help

Ideas That Help: Invite a family member to talk about how one person's good idea, like Benjamin Franklin's lightning rod, can help many people. Have the student write a significance sentence starting with "Ultimately," or "The big picture is,".

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 4, Module 1
Module Category	Informational Writing / ECR: Significant Inferencing Sentences Using MICE
Primary TEKS	3.12B(i) ; 3.12B(ii) , with lesson plan breakouts 3.12B(iii)
Primary Breakout	Compose informational texts using craft by building a significance sentence that goes beyond the text to connect learning to others.
Spiral TEKS	3.12B(i) , 3.12B(ii) , 3.12B(iii)
Recursive TEKS	3.11B(iii) develop drafts; MICE framework (My Inference = Connections I have + Evidence I have found); signal phrases for significance
Content Connection	Nonfiction: "Benjamin Franklin and Electricity" and "The Founding Fathers"; Low Stamina
Daily Lesson Time	15 minutes per day; five days; 75 minutes total
Weekly GRADUATE Map	

	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	MICE cheese slices; significance sentences with signal phrases; partner explanations of MICE; reflection on bigger ideas
Formal Assessment Product	Significance sentence practice page, exit ticket using MICE frames, and brief additional writing connecting evidence to a lesson for others

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students write the fourth sentence of a body paragraph using MICE to create a significance statement that goes beyond the text and connects the learning to others.

I Will Statements

- Teach students to identify evidence from the text.
- Teach students to make a personal connection to the topic.
- Teach students to combine evidence and connections using MICE.
- Teach students to use signal phrases like Ultimately or The big picture is.
- Teach students to explain how the idea helps others.

I Can Statements

- Say what MICE stands for: My Inference = Connections I have + Evidence I have found.
- Tell the difference between an explanation and a significance sentence.
- Use a signal phrase to start my significance sentence.
- Combine evidence with my own connection to make a bigger idea.
- Connect the learning to others, not just myself.

CLASS SLIDE

Module Slide 1: Display the I Will and I Can learning targets for building significance sentences with MICE using Benjamin Franklin and Electricity and The Founding Fathers.

13. Success Criteria

Use these criteria to make successful significance sentence construction visible before students work independently.

- The student identifies the evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers." The student states a personal connection related to the text.
- The student combines the evidence and connection using MICE.
- The student uses a signal phrase such as Ultimately, or The big picture is,
- The student writes an inference that goes beyond the text to a bigger idea.
- The student connects the learning to how others can benefit.

14. Evidence That Will Demonstrate Mastery

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

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

15. TEKS Correlations

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

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11B(iii)	Writing Process, Structure	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Day 2 MICE modeling	Days 2-4 significance sentence development	Day 3 practice; Day 5 exit ticket
3.12B(i)	Informational Composition	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1 MICE introduction	Days 1-5 connecting significance to the thesis (central idea)	Day 5 task explanation
3.12B(ii) ; 3.12B(iii)	Informational Composition	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics and craft;	Day 2 MICE and Cheese game	Days 2-4 building reason-evidence-explanation-significance structure; Day 4 refining with signal phrases	Brief informational response
3.11C	Writing Process, Revision	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Day 4 Award stage	Refining significance sentences with deeper reflection; strengthening signal phrases	Revised brief response
3.11D	Writing Process, Editing	Complete sentences; singular, common, and proper nouns; capitalization; spelling within the full 3.11D expectation	Conventions connection	Additional writing checklist	Edited brief response

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

16. Standards Coverage Matrix

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

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(iii)	Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 2-4: students develop the significance sentence from the evidence and their connections.
PRIMARY	3.12B(i)	Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea (central idea)	Days 1-5: students connect the significance sentence back to the thesis (central idea).
PRIMARY	3.12B(ii)	Compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 2-3: students build the reason-evidence-explanation-significance structure.
PRIMARY	3.12B(iii)	Compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4: students refine significance sentences with signal phrases and deeper reflection.
SPIRAL	3.7A	Describe personal connections to a variety of sources, including self-selected texts	MICE Connection I Have component in Days 1-5.
SPIRAL	3.7B	Write a response to a literary or informational text that demonstrates an understanding of a text	Significance sentences for "Benjamin Franklin and Electricity" and "The Founding Fathers."
SPIRAL	3.7C	Use text evidence to support an appropriate response	MICE Evidence I Have found component in Days 1-5.
SPIRAL	3.7D	Retell and paraphrase texts in ways that maintain meaning and logical order	Oral retelling of Franklin's experiment or the Founding Fathers' response.
SPIRAL	3.7E	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	Annotating passages for solution, reaction, and resolution.
SPIRAL	3.7F	Respond using newly acquired vocabulary as appropriate	Using Tier 2 and Tier 3 vocabulary in significance sentences.
SPIRAL	3.7G	Discuss specific ideas in the text that are important to the meaning	Day 3 discussion and Day 5 Turn and Teach.
RECURSIVE	3.11C	Improve sentence structure and word choice for coherence and clarity	Refining significance sentences with signal phrases on Day 4.
RECURSIVE	3.11D	Edit using standard English conventions	Editing checklist for the MICE and Cheese Significance Stack game.
RECURSIVE		Sentences, nouns, capitalization, and spelling	

	3.11D(i); 3.11D(iii); 3.11D(ix); 3.11D(xi)		Conventions connection; additional writing.
RECURSIVE	MICE / GET SET	Reading, annotation, and ECR organization habits	Passage preparation; all five days.

17. ELPS Correlations

Matched from the approved K-12 ELPS/ELAR Crosswalk to the actual language demands of this module. The final column names the day or days on which each expectation is explicitly addressed, so no searching is required.

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
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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 grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain the full thinking demand while adjusting how multilingual learners demonstrate understanding of MICE and significance sentences.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the evidence card and connection card that form the MICE inference.
Beginning	Name the signal phrase that starts the significance sentence.
Intermediate	Complete a short phrase identifying the bigger idea from the text using MICE.
High Intermediate	Write a simple sentence explaining how the evidence and connection create the significance.
Advanced	Compare two significance sentences and justify which one connects best to others.

Language Supports

- Provide MICE cheese slices pre-labeled with Evidence I Found, Connection I Have, and My Inference.
- Allow oral rehearsal before writing and use a picture of a lightning rod or the Constitution to explain context.
- Read a passage aloud or chunk its display while leaving the inference choices to the student.
- Use an oral frame naming the evidence and the connection it signals for the bigger idea.
- Permit discussion in the home language before rehearsal in English.

Evidence of access: students may point, rehearse orally, or use a word bank, but still select the evidence, connection, and signal phrase and explain the significance independently.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear significance sentences and MICE think-alouds modeled aloud and restate the bigger idea before writing. ELPS 1(E), 1(C).
Speaking	Students say their connection and inference aloud to a partner, using the signal-phrase frames, before they write. ELPS 2(E), 2(F).
Reading	Students read both passages closely, marking solution, reaction, and resolution as evidence for their thinking. ELPS 3(E).
Writing	Students write the fourth sentence of a body paragraph: a significance sentence with a signal phrase that goes beyond the text. ELPS 4(D), 4(E).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
You may read a prompt aloud, repeat it, and let students use the anchor chart and signal-phrase list. You may provide a sentence frame.	You may not tell a student the bigger idea or write the significance sentence for them.

The student must still combine the evidence with their own connection (MICE) to form an inference that goes beyond the text.

21. Rigor & Cognitive Demand

	What Students Must Do		Evidence of the Thinking
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Level of Thinking		Expected Degree of Independence	
Literal	Identify the reason, evidence, and explanation in a body paragraph.	Supported. The teacher may read the passages aloud twice.	The student correctly labels the first three sentences of the paragraph.
Inferential	Combine evidence with a connection to form a bigger idea (MICE).	Guided on Days 1 and 2, independent by Day 5.	The student writes a significance sentence that grows out of the evidence and goes beyond it.
Evaluative	Judge whether a significance sentence connects to others and reflects a lesson.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence is significance (a takeaway for others) rather than just explanation.
Synthesis	Write multiple significance sentences from the same paragraph and justify which is strongest.	Independent enrichment after mastery.	Three significance sentences with a justification connecting best to others.

22. The Five Thinking Levels

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

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

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Reflective	Why is it important to everyone?	Student explains a universal lesson.	Curiosity and science can solve problems that protect communities.
Independent	Why is it important to the reader?	Student explains personal meaning or application.	Franklin's experiments show that testing ideas leads to safety for others.
Visible	Why is it important in the passage?	Student explains significance within the text.	The lightning rod prevented fires and saved buildings from damage.
Emergent	Why was it done?	Student explains purpose.	The Founding Fathers wanted fair laws for all citizens.
Foundational	Why did it happen?	Student explains cause.	Unfair British rule led the colonies to seek independence.

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

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Significance is just a restated explanation.	A teacher may accept a repeat of the quote as the fourth sentence.	Ask, "Does this sentence go beyond the text to a bigger idea, or does it just repeat the evidence?"
Any big statement counts as significance.	A teacher may accept an idea that is not tied to the evidence.	Remind: significance must grow out of the reason and evidence, not float free of them.
The Cheese/MICE game is the learning target.	A teacher may treat the game as the goal instead of the significance sentence.	Protect the depth: the game is practice for writing the fourth sentence well.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Significance means just saying the topic was "good."	The student writes a vague opinion.	Use MICE: "What connection plus the evidence gives you a bigger lesson others can learn?"
Significance can ignore the evidence.	The student writes an idea unrelated to the quote.	Ask, "Does your bigger idea grow out of this evidence, or did it wander too far?"
A significance sentence is only about the writer.	The student writes "I learned..." and stops.	Push outward: "How can OTHER people benefit from this idea?"

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

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

26. How I Say the Standard!

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

27. This Week I Can...

Have students name MICE, identify the significance sentence in a model paragraph, and explain how to use evidence plus connection to write a bigger idea before writing an answer.

28. Before I Can... Prerequisites

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

- Recall the parts of a body paragraph: reason, evidence, explanation, and significance.
- Recognize that a writing prompt gives the writer a task.
- Identify solution, reaction, and resolution in informational texts.
- Distinguish proof from the text (evidence) from an explanation supplied by the writer. **[3.7C]**
- Use signal phrases to introduce quotes or ideas.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner what MICE stands for and how it helps you write a significance sentence. Then point to the evidence and the connection in your notes."

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
MICE	The acronym for My Inference = Connections I have + Evidence I have found.	Have students say the full meaning before writing.
evidence	Proof quoted directly from the text about Franklin or the Founding Fathers.	Have students circle the specific quote in their passage.
connection	A thought, experience, or fact a student already knows that links to the evidence.	Have students share one personal connection to the topic.
significance	The bigger idea or lesson beyond the text that helps others.	Have students identify where this sentence fits in the paragraph.

31. Conventions Connection

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

32. Writing Connection

Significant inferencing is the final step in writing an ECR body paragraph. The reason identifies the support, the evidence provides proof, and the explanation connects them. This module prepares students to build a significance sentence using MICE that goes beyond the text.

33. Watch Out!

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

34. Ready Check

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

35. Teacher Look-Fors

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

Vocabulary, Content & Preparation

TEACHER SCRIPT

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

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Tier 1 words are everyday words you use with your family and friends, such as problem, solve, and safe. Say each word, then use it in a sentence about Benjamin Franklin or the Founding Fathers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
problem	Something that needs to be solved or fixed.	Rehearse with students: Franklin saw a _____ he wanted to solve.
solve	To find an answer to a problem.	Rehearse with students: A good idea can _____ a real problem.
safe	Free from harm or danger.	Rehearse with students: The lightning rod kept buildings _____.
help	To make something easier for someone.	Rehearse with students: A strong solution can _____ many people.
leader	A person who guides others.	Rehearse with students: The Founding Fathers were _____ who acted.
idea	A thought or plan in your mind.	Rehearse with students: One _____ can improve life for others.
protect	To keep safe from harm.	Rehearse with students: Fair laws _____ people's freedoms.
fair	Treating everyone the same way.	Rehearse with students: The Founding Fathers wanted _____ laws.
rights	Things people are free to do or have.	Rehearse with students: Laws can protect people's _____.
people	Human beings; a group of persons.	Rehearse with students: Good solutions help many _____.
electricity	A form of energy that can power things or appear as lightning.	Rehearse with students: Franklin studied _____.
government	The group that makes and runs the laws.	Rehearse with students: They built a fair _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

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

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
electricity	ih-lek-TRIS-ih-tee	A form of energy that can power things or appear as lightning.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.
conduct	kun-DUKT	To carry or let something (like electricity) pass through.
experiments	ik-SPER-uh-ments	Tests done to learn something new.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.
British rule	BRIT-ish rool	Control of the colonies by Britain.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.
Constitution	kon-stih-TOO-shun	The plan for how the government works.
liberty	LIB-er-tee	Freedom.
pursuit of happiness	per-SOOT uv HAP-ee-ness	The freedom to seek a good life.
government	GUV-ern-munt	The group that makes and runs the laws.
invention	in-VEN-shun	A new thing someone makes for the first time.

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

39. Background Knowledge & Teacher Context

Background knowledge: students have practiced answering questions, finding sentences in numbered paragraphs, and distinguishing evidence from explanation. Preview the Low Stamina nonfiction passages about Benjamin Franklin and the Founding Fathers.

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

Content connection: Franklin's experiments help readers understand how science solves problems; the Founding Fathers' actions show how leaders create fair government. Reuse the same two passages so students can concentrate on the new thinking. WHY prepares students for a reason linked by because or since; HOW prepares them for a way expressed with through, by, or with.

The ECR Habit

Teach students to read with Dot, Discover, Drop, tag relevant passage details with TRACKS (**3.7E**), and shape the prompt. The MICE framework builds a significance sentence by combining Connections I have with Evidence I have found. Module 1 establishes the foundation for significant inferencing; complete ECR development is an extension. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Teacher guide; Benjamin Franklin and Electricity and The Founding Fathers passages; Student Interactive Notebooks; chart paper; MICE anchor charts
Activity / game materials	MICE and Cheese Significance Stack gameboard; spinner; prompt, reason, evidence, explanation, and MICE cards; cheese slice cutouts or yellow paper squares; optional Pencil Guy markers
Writing materials	Pencils for drafting significance sentences; highlighters for marking solution, reaction, and resolution in passages; sentence strips for signal phrases
Assessment materials	Significance sentence practice sets; exit tickets using MICE frames; answer keys; tracker; intervention strips; enrichment materials
Technology	Daily Deck, all 36 Module 1 slides; display or whiteboard for modeling MICE think-alouds
Accessibility supports	Pre-labeled MICE cheese slices; signal-phrase list; sentence frames like "Ultimately, ____"; oral rehearsal cards for Franklin and Founding Fathers examples

41. Preparation Before Day 1

- ☐ Draw the MICE (My Inference = Connections I have + Evidence I have found) and GET SET anchor charts.
- ☐ Copy both Low Stamina passages, "Benjamin Franklin and Electricity" and "The Founding Fathers," one set per student, unless students use the Interactive Workbook.
- ☐ Cut one demonstration set of MICE cheese slices; prepare Practice Pockets with prompt, reason, evidence, explanation, and MICE cards.
- ☐ Load the Daily Deck and check all 36 Module 1 slides in order.
- ☐ Set out red, yellow, and green prompt markers and the separate TRACKS highlighting colors for solution, reaction, and resolution.
- ☐ Prepare the four practice prompts, independent exit ticket, and intervention and enrichment materials.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	G Gather + R Reveal	Gather 3 minutes; Reveal 10 minutes; check and transition 2 minutes. Introduce the MICE acronym, model significant inferencing with "Benjamin Franklin and Electricity," and rehearse prompt vocabulary.
Day 2	15 MINUTES	A Attempt	Opening 2 minutes; MICE and Cheese Significance Stack 8 minutes; partner shaping 4 minutes; closing 1 minute.
Day 3	15 MINUTES	D Discuss + U Use	Discuss 4 minutes; independent four-prompt practice using "The Founding Fathers" 9 minutes; collect and close 2 minutes.
Day 4	15 MINUTES	A Award + T Target	Award 6 minutes; Target 7 minutes; share and close 2 minutes.
Day 5			

	15 MINUTES	E Educate and Explain to Others	Turn and Teach 5 minutes; movement routine 2 minutes; exit ticket 6 minutes; closure 2 minutes.
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43. Tiny Times Transition

- Use brief, zero-material retrieval routines during classroom transitions. Keep hallway responses silent and protect the five-day lesson sequence.
- MICE Hands: say Evidence, Connection, or Inference; students show one hand for Evidence I Found, two hands for Connection I Have, and both hands stacked for My Inference.
 - Signal Phrase Freeze: call "Ultimately" or "The big picture is"; students freeze and whisper a bigger idea that helps others.
 - Beyond the Text: read a sentence; students show thumbs up if it goes beyond the text to a lesson for others, and thumbs down if it just repeats the evidence.
 - Use the routine while cards return to Practice Pockets or notebooks are set out; keep cues short and movements simple.

Citizenship & Content Connection

44. The Citizenship Connection

Connect careful reading and respectful listening to preserving historical knowledge and civic responsibility. Both nonfiction passages offer concrete examples.

Element	This Module
Suitability	Franklin and the Founding Fathers created solutions that protected communities, showing how individual actions benefit society.
Focus	Respect for historical contributions, civic duty, and the impact of scientific and political innovation on public safety and liberty.
Historical / Content Connection	Franklin invented the lightning rod to protect buildings from fires; the Founding Fathers established a fair government based on liberty and rights.
Perspective Connection	Invite students to recognize how one person's good idea or fair law can help many people, not just themselves.
Literacy-to-Citizenship Connection	Accurate prompt reading and evidence-based explanation using MICE help students articulate why historical solutions matter for modern communities.
Citizenship Question	Ask students how inventions and fair laws help a community stay safe and free.
Teacher Script	<i>"You can help your community by understanding why Franklin's lightning rod and the Constitution matter. When you read about these solutions, you notice that curiosity and fairness protect everyone."</i>
Accuracy / Source Note	Use the supplied passages for the historical details and keep interpretations connected to the text.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

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

The Two Types of Prompts (Clue-Word Chart)

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

MICE Significance Chart

Letter	MICE Part	What It Means
M	My Inference (central idea)	The bigger lesson or takeaway that goes beyond the text.
I	Inference: connection	The writer's own thinking, experience, or prior knowledge linked to the topic.
C	Connections I have	Personal or global connections that help explain why the idea matters for others. 3.7C 3.7E
E	Evidence I have found	The specific proof from "Benjamin Franklin and Electricity" or "The Founding Fathers" that supports the inference. 3.7G
Significance	Signal Phrase: Ultimately / The big picture is	The fourth sentence of the body paragraph; it reflects on how others can benefit from the lesson.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

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

CLASS SLIDE

Module Slide 2: Dot, Discover, Drop. Have students mark unfamiliar words in "Benjamin Franklin and Electricity" or "The Founding Fathers," discover their meanings, and erase resolved dots.

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

CREATE THE ANCHOR CHART

Label the MICE stack layers: Evidence I Found, Connection I Have, and My Inference. Display the signal phrase list (Ultimately, / The big picture is,) and the ECR parts chart. Keep the significance sentence distinct from the reason, evidence, and explanation.

47. Student Source Passage(s)

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

Passage 1: "Benjamin Franklin and Electricity" (Stamina: Low)

- [1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.
- [2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes.
- [3] Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he learned that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.
- [4] This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.
- [5] Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.

Passage 2: "The Founding Fathers" (Stamina: Low)

- [1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.
- [2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.
- [3] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.
- [4] After the colonies won the American Revolution, the new country needed a strong government. Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work. They wanted to create laws that were fair and protect the freedoms of the people.
- [5] The Founding Fathers showed leadership, courage, and determination as they helped form a new nation. Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.

48. Student Annotation Guide

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

Benjamin Franklin and Electricity

TRACKS	Evidence
T Time	Paragraph 1: the 1700s; paragraph 2: during a storm.
R Reactions	Paragraph 3: buildings were protected from fires; paragraph 5: people felt safer in their homes.
A Actions	Paragraphs 1-2: experimented, flew a kite, and invented the lightning rod.
C Character/Concept/Creature	Paragraphs 1 and 3: Benjamin Franklin and electricity.
K Key Knowledge	Paragraph 4: how to conduct electricity safely into the ground.
S Scenery/Setting	Paragraphs 1 and 2: Philadelphia, stormy skies, and tall buildings.

The Founding Fathers

TRACKS	Evidence
T Time	Paragraph 1: the late 1700s; paragraph 2: during the signing.
R Reactions	Paragraph 3: citizens gained liberty and fair laws; paragraph 5: future generations enjoy these rights.
A Actions	Paragraphs 2 and 4: wrote, signed, and established the Constitution.
C Character/Concept/Creature	Paragraph 1: The Founding Fathers; paragraph 2: liberty and government.
K Key Knowledge	Paragraph 4: the Declaration of Independence and the Constitution.
S Scenery/Setting	Paragraphs 1-2: Philadelphia, meeting halls, and the new nation.

49. TRACKS Evidence Highlighting

Use TRACKS to identify measurable evidence in "Benjamin Franklin and Electricity" and "The Founding Fathers." Highlight only the smallest meaningful phrase that supports a reason or thesis (central idea). Keep vocabulary dots and prompt shapes distinct from evidence highlighting. **3.7E**

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

Mark	Category	What It Captures (Color Label)
T	Time	Era, dates, or historical context such as the 1700s or the colonial period. Often adjectives. (Pastel Green)
R	Reactions	Solutions, resolutions, or effects like building a lightning rod or creating fair laws. Often verbs and adverbs. (Pastel Purple)
A	Actions	Problems, conflicts, or causes such as lightning strikes or unfair British rule. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names like Benjamin Franklin or the Founding Fathers, or concepts like liberty and constitution. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Background information about electricity, government rights, or the Declaration of Independence necessary for meaning. (Pastel Orange)
S	Scenery / Setting	Setting details like Philadelphia streets or colonial settlements acknowledged through the five senses. (Pastel Green)

Teacher guidance: accept varied highlighting when students can explain its category and relevance to the thesis (central idea). Do not grade against a single exact highlighting pattern. **3.7E**

50. Five-Day GRADUATE Lesson

Teach one focused lesson each day for exactly 15 minutes. Use the five-day sequence to move from modeling MICE significance sentences, guided practice with Benjamin Franklin and Electricity and The Founding Fathers, independent prompt shaping, reflection on going beyond the text, and transfer to new contexts. Schedule additional writing and differentiated extensions separately.

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

Day Purpose: establish the ECR framework and model significant inferencing using MICE. Gather 3 minutes; Reveal 10 minutes; check and transition 2 minutes.

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

GATHER ■ TEACH

CLASS SLIDE

Module Slides 1 and 3: Introduce the learning targets and MICE for Significant Inferencing.

TEACHER SCRIPT

"Would you rather have a fact or a lesson? Show one finger for a fact and two for a lesson. A fact stays on the page, but a lesson goes beyond it to help others. Today you will build significance sentences using MICE."

CLASS SLIDE

Module Slide 4: Show the blank ECR structure. Ask why facts alone do not always teach us something new; accept responses that recognize we must connect evidence to our own thinking.

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

CLASS SLIDE

Module Slide 5: Label the first three sentences REASON / EVIDENCE / EXPLANATION and the fourth sentence SIGNIFICANCE (MICE).

REVEAL ■ TEACH

CLASS SLIDE

Module Slide 6: Contrast an explanation with a significance sentence. Explain that this cluster's ECR prompts use WHY or HOW.

CLASS SLIDE

Module Slide 7: Display the unmarked model. Explain why Benjamin Franklin's invention helps communities stay safe.

TEACHER SCRIPT

"Watch how you can find the prompt's job. You circle Benjamin Franklin's invention because that is the topic. You box help because that is what the invention does. You triangle why because it tells you to give a reason."

Model Explain why Benjamin Franklin's invention helps communities stay safe. Circle Benjamin Franklin's invention in red; box help in yellow; triangle why in green. Explain is the direction to the writer.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Module Slide 8: Reveal red circle on Benjamin Franklin's invention, yellow box on help, green triangle on why; answer type WHY.

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

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

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

Connect the Prompt to the ECR Framework

CLASS SLIDE

Module Slide 9: Use a brief MICE Stack movement within the allotted Reveal time.

CLASS SLIDE

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

CLASS SLIDE

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

Point to the reason, evidence, explanation, and significance slots. Keep this week's assessed focus on shaping the prompt; use the structure to show what will grow from it. **3.7C** **3.7G**

EMBEDDED CHECK FOR UNDERSTANDING ◦ LEARN

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

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

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

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

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

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

ATTEMPT ○ LEARN

CLASS SLIDE

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

CLASS SLIDE

Module Slides 20-21: Explain how Benjamin Franklin's experiments led to a solution for lightning damage. Circle the topic with the class; partners independently box tells and triangle how before the completed model is revealed.

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

GAME MATERIALS

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

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Seat partners with the three ECR cards face up and reachable.	Both partners see all cards.
2	Read the entire sentence before signaling BOOM BOOM GRAB.	Students wait for the signal.
3	First correct grab earns one point; a wrong grab gives the partner the point.	Require a brief explanation of the choice.
4	Sentence 1: Benjamin Franklin used his experiments to create a device that protected buildings from lightning fires.	Evidence
5	Sentence 2: This shows that Franklin wanted to solve a dangerous problem for the community.	Explanation
6	Sentence 3: Benjamin Franklin's invention helped people stay safe by using science to protect their homes.	Thesis (central idea)
7	Sentence 4: The text states that the lightning rod conducted electricity away from buildings into the ground.	Evidence
8	Sentence 5: This helps people understand how a simple invention can prevent serious damage.	Explanation
9	Reveal the five-item key on Module Slide 19 and compare scores.	Evidence; Explanation; Thesis (central idea); Evidence; Explanation.
10	Circle Benjamin Franklin's lightning rod in the partner prompt with the class.	Red circle: the topic.
11	Have partners mark their own charge and clue word, then reveal Module Slide 21.	Yellow box: tells; green triangle: how; type HOW.
12	Return every card to the Practice Pocket for future retrieval.	Each student retains a marked prompt.

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

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

After the shared red circle, inspect each student's yellow box and green triangle before revealing the model. Expect topic Benjamin Franklin's lightning rod, charge tells, clue how, and type HOW.

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

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

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

Day Purpose: discuss what makes a significance sentence strong, then independently write the fourth sentence for three practice sets. Discuss 4 minutes; Use 9 minutes; collect and close 2 minutes.

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

DISCUSS ○ LEARN**CLASS SLIDE**

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

TEACHER SCRIPT

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

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

TEACHER SCRIPT

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

CLASS SLIDE

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

PERSONAL CONNECTION QUESTION (DISCUSS) [3.7A]

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

Have students briefly retell how Franklin and the Founding Fathers solved problems, then compare scientific inventions with government laws. Connect personal observations to the passages before returning to prompt analysis. **[3.7A]** **[3.7B]** **[3.7D]** **[3.7G]**

USE (Try It On Your Own!) ✓ ASSESS**CLASS SLIDE**

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

Practice 1: Explain why Benjamin Franklin's invention helped protect buildings. Key: Benjamin Franklin's invention / help / why / WHY. [3.7E]

Practice 2: Explain how the Founding Fathers created a fair government. Key: The Founding Fathers' laws / create / how / HOW.

Practice 3: Explain why Benjamin Franklin became an important inventor. Key: Benjamin Franklin / became / why / WHY.

Practice 4: Explain how the Founding Fathers protected people's rights through laws. Key: The Founding Fathers / protect / how / HOW.

CLASS SLIDE

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

Independent Prompt Shaping Check

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

WRITING REQUIREMENT [3.7F]

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

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

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

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

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

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

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

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

AWARD ✓ ASSESS

CLASS SLIDE

Module Slide 30: Display the Award chart and recognize specific evidence from students' significance sentences.

TEACHER SCRIPT

"Look at what your brain can do now. You can go beyond the text to find a bigger idea using MICE. Point to one sentence that shows your strongest work. You are growing strong writing skills!"

CLASS SLIDE

Invite students to place a star on their chart and explain one accurate use of a signal phrase or connection in their significance sentence.

Have students review their work. Label the evidence they used, the connection they made, and the inference they wrote. Use this review to locate the student's demonstrated success; do not imply mastery of an unwritten thesis (central idea).

TARGET ✓ ASSESS

CLASS SLIDE

Module Slide 31: Ask how going beyond the text strengthens a paragraph, why significance sentences use signal phrases like Ultimately or The big picture is, and how evidence makes writing believable.

Have students choose one goal grounded in their MICE work: finding the evidence, making a clear connection, using a strong signal phrase, or ensuring the inference helps others.

CLASS SLIDE

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

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

SMALL-GROUP SUPPORT: SLIDE 14

Use MICE practice after Day 3 for students who need fewer choices and oral rehearsal. Keep the next goal tied to the missing evidence, connection, or inference.

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

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

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

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

EXPLAIN ✓ ASSESS [3.7G](#)

CLASS SLIDE

Module Slide 33: Use Turn and Teach frames naming the evidence, connection, and inference, each supported with MICE.

EDUCATE

TEACHER SCRIPT

"Teach your partner how you combine Evidence I Found with Connection I Have to create My Inference. Explain how you know whether your sentence goes beyond the text."

CLASS SLIDE

Module Slide 34: Lead the Writing Process Poem as a call-and-response chant: Read with prosody, leave some tracks. / Find the reason and answer back. / Write the thesis (central idea), then convince- / Show them proof called evidence. / Bring together - signals find, / From the text and from my mind! / Relate it to all who read. / Let my writing meet a need!

Listen for a justification using MICE and a specific signal phrase. Students identify the evidence, connection, and inference, then explain how the significance sentence connects to others.

Transfer (Franklin Significance Prompt) [3.7B]**CLASS SLIDE**

Module Slide 36: Explain why Benjamin Franklin's lightning rod was significant for communities. Have students mark the evidence, write their connection, and explain the task in one sentence.

Have students independently complete the same five-component exit ticket printed in section 57: Explain why Benjamin Franklin's lightning rod was significant for communities. Score evidence, connection, inference, signal phrase, and significance explanation at 20 points each.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Expect lightning rod / protection / Ultimately or The big picture is / MICE. The final sentence must identify the task as connecting the invention to how it helps others.

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

CLASS SLIDE

Extension after the core lesson: use the MICE Challenge with the Founding Fathers prompt; keep its full significance writing separate from the exit score.

CLASS SLIDE

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

Return to the Citizenship Connection

Ask students how Franklin's inventions and the Founding Fathers' laws help communities solve problems and protect rights.

Return to the Overarching Question

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

CLOSING ENCOURAGEMENT

"You now know how to use MICE to build a significance sentence that goes beyond the text. Those parts help you share a bigger idea with others. Next, you will refine your ECR structure."

Student Exemplars

Compare these significance sentence exemplars for Explain why Benjamin Franklin's lightning rod was significant. Have partners defend which response best explains the required task using MICE.

51. Low / Developing Exemplar

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

52. Medium / Approaching Exemplar

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

53. High / Secure Exemplar

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

Additional Secure Exemplars

Type	Clue Word	Secure Prompt Analysis	Why It Works
Franklin practice	WHY	Topic: Benjamin Franklin's experiments; charge: protected; clue: why. The answer must give a	Connects the entire topic and its charge to a reason.

		reason the lightning rod protected buildings from fires.	
Founding Fathers practice 3.7B	HOW	Topic: The Founding Fathers; charge: created; clue: how. The answer must explain a way the leaders created fair laws for liberty.	Identifies a method rather than a reason.

Extension: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works
Evidence	Franklin passage, paragraph 4: the lightning rod conducted electricity safely into the ground to keep buildings safe.	The specific descriptions support the idea that science helps solve problems for others.
Explanation	The writer explains that those details show how a good idea can protect many people.	Connects the text proof to the thesis (central idea) in an optional full MICE extension.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

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

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	A cheese slice hook connects the layers of thinking to purposeful writing.
T2	Day 1 Reveal	■ TEACH	The teacher models MICE on Benjamin Franklin and Electricity and labels the significance sentence.
L3	Day 2 Attempt	○ LEARN	Students build a paragraph layer by layer using the MICE and Cheese Significance Stack game.
L4	Day 3 Discuss	○ LEARN	Students justify why a sentence is significance rather than just explanation or evidence.
A5	Day 3 Use	✓ ASSESS	Students independently write the fourth sentence for three practice sets using MICE.
A6	Day 4 Award	✓ ASSESS	Students identify a strength in their significance sentence supported by specific evidence or connection.
A7	Day 4 Target	✓ ASSESS	Students select one goal to improve the depth of their inference from an observed need.
A8	Day 5 Explain	✓ ASSESS	Students teach a partner what significant inferencing and MICE mean using The Founding Fathers passage.
A9	Day 5 Transfer	✓ ASSESS	Students independently write a significance sentence for a new prompt and explain how it connects to others.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a significance sentence using MICE that goes beyond the text to connect learning to others.
Who Administers It	The classroom teacher during guided practice and independent assessment.
Materials Needed	Copies of "Benjamin Franklin and Electricity" and "The Founding Fathers," MICE cards, cheese slice cutouts, notebooks, signal phrase list, and exit ticket.
Related TEKS Breakout	[3.12B(i)] clear central idea; [3.12B(ii)] genre characteristics.
Task	Students combine evidence with a personal connection to write a significance sentence using a signal phrase like "Ultimately," or "The big picture is."

Expected Response	The sentence grows out of the reason and evidence, uses MICE logic, and states a bigger lesson or benefit for others rather than just repeating facts.
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Informal assessment: during Day 2, listen to students stack their cheese slices. Check if they can verbally identify Evidence I Found, Connection I Have, and My Inference before writing the sentence.

Formative assessment: score the Day 3 independent practice at one point for using a signal phrase, one point for connecting evidence, and one point for going beyond the text. There are 9 possible points across three sets; 7 or more indicates readiness for Module 2 without additional support.

Exit assessment: use the MICE significance ticket in section 57. Each component is worth 20 points; total 100. Keep the ticket with the practice page from Day 3.

Assessment Prompt Bank (Teacher Reference)

Prompt	Focus Area	Expected Significance Focus
Write a significance sentence about Benjamin Franklin's lightning rod.	Solution / Benefit	Topic Franklin; evidence lightning rod; connection curiosity/science; bigger idea communities benefit from problem solving.
Write a significance sentence about the Founding Fathers creating fair laws.	Reaction / Liberty	Topic Founding Fathers; evidence Constitution/liberty; connection fairness/rights; bigger idea people need fair rules to be free.
Compare how Franklin and the Founding Fathers solved problems for others.	Resolution / Theme	Franklin / protection; Founders / government; shared theme that good ideas help many people, not just one.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

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

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

Prompt to display: Explain why Benjamin Franklin invented the lightning rod.

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

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

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

Teacher record: note the next step after scoring: _____

Total Score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Red circle: Benjamin Franklin.	Identifies the topic.	20	[3.11B(i)]
2	Yellow box: invented.	Identifies the charge rather than Explain.	20	[3.11B(i)]
3	Green triangle: why.	Identifies the clue word.	20	[3.12B(i)]
4 and 5	4: WHY. 5: an explanation that the prompt asks for a reason Benjamin Franklin invented the lightning rod to protect buildings from fires. Accept equivalent wording.	Names the type and explains its job without changing the task.	20 + 20	[3.11B(i)]; [3.12B(i)]

59. Scoring Principle

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

60. Gradebook Conversion

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

61. Recommended Gradebook Label

Gradebook label: G3 C4 M1

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

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

WRITING REQUIREMENT **[3.7F]**

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

63. Student Planning Frame

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

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

64. Writing Assignment Rubric

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

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

65. Writing Gradebook Conversion

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

66. Teacher Feedback Shortcuts

- **Strength script:** "You identified the reason by finding the first sentence of your body paragraph."
- **Strength script:** "You quoted evidence directly from the text to support your idea."
- **Target script:** "Check your MICE. Did you combine your connection with the evidence to form an inference?"
- **Target script:** "Read your significance sentence again. Does it go beyond the text to a bigger idea for others?"
- **Evidence script:** "You selected a useful detail from Benjamin Franklin and Electricity. Explain how it supports your reason."
- **Vocabulary script:** "Use a word like significance or inference to explain your thinking more precisely."

Response to Student Need

67. Intervention: Name the Thinking

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

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

CLASS SLIDE

Provide oral frames identifying the evidence, connection, and inference for Benjamin Franklin or the Founding Fathers.

TEACHER SCRIPT

"You can be a MICE detective. First find and say the evidence, then the connection, then the inference. Add your red circle, yellow box, and green triangle. Now show on your own how you know whether the sentence goes beyond the text."

Have students underline and say the evidence, then the connection, then the inference, one at a time.

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

CLASS SLIDE

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

Practice keys: Explain why Franklin invented the lightning rod: Franklin / invented / evidence / WHY. Explain how leaders created fair laws: Founding Fathers / created / connection / HOW.

Step 3: use two more strips: Explain why Franklin used electricity in experiments: Franklin / used / evidence / WHY. Explain how the Constitution protects liberty: Founding Fathers / protect / inference / HOW.

Step 4: have students explain the MICE sentence using frames that name the evidence, connection, and inference.

Reassessment: Explain why Benjamin Franklin's lightning rod protected buildings. Key: Franklin / protected / evidence / WHY. Return students to core instruction when all three marks and the type are correct. If only the connection is missed, repeat the verb step with one more strip.

68. Embedded Checks & Student Support

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

69. Student Support Quick Reference

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

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

70. Enrichment: Connect Across Texts

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

MICE Significance Challenge: have students analyze the Franklin WHY prompt, then build a full paragraph. Invite comparison with how the Founding Fathers used evidence to create liberty. **3.7B**

CLASS SLIDE

Explain why Benjamin Franklin's invention of the lightning rod was important for protecting communities.

Have students write a thesis (central idea) at the top, a reason or way on one layer, evidence on another, and an explanation on a third. Add a significance sentence as an extension beyond the core target using MICE.

Model: Franklin's invention was important because it protected buildings from fires caused by lightning. A reason is that he solved a dangerous problem; paragraph 2 supplies details about how the rod conducted electricity safely into the ground.

Explanation and significance: the evidence shows how curiosity and science can solve real problems for others. An optional significance statement may explain that communities benefit when people use innovation to keep everyone safe.

Share: have students present their MICE stack in one minute or less and identify a classmate's different connection that also works, explaining why it goes beyond the text.

71. Additional Writing Opportunity: Plan and Draft

Writing prompt: Explain why Benjamin Franklin's experiments help readers understand the importance of curiosity.

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

Planning Support

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

WRITING REQUIREMENT **3.7F**

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

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

Success Criteria

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

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

Revise: have students read aloud, check whether the significance sentence answers the charge to go beyond the text, and replace one plain word with a stronger choice. Improve sentence structure and word choice for clarity using MICE connections. **3.11C**

Edit: check complete sentences and agreement (**3.11D(i)**), nouns (**3.11D(iii)**), capitals in names like Benjamin Franklin and Founding Fathers, and places (**3.11D(ix)**), and grade-appropriate spelling (**3.11D(xi)**). Keep electricity and lightning rod lowercase except at the beginning of a sentence.

Share: use partner reading, an author's chair, a gallery of marked passages, or a class MICE Detective booklet. Have the audience identify the signal phrase like Ultimately and comment on how the inference connects to others.

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

Engagement & Home Connection

73. Auditory Engagement Moments

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

- Hear: read descriptions of solution, reaction, and resolution; have students select the matching term from "Benjamin Franklin and Electricity" or "The Founding Fathers."
- Extract: pause for students to supply evidence, connection, inference, or signal phrase in the auditory fill-ins.
- Act: have partners compare choices and explain disagreements using the MICE model.
- Retrieve: ask students to recall what MICE stands for and the job of a significance sentence without looking at the chart.

74. Pause Points

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

PAUSE POINT: BEFORE WRITING

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

PAUSE POINT: MIDWAY

Have students check whether the topic is Benjamin Franklin or the Founding Fathers, the charge is what they did (solved a problem or created fair laws), and the clue word signals WHY or HOW.

PAUSE POINT: BEFORE YOU FINISH

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

75. At-Home Connection

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

TEACHER INFORMATION: TASK CARD 1

Share this card with all students to practice explaining MICE components using "Benjamin Franklin and Electricity."

Task Card 1: Teach the MICE Acronym. Have students teach My Inference = Connections I have + Evidence I have found to someone at home, ask about a problem Benjamin Franklin solved, and write a sentence naming one connection they made. [\[3.11B\(iii\)\]](#) [\[3.12B\(i\)\]](#) Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to connect "The Founding Fathers" passage to everyday memories of fairness at home.

Task Card 2: Fairness Detective. Have students choose an ordinary detail about fair rules worth remembering, write two sentences including a capitalized proper noun like Constitution or Liberty, and read them to a family member. [\[3.11B\(iii\)\]](#) [\[3.12B\(iii\)\]](#) Family signature: _____

TEACHER INFORMATION: TASK CARD 3

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

Task Card 3: Say It, Then Write It. Provide evidence, connection, inference, signal phrase, and bigger idea as a word bank. Invite home-language discussion, oral rehearsal, and then a written or drawn significance sentence using MICE. Drawing the cheese stack counts. **3.11B(iii)** **3.12B(i)** Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

Skill to Observe	Not Yet	Getting It	I've Got It!
States what MICE stands for (My Inference = Connections I have + Evidence I have found).			
Distinguishes an explanation from a significance sentence.			
Uses a signal phrase (Ultimately, / The big picture is,) to start the significance sentence.			
Combines evidence with a personal connection using MICE.			
Writes a significance sentence that goes beyond the text to a bigger idea.			
Connects the learning in the significance sentence to how others can benefit.			
Identifies solution, reaction, and resolution as evidence for inference.			
Distinguishes thesis (central idea), reason, evidence, explanation, and significance in a paragraph.			
Identifies a next step for improving the significance sentence using MICE feedback.			

77. Student Award

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

78. Student Target

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

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you learned that a significance sentence is the fourth sentence of your body paragraph where you go beyond the text to share a bigger idea. You use MICE, which stands for My Inference equals Connections I have plus Evidence I have found. You combine what the passage shows with what you already know to reach a lesson others can learn. Your signal phrase tells the reader that you are sharing a takeaway or a big picture. When you write about Benjamin Franklin's lightning rod or the Founding Fathers, your significance sentence explains why their actions matter for people today. Next week you will continue building these deeper connections."

80. Essential / Overarching Question, Answered

How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to others?

A writer builds a significant inference by combining evidence from the text with personal connections using the MICE framework. My Inference equals Connections I have plus Evidence I have found. This process allows the student to move past simple explanation and reach a deeper understanding of why the topic matters for other people.

81. Teacher Reflection

- Which MICE component produced the strongest understanding: Evidence I Found, Connection I Have, or My Inference?
- Which of the two passages caused the most confusion when building significance sentences, and why?
- What evidence showed that students could distinguish between an explanation and a significance sentence using signal phrases?
- How many students failed to go beyond the text in their fourth sentence, and how should the model change?
- Which students need additional support with the MICE cheese slices and which are ready for independent inference writing?
- What should carry forward about game pacing, partner reasoning, and students' next goals for deeper reflection?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Keep a four-prompt practice page with its Day 5 exit ticket to show growth.
- Photograph the completed MICE Significance Stack gameboard with cheese slices labeled for Evidence, Connection, and Inference.

- Keep an Interactive Notebook sample with the Day 1 vocabulary fill-ins from "Benjamin Franklin and Electricity."
- Record observations of a pair building a significance sentence using MICE cards from "The Founding Fathers."
- Keep the progress tracker and evidence-based next goal.
- Save exit tickets across levels of readiness with the next instructional step noted.

Production & Implementation Support

83. Module Slide Deck Build Sheet

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

Slide	Title	Required Content	Lesson Location
1	Learning Destination	I Will and I Can targets: topic, charge, clue word, WHY/HOW.	Before Day 1
2	Dot, Discover, Drop	Vocabulary dots and resolution of unfamiliar words.	Passage preparation
3	MICE and Shaping the Prompt	Grade 3; Cluster 4; Module 1; Low Stamina.	Day 1 Gather
4-5	The MICE Framework	Blank MICE diagram, then Evidence I Found, Connection I Have, and My Inference labeled.	Day 1 Reveal
6	ECR Statement	Contrast a direct question with an ECR statement.	Day 1 Reveal
7-8	Model Prompt	Benjamin Franklin and Electricity prompt, unmarked then marked.	Day 1 Reveal
9	Movement	Cheese Stack, Signal Phrase Freeze, or MICE Stretch.	Day 1
10-11	Auditory Engagement	Fill-ins, then question/statement/noun/verb/WHY-HOW answers.	Day 1 Reveal
12-13	MICE and Cheese Significance Stack	Three MICE cards and game directions.	Day 2 Attempt
14-18	Five Sentences	Evidence; explanation; thesis (central idea); evidence; explanation.	Day 2 Attempt
19	Game Answer Key	Reveal all five classifications.	Day 2 Attempt
20-21	Partner Prompt	The Founding Fathers HOW prompt; partners mark before the model appears.	Day 2 partner shaping
22-26	Discussion	Evidence, explanation, thesis (central idea), clue words, and compare question.	Day 3 Discuss
27	Movement	Cheese Stack, Signal Phrase Freeze, or MICE Stretch.	Day 3
28-29	Prompt Shaping Practice	Directions and four unmarked practice prompts.	Day 3 Use
30-32	Award and Target	MICE drawing; curiosity questions; next-step goal.	Day 4
33	Turn and Teach	Oral frames naming each part and explaining its job.	Day 5 Explain
34-35	Writing Process Poem and Movement	Call and response; Sky Writing, Tall Tree/Small Seed, or Silent Cheer.	Day 5
36	Exit Ticket	Explain why the Founding Fathers created fair laws for a new government.	Day 5 assessment

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

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Share the MICE cheese stack live, then post a photograph of the completed significance sentence chart.
Annotation	Provide each student a copy of "Benjamin Franklin and Electricity" or "The Founding Fathers." Students highlight evidence in yellow, mark connections in green, and type their inference labels.
Breakout discussion	Use paired breakout rooms for MICE Think-Alouds and Turn and Teach.
Oral response	Allow oral frames like "Ultimately," or "The big picture is,"; collect individual significance sentences before showing answers.
Asynchronous option	Provide three movable digital MICE cards and five recorded body paragraphs. Collect classifications of explanation versus significance and the individually marked partner prompt.
LMS submission	Collect the four-prompt practice and five-component exit ticket through the class assignment folder.
Digital tracking	Keep quiet pause time, require proof for tracker ratings, and save private next-step goals for Module 2.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

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

Essential / Overarching Question, Answered

How can a writer use MICE to build a significance sentence that goes beyond the text and connects the learning to others?

A writer uses MICE (My Inference = Connections I have + Evidence I have found) by combining specific evidence from passages like "Benjamin Franklin and Electricity" or "The Founding Fathers" with their own prior knowledge. This process allows them to move beyond a simple explanation and craft a fourth sentence that shares a bigger idea, such as how curiosity protects communities or how fair laws benefit society.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Significance Sentences for HOW Prompts Using MICE

Grade 3 | Cluster 4 | Module 2

Grade: 3

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

Module: 2 of the cluster

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

Module Title: Significance Sentences for HOW Prompts Using MICE

Content Connection / Passage Titles: "Benjamin Franklin and Electricity" and "The Founding Fathers"; Medium stamina

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

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

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

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

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

1. A Little Inspiration Goes a Long Way!

This module builds the pathway of a HOW response. A clear thesis (central idea) with a preposition holds the process together and gives later way sentences, evidence, and MICE significance a purpose.

TEACHER SCRIPT

"This week you build the pathway of your writing. You will keep the prompt's noun and verb, then add a preposition like by or through so your reader sees exactly how the process works."

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

2. Why This Module Matters

Students construct a HOW thesis (central idea) using a simple sentence with a preposition, such as by or through. They use the Medium stamina passages "Benjamin Franklin and Electricity" and "The Founding Fathers," progressing from teacher models and Pathway Builders to two independent body paragraphs. **Where it fits into writing:** the thesis (central idea) is the first sentence of a HOW response. MICE connects the evidence and connections to build a significance sentence that goes beyond the text.

Why it matters: distinguishing explanation from significance helps students communicate a bigger idea for others. A significance sentence must come from combining evidence with their own thinking using MICE.

3. Module Essential / Overarching Question

How can a writer answer a HOW prompt by tracing the pathway of a process and building a significance sentence with MICE?

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

Record the student's first thinking (Monday):

Record the student's final thinking (Friday):

Ask students to describe what changed in their thinking:

Family Communication

4. Parent Communication Purpose

Explain to families that the significance sentence is the fourth part of an ECR body paragraph, built using MICE (My Inference = Connections I have + Evidence I have found). Invite families to listen as students teach how a writer goes beyond the text to share a bigger idea for others.

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

5. Family Letter (English)

Share this English family letter:

Dear Families, this week your student is learning to write a significance sentence — the fourth sentence of a body paragraph where writers share a bigger idea that goes beyond the text. Students use MICE (My Inference = Connections I have + Evidence I have found) to combine evidence with their own thinking and reach a lesson others can learn.

Our class will read "Benjamin Franklin and Electricity" and "The Founding Fathers" at Medium stamina. Students build HOW body paragraphs using Benjamin Franklin's lightning rod and the leaders who created fair laws. Invite your student to explain how one person's good idea can help many people and practice a significance sentence starting with "Ultimately," or "The big picture is,". With appreciation, your student's teacher, The Writing Academy, LLC

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

Comparta esta carta en español con las familias:

Estimadas familias: Esta semana su estudiante aprenderá a escribir una oración de significancia, que es la cuarta oración de un párrafo. Los escritores comparten una idea más grande que va más allá del texto. Usan MICE (Mi Inferencia = Conexiones que tengo + Evidencia que he encontrado) para combinar la evidencia con su propio pensamiento y llegar a una lección que otros pueden aprender.

Leeremos "Benjamin Franklin and Electricity" sobre Benjamin Franklin y el pararrayos, y "The Founding Fathers". Su estudiante dará una razón, citará evidencia del texto, la explicará y escribirá una oración de significancia que diga por qué importa para los demás. Pregúntele: ¿Cuál es la lección más grande que podemos aprender de esto?

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

7. Family Conversation Starters

- Invite families to ask what MICE stands for: My Inference = Connections I have + Evidence I have found.
- Suggest asking how a writer combines evidence with their own connection to reach a bigger idea.
- Suggest asking for an example of a significance sentence about Benjamin Franklin's lightning rod or the Founding Fathers.
- Invite families to ask when a signal phrase like Ultimately, or The big picture is, fits best in writing.

- Encourage the student to share a significance sentence about a family memory and identify the bigger lesson it teaches others.

8. Simple Family Activities

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

Family Activity: Teach the MICE Parts

Have families invite the student to teach Evidence I Found, Connection I Have, and My Inference. A family member asks about Benjamin Franklin's lightning rod; the student quotes evidence, shares a connection, writes the significance sentence starting with Ultimately, and underlines the bigger idea.

Family Activity: Signal Phrases

Have students write two significance sentences, one using Ultimately and one using The big picture is. Families listen as the student checks capital letters in names like Franklin or Washington and explains which sentence connects best to how others can learn from the Founding Fathers.

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 4, Module 2
Module Category	Significance Sentences for HOW Prompts Using MICE; ECR Informational
Primary TEKS	3.11B(i) ; 3.12B , with lesson plan breakouts 3.12B(i) , 3.12B(ii) , 3.12B(iii)
Primary Breakout	Build a HOW body paragraph with a thesis (central idea), way sentence, evidence, explanation, and MICE significance sentence
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G
Recursive TEKS	3.11C revising; 3.11D editing; prompt shaping; Dot, Discover, Drop; TRACKS; MICE
Content Connection	"Benjamin Franklin and Electricity" and "The Founding Fathers"; Medium stamina
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate

Student Product(s)	Pathway Builders game pieces; three independent HOW body paragraphs; Strong Pathway Award; next-step goal; progress tracker
Formal Assessment Product	Five-component exit ticket; thesis (central idea) plus significance sentence using MICE

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students construct a HOW body paragraph with a preposition-based thesis (central idea), a clear way sentence, quoted evidence, an explanation, and a MICE significance sentence that connects the process to a bigger idea for others.

I Will Statements

- Teach students to write a HOW thesis (central idea) using a preposition such as by or through.
- Teach students to identify the way sentence that names one step in the process.
- Teach students to select and quote evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers."
- Teach students to explain how the evidence proves the way.
- Teach students to write a significance sentence using MICE (My Inference = Connections I have + Evidence I have found).

I Can Statements

- Check that students can say what MICE stands for: My Inference = Connections I have + Evidence I have found.
- Check that students can tell the difference between an explanation and a significance sentence.
- Check that students can use a signal phrase to start their significance sentence.
- Check that students can combine evidence with their own connection to make a bigger idea.

CLASS SLIDE

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

13. Success Criteria

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

- The thesis (central idea) contains the noun of importance from the passage.
- The thesis (central idea) contains the verb of importance that describes the action or process.
- The way sentence adds one clear step in the pathway.
- The evidence is quoted directly and supports the way sentence.
- A HOW thesis (central idea) uses a preposition to explain a method and answer the exact prompt.
- The significance sentence uses MICE to connect evidence with a personal connection for a bigger lesson.

14. Evidence That Will Demonstrate Mastery

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

- Day 2: matched prompt/thesis (central idea) pairs with the original answer named aloud.
- Day 3: two independent theses, one WHY and one HOW.
- Day 4: original answer underlined green, Strong Pathway Award, and next-step goal.
- Day 5: five-component ticket about why Franklin's invention protects communities.
- Transfer: thesis (central idea) and supporting sentence about why the Founding Fathers valued liberty for all people.

15. TEKS Correlations

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

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

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

16. Standards Coverage Matrix

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

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

17. ELPS Correlations

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

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

ELPS Woven Into Intervention

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

ELPS Woven Into Enrichment

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

18. ELPS Linguistic Accommodations

Maintain the full significance sentence goal while varying language support. Students still supply an inference from MICE.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to a significance sentence matching a displayed evidence card; use MICE visuals.
Beginning	Name the significance sentence that combines evidence with a connection.
Intermediate	Complete a short significance frame using a signal phrase and evidence from the text.
High Intermediate	Write a simple significance sentence and explain how it goes beyond the text to help others.
Advanced	Compare two significance sentences and justify which better connects the evidence to a bigger idea for others.

Language Supports

- Display MICE charts and signal phrase lists (Ultimately, / The big picture is,).
- Allow oral rehearsal of connections before writing.
- Supply the signal phrase in a frame when needed; leave the inference blank.
- Use "The evidence shows" and "My connection is" as initial supports for MICE components.
- Invite home-language rehearsal before English writing; require the same passage-based thinking using Franklin or Founding Fathers examples.

Evidence of access without reduced rigor: students identify the evidence, choose a connection, and supply an original inference that goes beyond the text to benefit others.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear significance sentences and MICE think-alouds modeled aloud and restate the bigger idea before writing.
Speaking	Students say their connection and inference aloud to a partner, using the signal-phrase frames, before they write.
Reading	Students read both passages closely, marking solution, reaction, and resolution as evidence for their thinking.
Writing	Students write the fourth sentence of a body paragraph — a significance sentence with a signal phrase that goes beyond the text.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
You may read a prompt aloud, repeat it, and let students use the anchor chart and signal-phrase list. You may provide a sentence frame.	You may not tell a student the bigger idea or write the significance sentence for them.

The student must still combine the evidence with their own connection (MICE) to form an inference that goes beyond the text.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
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Literal	Identify the reason, evidence, and explanation in a body paragraph.	Supported. The teacher may read the passages aloud twice.	The student correctly labels the first three sentences of the paragraph.
Inferential	Combine evidence with a connection to form a bigger idea (MICE).	Guided on Days 1 and 2, independent by Day 5.	The student writes a significance sentence that grows out of the evidence and goes beyond it.
Evaluative	Judge whether a significance sentence connects to others and reflects a lesson.	Partner discussion on Day 3, independent on Day 5.	The student explains why a sentence is significance (a takeaway for others) rather than just explanation.
Synthesis	Write multiple significance sentences from the same paragraph and justify which is strongest.	Independent enrichment.	One thesis (central idea) connects best to others across "Benjamin Franklin and Electricity" and "The Founding Fathers."

22. The Five Thinking Levels

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

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

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	How did it happen?	Student explains a step using by, through, or with.	Process and method
Emergent (Orange)	What was the solution?	Student identifies how Franklin solved the lightning problem or how leaders responded to unfair rule.	Solution and reaction
Visible (Yellow)	How does the evidence show this?	Student quotes text-based proof from Benjamin Franklin and Electricity or The Founding Fathers.	Evidence and relevance
Independent (Green)	What is my connection to this process?	Student uses MICE to combine evidence with a personal connection to form an inference.	MICE inference
Reflective (Blue)	Why does it matter beyond one text?	Student writes a significance sentence explaining how curiosity or fair laws benefit others in the world.	Broader meaning

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

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Significance is just a restated explanation.	A teacher may accept a repeat of the quote as the fourth sentence.	Ask, "Does this sentence go beyond the text to a bigger idea, or does it just repeat the evidence?"
Any big statement counts as significance.	A teacher may accept an idea that is not tied to the evidence.	Remind: significance must grow out of the reason and evidence, not float free of them.
The Cheese/MICE game is the learning target.	A teacher may treat the game as the goal instead of the significance sentence.	Protect the depth: the game is practice for writing the fourth sentence well.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Significance means just saying the topic was good.	The student writes a vague opinion.	Use MICE: What connection plus the evidence gives you a bigger lesson others can learn?
Significance can ignore the evidence.	The student writes an idea unrelated to the quote.	Ask, Does your bigger idea grow out of this evidence, or did it wander too far?
A significance sentence is only about the writer.	The student writes I learned and stops.	Push outward: How can OTHER people benefit from this idea?

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

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

26. How I Say the Standard!

TEKS says	How I say it
[3.11B] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.12B] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Teach students to write a HOW thesis (central idea) using a preposition, then build the body paragraph by adding a way sentence, evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers," an explanation, and a significance sentence created with MICE. Revise and edit the paragraph for clarity and conventions.

27. This Week I Can...

Teach students to build a HOW body paragraph: thesis (central idea) with a preposition, way sentence, evidence, explanation, and a significance sentence using MICE.

28. Before I Can... Prerequisites

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

- Confirm students can write a simple thesis (central idea) with a preposition.

- Confirm students can identify solution, reaction, and resolution.
- Review complete sentences.
- Retrieve the MICE acronym: My Inference = Connections I have + Evidence I have found. **[3.7E]**
- Recall that evidence supports an answer and leads to a significance sentence. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, show a red circle for the evidence, a yellow box for the connection, and a green triangle for the inference. Tell your partner how MICE helps you write a significance sentence that goes beyond the text."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
thesis (central idea)	The main answer to the prompt.	Have students identify its three parts.
preposition	A word like by, through, or with that shows movement.	Have students use through to explain a way.
evidence	Proof quoted from the text.	Have students find one piece of evidence in "Benjamin Franklin and Electricity."
significance	The bigger idea beyond the text.	Compare a restatement with a significance sentence using MICE.

31. Conventions Connection

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

32. Writing Connection

The thesis (central idea) is the foundation of the HOW response. The way sentence and evidence develop the answer; explanation connects their meaning. This module's independent product is the significance sentence, with one supporting sentence in the additional writing opportunity.

33. Watch Out!

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

34. Ready Check

Read the prompt about how Franklin's experiments helped solve the lightning problem. Check that students identify topic, action, and HOW. Provide the shape key and oral rehearsal as needed.

35. Teacher Look-Fors

- Students use the preposition in their HOW thesis (central idea).
- Students distinguish explanation and significance before writing.

- Students combine evidence with a connection using MICE.
- Students write one complete sentence that goes beyond the text.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Use these academic words to explain how your significance sentence fits together."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Here are your everyday words for this week: help, build, and solve. Say them, then use them to explain how a solution helps people. Rehearse each frame with your partner."

Word	Student-Friendly Definition	Oral Rehearsal Frame
help	To make something easier for someone.	A strong solution can help many people.
build	To make something by putting parts together.	The Founding Fathers built a new government.
solve	To find an answer to a problem.	Franklin worked to solve the lightning problem.
safe	Free from harm or danger.	The lightning rod kept buildings safe.
fair	Treating everyone the same way.	They wanted fair laws for the people.
change	To make something different.	Their actions created change for others.
plan	A set of steps to reach a goal.	The Constitution was a plan for the government.
lead	To guide others.	The Founding Fathers chose to lead.
protect	To keep safe from harm.	The rod helped protect buildings.
work	Effort to do or make something.	It took hard work to solve the problem.
idea	A thought or plan for doing something.	Franklin had a great idea for safety.
people	More than one person.	The Founding Fathers helped all people.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	The main answer to the prompt.	Have students rehearse: My HOW thesis (central idea) is a simple sentence with a preposition.
way	One step or method in the process.	Have students rehearse: My way sentence shows one step.
evidence	Proof quoted from the text.	Have students rehearse: My evidence proves the way.
explanation	Words that tell how the evidence proves the way.	Have students rehearse: My explanation begins with This.
significance	The bigger idea beyond the text.	Have students rehearse: The significance sentence tells why it matters.
inference	A conclusion drawn from clues, not stated directly.	Have students rehearse: I make an inference using MICE.
resolution	How a problem is finally worked out.	Have students rehearse: The resolution shows how things ended.
reaction	How someone responds to a problem.	Have students rehearse: Their reaction was to take action.
solution	A way a problem is fixed.	Have students rehearse: The lightning rod was a solution.
connection	How two ideas relate to each other.	Have students rehearse: My connection helps build the inference.
process	The steps used to do something.	Have students rehearse: HOW writing shows the process.
signal phrase	Words that introduce a quote or idea.	Have students rehearse: A signal phrase like Ultimately, starts significance.
preposition	A word like by, through, or with that shows movement.	Have students rehearse: My HOW thesis (central idea) uses a preposition.
reflect	To think deeply about meaning.	Have students rehearse: I reflect on what the process teaches.
takeaway	The lasting idea you carry away.	Have students rehearse: One takeaway is that action creates change.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
electricity	ih-lek-TRIS-ih-tee	A form of energy that can power things or appear as lightning.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.
conduct	kun-DUKT	To carry or let something (like electricity) pass through.
experiments	ik-SPER-uh-ments	Tests done to learn something new.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.
British rule	BRIT-ish rool	Control of the colonies by Britain.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.
Constitution	kon-stih-TOO-shun	The plan for how the government works.
liberty	LIB-er-tee	Freedom.
government	GUV-ern-munt	The group that makes and runs the laws.
invention	in-VEN-shun	A new thing someone makes for the first time.
freedoms	FREE-dumz	The rights people are free to have.

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

39. Background Knowledge & Teacher Context

Student background: students can identify the solution, reaction, and resolution in informational texts; distinguish WHY from HOW thinking; and locate the thesis (central idea) within a body paragraph structure. Reuse familiar prompt-analysis habits from Module 1.

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

The Medium stamina informational passages provide details about Benjamin Franklin's experiments with electricity and the lightning rod, as well as the Founding Fathers' response to British rule through the Declaration of Independence and the Constitution. Students use these details to generate answers, not simply copy the prompt.

The ECR Habit

ECR habit: shape the prompt; retain its noun and verb; ask what the passage shows; add an answer using because for WHY or through/by for HOW. Keep the verb tense accurate. MICE connects the evidence to the student's connection to build a significance sentence that goes beyond the text. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Teacher Guide, Daily Deck, both Medium stamina passages (Benjamin Franklin and Electricity and The Founding Fathers), Student Interactive Notebooks, MICE anchor chart from Module 1
Activity / game materials	HOW prompt cards, thesis (central idea) cards, reason cards, evidence cards, explanation cards, and MICE cards per pair; scissors; Pathway Pieces (arrows cut from paper); spinner; gameboard; game pieces; students choose their own Pencil Guy marker
Writing materials	Chart paper, whiteboard and markers, anchor chart paper, pencils, highlighters for marking passages, sticky notes, glue, and scissors
Assessment materials	Answer keys, five-component exit ticket, progress tracker, intervention frames, and enrichment charts
Technology	Projector or board; the Module 2 Daily Deck
Accessibility supports	MICE cheese slices pre-labeled (Evidence I Found, Connection I Have, My Inference), signal-phrase list, sentence frames, enlarged text, and bilingual rehearsal as needed

41. Preparation Before Day 1

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

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	G Gather + R Reveal	2 minutes Stepping-stones hook; 11 minutes review HOW thesis (central idea) writing with prepositions and model body paragraphs with MICE significance; 2 minutes check.
Day 2	15 MINUTES	A Attempt	2 minutes partner prompt analysis; 11 minutes Pathway Builders game to build the pathway from thesis (central idea) to significance; 2 minutes check and store cards.
Day 3	15 MINUTES	D Discuss + U Use	5 minutes discussion of HOW vs. WHY thinking; 9 minutes Map the Method independently for three practice sets; 1 minute collect.
Day 4	15 MINUTES	A Award + T Target	

			6 minutes celebrate tracing the path of change; 7 minutes set a next-step goal and revise significance sentences; 2 minutes closure.
Day 5	15 MINUTES	E Educate and Explain to Others	5 minutes Turn and Teach a partner how to build a strong HOW response; 8 minutes exit ticket; 2 minutes closure. Additional writing is a separate opportunity.

43. Tiny Times Transition

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

- MICE Check: read a significance sentence; students show four fingers for the full MICE components or two if evidence is missing.
- Signal Phrase Spot: read a sentence starter; students point left for "Ultimately," and right for "The big picture is."
- Beyond the Text: students stand tall for a sentence that shares a lesson for others and relax their stance for a restatement of facts.
- Use these during card storage, a move to the carpet, or a hallway wait. Return promptly to the lesson; the routine supports the GRADUATE stages.

Citizenship & Content Connection

44. The Citizenship Connection

Use the passages to connect literacy with respect for civic responsibility, shared history, and community progress.

Element	This Module
Suitability	A natural connection: both texts show how individuals use curiosity or action to solve problems that benefit the wider community.
Focus	Civic responsibility and the contributions of inventors and leaders who improve life for others.
Historical / Content Connection	Franklin invented the lightning rod to protect buildings; the Founding Fathers created fair laws and a new government structure.
Perspective Connection	Students recognize that individual actions can create significant change for an entire society.
Literacy-to-Citizenship Connection	A clear thesis (central idea) communicates a process accurately; text evidence keeps that communication grounded in fact.
Citizenship Question	Ask how inventions and fair laws help a community stay safe and free.
Teacher Script	<i>"You can learn about civic duty through these texts. Which detail helps you understand how one person's idea helped many people?"</i>
Accuracy / Source Note	Use the two supplied informational passages and their paragraph evidence. Distinguish what the passage states from what a student infers using MICE.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Three Parts of a Thesis (central idea)

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

WHY Needs a Subordinator; HOW Needs a Preposition

Thinking Type	Clue Words	What the Writer Explains
WHY	because, since, when, so that	Model a reason joined in a complex sentence. Benjamin Franklin's experiments helped protect buildings because they proved how to safely conduct electricity.
HOW	through, by, with, during	Model a way expressed with a preposition. The Founding Fathers created fair laws through the writing of the Constitution and Declaration of Independence.

MICE: My Inference = Connections I have + Evidence I have found

Letter	MICE Part	What It Means
M	My Inference	The bigger idea or lesson that goes beyond the text.
I	Inference	A conclusion drawn from clues, not stated directly in the passage.
C	Connections I have	Prior knowledge or personal experiences that relate to the text. 3.7C
E	Evidence I have found	Quoted proof from the passage that supports the inference. 3.7G
MICE	Significance Sentence	The fourth sentence of a body paragraph that combines evidence and connection to teach others.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

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

CLASS SLIDE

Module Slide 2: Dot, Discover, Drop. Model a dot on a word from Benjamin Franklin and Electricity, resolve the word, then remove the dot.

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

CREATE THE ANCHOR CHART

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

47. Student Source Passage(s)

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

Passage 1: "Benjamin Franklin and Electricity" (Stamina: Medium)

- [1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.
- [2] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses, barns, or churches, it could start fires that spread quickly. Entire buildings could be destroyed in just a short time. People worried whenever storms rolled into their communities because they did not know how to protect their homes. Many people had incorrect ideas about electricity and lightning.
- [3] Franklin wanted to understand why lightning behaved the way it did. He spent time studying electricity and conducting experiments. He wondered if there was a way to guide lightning safely into the ground. Through his research, he learned that metal could conduct electricity. This knowledge helped him develop an invention that could protect buildings from lightning strikes.
- [4] Franklin invented the lightning rod, a metal rod placed on top of a building. The rod connects to a wire that runs into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This simple invention helped solve a problem that many communities faced for years.
- [5] The lightning rod quickly became useful in many places. Homes, barns, churches, and other buildings began adding lightning rods to their rooftops. Communities that used lightning rods were less likely to lose buildings during storms. The invention helped reduce damage and made people feel safer during bad weather.
- [6] Benjamin Franklin was not only interested in inventions. He also enjoyed sharing ideas and helping others learn. He believed that knowledge could be used to improve everyday life. His work encouraged other inventors and scientists to ask questions and search for solutions to problems.
- [7] Franklin's discoveries helped people understand electricity better. Over time, scientists continued studying electricity and found new ways to use it. Many of the things people use today, such as lights, computers, and household appliances, depend on electricity. Although Franklin did not invent these modern devices, his research helped others learn more about this important form of energy.
- [8] Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems. Stormy weather
- [9] became less dangerous for many buildings because of the lightning rod. Today, Franklin is remembered as someone who used his knowledge to help others and improve the world around him.

Passage 2: "The Founding Fathers" (Stamina: Medium)

- [1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that would shape the future of the country.
- [2] During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Colonists believed they should have a voice in decisions that affected their daily lives. Some people became frustrated because they felt their concerns were being ignored. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

[3] These leaders met with other colonists and discussed ways to improve the situation. They shared ideas, listened to different opinions, and looked for solutions. Even when they disagreed, they continued working together because they believed the colonies deserved a better future.

[4] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It also said that people have certain rights, such as life, liberty, and the pursuit of happiness. The Declaration of Independence was important because it told the world that the colonies wanted to govern themselves instead of being controlled by Great Britain.

[5] Writing the Declaration of Independence was not easy. The leaders carefully chose their words because they wanted people to understand their reasons for seeking independence. The document helped unite many colonists around a common goal.

[6] After the colonies won the American Revolution, the new country faced another challenge. The United States needed a strong government that could help the nation succeed. Some of the Founding Fathers met together in 1787 to write the Constitution, which explained how the government of the United States would work. They wanted to create laws that were fair and protect the freedoms of the people.

[7] The Constitution established rules for the government and explained how leaders would be chosen. It also helped divide power among different parts of the government so that no one person would have too much control. These ideas helped create a system that is still used today.

[8] The Founding Fathers showed leadership, courage, and determination as they helped form a new nation. They spent many years working through difficult problems and making important decisions. Their ideas and hard work helped build the foundation of the United States.

[9] Today, the influence of the Founding Fathers can still be seen in American government. The Declaration of Independence and the Constitution continue to be important documents. The rights and freedoms they worked to protect remain important to people across the country. Because of their efforts, the United States was able to grow into a nation with a government created by and for its people.

48. Student Annotation Guide

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

Benjamin Franklin and Electricity

TRACKS	Evidence
T Time	18th century; Benjamin Franklin's era.
R Reactions	People were afraid of lightning and buildings caught fire often.
A Actions	Conducted experiments, invented the lightning rod, protected structures.
C Character/Concept/Creature	Benjamin Franklin; electricity as a form of energy.
K Key Knowledge	Metal conducts electricity and can safely guide it away from buildings.
S Scenery/Setting	Stormy skies, tall buildings, and the environment where lightning strikes occur.

The Founding Fathers

TRACKS	Evidence
T Time	Late 1700s; the era of American independence.
R Reactions	Colonists were unhappy with unfair British rule and wanted freedom.
A Actions	Signed the Declaration of Independence, wrote the Constitution, created laws.
C Character/Concept/Creature	The Founding Fathers; liberty and fair government.
K Key Knowledge	A written plan for government helps ensure fairness and protect rights.
S Scenery/Setting	The American colonies, meeting halls, and the new nation being formed.

49. TRACKS Evidence Highlighting

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

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

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

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

50. Five-Day GRADUATE Lesson

Each daily lesson lasts 15 minutes. Use "Benjamin Franklin and Electricity" and "The Founding Fathers" to focus the new learning on building HOW body paragraphs with MICE significance sentences. Keep additional writing and small-group work as separate opportunities.

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

Day Purpose: Gather with the Stepping Stones hook, then Reveal the HOW thesis (central idea) structure using prepositions and model a body paragraph with MICE significance. Use 2 minutes for Gather, 11 for Reveal, and 2 for the check.

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

GATHER: TEACH

CLASS SLIDE

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

TEACHER SCRIPT

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

CLASS SLIDE

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

Have students use Dot, Discover, Drop on the Medium stamina passages. Briefly retrieve how Franklin's lightning rod and the Founding Fathers' Constitution solve problems for communities. [3.7D](#) [3.7E](#)

CLASS SLIDE

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

REVEAL: TEACH

CLASS SLIDE

Module Slide 6: display and shape the Franklin HOW prompt.

CLASS SLIDE

Prompt: Explain how Benjamin Franklin's invention helps protect buildings from lightning.

TEACHER SCRIPT

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

Circle Benjamin Franklin's invention, box helps protect buildings from lightning, and triangle how. Keep Explain separate from the verb phrase that belongs in the answer.

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

CLASS SLIDE

Module Slide 7: reveal the answer. Benjamin Franklin's invention helps protect buildings from lightning by guiding electricity safely into the ground.

Model the original answer from passage details about the lightning rod's function. Show that the prompt alone does not supply this third part. **[3.7C]**

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

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

Connect the Thesis (central idea) to MICE

CLASS SLIDE

Module Slides 8-9: build the Founding Fathers HOW model. The Founding Fathers created a fair government through writing the Constitution.

CLASS SLIDE

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

CLASS SLIDE

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

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

EMBEDDED CHECK: LEARN

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

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

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

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

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

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

ATTEMPT: LEARN

CLASS SLIDE

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

CLASS SLIDE

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

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

GAME MATERIALS

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

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

Step / Pair	Routine or Prompt	Check or Matching Thesis (central idea)
Set up	Partners shuffle eight prompt cards and eight thesis (central idea) cards face down in four rows of four.	Sixteen cards total.
Take a turn	Player 1 turns over two cards. A correct prompt/thesis (central idea) pair is kept; the player takes another turn.	Name the original answer before keeping the pair.
No match	Return both cards to the same places face down, then switch players.	Read both cards fully.
Finish	Check pairs against slides 15-23; more matched pairs wins. Return all cards to the Practice Pocket.	Replay later for retrieval.
1	Explain why Benjamin Franklin's stories help readers understand history.	Benjamin Franklin's stories help readers understand history because they describe daily life and experiments in science.
2	Explain how The Founding Fathers' actions tell stories about creating a fair government.	The Founding Fathers' actions tell stories about creating a fair government through the writing of new laws and documents.
3	Explain why Benjamin Franklin became an important inventor.	Benjamin Franklin became an important inventor because he shared real experiences from testing electricity and lightning.
4	Explain how The Founding Fathers preserve democratic traditions through action.	The Founding Fathers preserve democratic traditions through actions that show the value of liberty and fair rule for all people.
5	Explain how Benjamin Franklin made readers feel like they were part of his discoveries.	Benjamin Franklin made readers feel like they were part of his discoveries by describing wide skies,

		metal rods, and careful tests with electricity.
6	Explain why The Founding Fathers' books continue to inspire citizens.	The Founding Fathers' books continue to inspire citizens because they show how leadership can keep a nation free and fair.
7	Explain why Benjamin Franklin tested everyday objects with electricity.	Benjamin Franklin tested everyday objects with electricity because he believed curiosity should be used to solve problems that protect others.
8	Explain how The Founding Fathers share the idea of liberty with others.	The Founding Fathers share the idea of liberty with others through documents and laws about freedom, rights, and fair government.

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

EMBEDDED CHECK: LEARN

Ask students to point to part three of Thesis (central idea) 5: by describing wide skies, metal rods, and careful tests with electricity. Check that they identify HOW and a way.

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

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

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

Day Purpose: Discuss HOW thinking versus WHY thinking, then Use the habit independently. Allow 5 minutes for discussion, 9 for two body paragraphs, and 1 to collect.

Standard	Focus
TEKS	[3.12B(i)] clear central idea; [3.12B(ii)] genre characteristics
ELPS	1(E) listening; 2(E) explain; 4(F) write

DISCUSS: LEARN

CLASS SLIDE

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

TEACHER SCRIPT

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

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

TEACHER SCRIPT

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

CLASS SLIDE

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

PERSONAL CONNECTION: **3.7A**

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

Compare Franklin's invention and the Founding Fathers' actions as ways of solving problems for others. Ask students to connect one personal example, then return to passage evidence. **3.7A** **3.7B** **3.7G**

USE: ASSESS

CLASS SLIDE

Module Slides 31-34: brief movement, independent directions, Founding Fathers WHY prompt, and Franklin HOW prompt.

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

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

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

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

CLASS SLIDE

Independent prompts: Explain why the Founding Fathers' actions were important to society. Explain how Benjamin Franklin helps people stay safe from lightning.

Independent Thesis (central idea) Check

Possible responses: The Founding Fathers' actions were important to society because they created fair laws for everyone. Benjamin Franklin helps people stay safe from lightning through the invention of the lightning rod.

WRITING REQUIREMENT: **3.7F**

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

EMBEDDED CHECK: ASSESS

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

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

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

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

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

AWARD: ASSESS

CLASS SLIDE

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

TEACHER SCRIPT

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

CLASS SLIDE

Strong Pathway Award: students identify the words that add a bigger idea and the passage detail that supports them.

Students draw a pathway and underline their own significance sentence in green. Give a Strong Pathway Award tied to the exact words and passage detail that show learning.

TARGET: ASSESS

CLASS SLIDE

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

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

CLASS SLIDE

Module Slide 37: students set one goal, such as checking HOW thinking before selecting a preposition.

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

SMALL-GROUP SUPPORT

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

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

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

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

EXPLAIN: ASSESS **[3.7G]**

CLASS SLIDE

Module Slide 38: Turn and Teach frames for thesis (central idea), way, evidence, explanation, and significance.

EDUCATE

TEACHER SCRIPT

"Teach your partner how to build a HOW body paragraph. First, write a thesis (central idea) with a preposition like by or through. Second, add the way sentence and evidence. Third, explain the evidence. Finally, use MICE to write a significance sentence that goes beyond the text."

CLASS SLIDE

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

Partners teach thesis (central idea), way, evidence, explanation, and significance in order. Listen for a preposition in the thesis (central idea) and a MICE inference in the significance sentence. **[3.7G]**

Transfer: Franklin HOW Prompt

CLASS SLIDE

Module Slide 41: Explain how Benjamin Franklin's invention of the lightning rod protected buildings.

Collect the five-component ticket independently: thesis (central idea) with preposition, way sentence, evidence, explanation, and MICE significance. Each component is worth 20 points.

EMBEDDED CHECK: ASSESS

For the exit ticket, check all five components separately. Accept varied answers that are supported by Benjamin Franklin and Electricity passage.

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

CLASS SLIDE

Separate enrichment: Double Thesis (central idea) Challenge combines Franklin and the Founding Fathers in one HOW response, then revises its preposition.

CLASS SLIDE

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

Return to the Citizenship Connection

Reconnect to citizenship by asking how solving problems with science or creating fair laws helps a community preserve safety and freedom.

Return to the Overarching Question

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

CLOSING ENCOURAGEMENT

"You built the pathway of your writing. You kept the prompt's focus and added your own MICE inference. Next you will build more complex paragraphs that support this clear idea."

Student Exemplars

Use the exemplar prompt: Explain how the Founding Fathers created a fair government. Compare restatement, an unsupported answer, and a text-supported thesis (central idea).

51. Low / Developing Exemplar

Field	Detail
Student response	The Founding Fathers created fair laws.
What the student did successfully	Retains the subject and action from the passage.
What is missing	The thesis (central idea) with a preposition and the MICE significance sentence are missing.
Why it falls at this level	The sentence restates the text; it does not explain HOW or go beyond the text to a bigger idea for others.
Exact next instructional step	Ask what the passage says about how they responded to unfair rule. Have the student say an answer using by or through, then add a significance sentence starting with Ultimately.

52. Medium / Approaching Exemplar

Field	Detail
Student response	The Founding Fathers created the Constitution because they wanted to be free.
What the student did successfully	All three parts appear and because matches WHY.
What is missing	The answer is a guess instead of the belief stated in the passage about fair government.
Why it falls at this level	A correct structure does not make an unsupported answer accurate.
Exact next instructional step	Return to paragraph 2 and locate the statement that leaders responded to unfair rule by creating a fair government.

53. High / Secure Exemplar

Part	Example
Clue word	HOW
Thinking type	A process supported by the passage
Strong thesis (central idea)	Benjamin Franklin solved the problem of lightning damage by inventing a metal rod that guided electricity safely to the ground.
Why it works	The noun, verb, and answer are present; by joins a method grounded in the passage.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Franklin HOW	HOW	Benjamin Franklin protected buildings from fires through experiments that led to the invention of the lightning rod.	Adds a passage-supported way using through.

Fathers HOW	HOW	The Founding Fathers created a fair government by writing new laws that replaced unfair British rule.	Adds a passage-supported method using by.
-------------	-----	---	---

Secure Response: Passage Support and Explanation

Response Part	Text from the Secure Model	Why It Works
Passage support: 3.7C	The text states that Franklin used experiments to discover a solution and that the lightning rod guided electricity safely.	Supports the method in the thesis (central idea).
Explanation: 3.7G	This shows how curiosity and science can be used to solve problems that protect others.	Explains the link between the invention and the benefit for communities.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

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

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	The Stepping-stones hook links the HOW thesis (central idea) to purposeful structure.
T2	Day 1 Reveal	■ TEACH	Franklin and Founding Fathers models reveal the pathway parts.
L3	Day 2 Attempt	○ LEARN	Pathway Builders requires a prompt match and oral identification of the significance sentence.
L4	Day 3 Discuss	○ LEARN	Students defend the difference between explanation and significance.
A5	Day 3 Use	✓ ASSESS	Two independently constructed HOW thesis (central idea) statements use matching prepositions.
A6	Day 4 Award	✓ ASSESS	MICE components and passage support justify a Strong Significance Award.
A7	Day 4 Target	✓ ASSESS	An evidence-based goal guides revision of the significance sentence.
A8	Day 5 Explain	✓ ASSESS	The student teaches thesis (central idea), way, and MICE inference in order.
A9	Day 5 Transfer	✓ ASSESS	The five-component Franklin ticket demonstrates independent construction.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can construct a HOW thesis (central idea) that answers the prompt with passage support and uses an appropriate preposition.
Who Administers It	The classroom teacher; independent responses are completed without supplied answers.
Materials Needed	Copies of "Benjamin Franklin and Electricity" and "The Founding Fathers," MICE cards, notebooks, and exit tickets
Related TEKS Breakout	[3.11B(i)] ; [3.12B(i)] ; [3.12B(ii)] ; [3.11C(i)] ; [3.11C(ii)]
Task	Students identify the process or method, then write one complete HOW thesis (central idea) using a preposition such as by, through, with, in, over, or across.

Expected Response	The thesis (central idea) gives a way for HOW and is supported by evidence from the passage.
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Informal assessment: during Pathway Builders, ask students to point to the preposition in their thesis (central idea). Expected answer: The student identifies words like by, through, or with that show the method of the process.

Formative assessment: score the two Day 3 theses for clear central idea, appropriate preposition, text-supported way, and complete sentence structure. Each thesis (central idea) earns up to 4 points; 6 of 8 indicates readiness for Module 3 without additional support.

Exit ticket: on Day 5, students explain how Benjamin Franklin’s lightning rod protected buildings or how the Founding Fathers created a fair government. Score noun, verb, original answer, complete thesis (central idea), and connecting word with prompt type at 20 points each, for 100 total.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain how Benjamin Franklin solved the problem of lightning damage.	HOW	Benjamin Franklin solved the problem of lightning damage by inventing the lightning rod to guide electricity safely away from buildings.
Explain how the Founding Fathers responded to unfair British rule.	HOW	The Founding Fathers responded to unfair British rule through writing the Declaration of Independence and creating a fair Constitution.
Explain how communities benefit from scientific discoveries like electricity.	HOW	Communities benefit from scientific discoveries like electricity by using inventions that protect safety and improve daily life for everyone.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

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

Date: _____

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

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

Prompt to present: Explain how Benjamin Franklin's experiments led to a solution that protected buildings from lightning fires.

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

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

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

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

Total score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	The lightning rod	Retains the complete noun of importance.	20	3.11B(i) ; 3.12B(i)
2	protect buildings from fires	Retains the verb of importance and its meaning.	20	3.11B(i) ; 3.12B(i)
3	Model answer: because it shows how science can solve problems to keep people safe. Accept other passage-supported answers.	Adds information the prompt does not state.	20	3.7C ; 3.12B(i)
4 and 5	4: The lightning rod protects buildings from fires because it shows how science can solve problems to keep people safe. 5: Circle because and mark WHY.	4: one complete three-part thesis (central idea). 5: the subordinator matches WHY.	20 each; 40 total	3.11B(i) ; 3.12B(i)

59. Scoring Principle

Score the five exit-ticket components separately at 20 points each. Accept different original answers when the passage supports them and the sentence answers HOW. Keep minor handwriting or spelling

errors separate from thesis (central idea) understanding unless they obscure meaning. Use the 8-point Day 3 formative score separately from this 100-point ticket.

60. Gradebook Conversion

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

61. Recommended Gradebook Label

Gradebook label: G3 C4 M2

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11B(i) ; 3.12B(i) , 3.12B(iii)
Spiral TEKS	3.11C(i) , 3.11C(ii) ; 3.7C ; 3.7F ; 3.7G
Purpose	Students write a thesis (central idea) plus one supporting sentence; the task extends the pathway toward its first step.
Exact Student Prompt	Explain how Benjamin Franklin used experiments to solve the problem of lightning damage.
Exact Student Directions	Have students shape the prompt, identify HOW, record a supporting paragraph, jot a short answer, and draft one thesis (central idea) plus one supporting sentence.
Non-Negotiable Expectations	The thesis (central idea) retains the topic and action, adds an original method supported by the passage, and uses a preposition. The supporting sentence gives a relevant detail; vocabulary is used accurately.

WRITING REQUIREMENT: **3.7F**

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

63. Student Planning Frame

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

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

64. Writing Assignment Rubric

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

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Noun and verb of importance	Both accurately retain the prompt's topic and action.	Both present with a small imprecision.	One part accurate.	Topic or action unclear.
Original answer	Adds a clear, passage-supported reason using MICE to connect evidence with a personal connection.	Supported reason is somewhat general but uses MICE components.	Adds an answer without clear support from "Benjamin Franklin and Electricity" or "The Founding Fathers."	Restates the prompt.
HOW structure	One complete complex sentence with a preposition (by, through) showing movement in the process.	Appropriate connector; minor sentence error in the HOW pathway.	Reason present but connection incomplete or missing preposition.	No reason or appropriate connector.
Supporting sentence: 3.7C	Relevant detail clearly supports the thesis (central idea) with quoted evidence from Franklin or the Founding Fathers.	Detail supports the general idea but lacks specific quote.	Detail is weakly related to the text.	Detail unrelated or absent.
Clarity, conventions, vocabulary: 3.11C ; 3.7F	Clear sentences; targeted editing and vocabulary accurate including Tier 2 words like inference or significance.	Meaning clear with minor errors.	Several errors weaken clarity.	Meaning difficult to follow.

65. Writing Gradebook Conversion

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

66. Teacher Feedback Shortcuts

- Strength script: "You used a preposition in your thesis (central idea) that shows the method clearly."
- Strength script: "Your significance sentence uses MICE to go beyond the text and share a bigger lesson."
- Target script: "Check if your way sentence names one clear step in the process before you add evidence."
- Target script: "Point to the specific quote from Benjamin Franklin and Electricity or The Founding Fathers that supports your inference."

- Revision script: "Read your significance sentence aloud. Does it tell your reader a takeaway for others, or does it just repeat the explanation?"
- Vocabulary script: "Use a signal phrase like 'Ultimately,' to start your significance sentence so the bigger idea stands out."

Response to Student Need

67. Intervention: Name the Thinking

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

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

CLASS SLIDE

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

TEACHER SCRIPT

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

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

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

CLASS SLIDE

Additional frames: Benjamin Franklin solved the problem of lightning damage by _____. The Founding Fathers created a fair government through _____. Model answers: inventing the lightning rod; writing the Constitution and Declaration of Independence.

Use these frames: Benjamin Franklin's invention helps buildings stay safe because _____. The Founding Fathers tell stories about liberty through _____.

Step 3: students write exactly what they said, then underline the original answer in green. Model answers: it conducts electricity safely; documents that explain how the government works.

Step 4: students read the completed sentence. Reassess independently with: Explain how Benjamin Franklin used science to protect others from lightning.

Return to core instruction when the student writes all three parts and identifies a passage-supported original answer. Expected model: Benjamin Franklin used science to protect others from lightning by inventing the lightning rod that conducts electricity safely. If the green underlining marks copied prompt words, repeat the passage search and oral answer with another frame.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask how many parts a HOW thesis (central idea) has.	A simple sentence with a preposition and the method.	The prompt words are enough.	Point to the preposition on the chart and ask what it shows about movement.
Ask which part of the significance sentence is the student's own thinking.	The connection or inference added via MICE.	The evidence quote alone.	Cover the evidence and ask how the student knows the bigger idea matters to others.
Ask what MICE stands for in this module.	My Inference = Connections I have + Evidence I have found.	MICE is just a game name.	Read the Franklin and Founding Fathers examples; have students label the connection and evidence parts.
Ask whether a significance sentence can be just a restatement of the text.	No, it must go beyond the text to a lesson for others.	A full sentence is enough if it repeats facts.	Require the student to add a signal phrase like Ultimately and explain who benefits from the idea.

69. Student Support Quick Reference

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

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

70. Enrichment: Connect Across Texts

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

Prompt: Explain how Benjamin Franklin and the Founding Fathers both used action to solve problems for their communities.

CLASS SLIDE

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

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

Model: Benjamin Franklin and the Founding Fathers solved problems for their communities through inventions and laws that protected people.

Have students rewrite with a stronger preposition: Benjamin Franklin and the Founding Fathers solved problems for their communities through the use of scientific experiments and fair government documents.

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

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain how Benjamin Franklin used experiments to solve the problem of lightning damage.

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

Planning Support

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

WRITING REQUIREMENT: **[3.7F]**

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

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

Success Criteria

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

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

Revise: have students read the thesis (central idea) aloud and check that part three adds meaning. Improve the connecting word using the HOW writing-rigor chart, then reread for clarity. **[3.11C(i)]**, **[3.11C(ii)]**

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

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

Companion resources: Revising and Editing Daily Slides, Teacher Lesson Plans, and Student Interactive Workbooks support the same Cluster 4 content.

Engagement & Home Connection

73. Auditory Engagement Moments

Use purposeful listening to make the MICE components and the signal phrases audible before independent writing.

- Read the six fill-in statements; have students supply EVIDENCE, CONNECTION, INFERENCE, SIGNAL PHRASE, PREPOSITION, and THESIS (CENTRAL IDEA).
- Use Listen and Label: read a complete significance sentence about Benjamin Franklin, a sentence missing its inference, a complete statement about the Founding Fathers, and the fragment curiosity and science. Partners explain what is complete and whether it answers the displayed prompt.
- Have partners compare a WHY and a HOW thesis (central idea) aloud, naming the preposition and the thinking it signals.
- Use the ECR Writing Process Poem as a call-and-response chant. Point to the MICE chart when the significance sentence is named; connect evidence and connection to the inference.

74. Pause Points

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

PAUSE POINT: BEFORE WRITING

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

PAUSE POINT: MIDWAY

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

PAUSE POINT: BEFORE YOU FINISH

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

75. At-Home Connection

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

TEACHER INFORMATION: TASK CARD 1

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

Task Card 1: Teach MICE. Have the student teach My Inference, Connections I have, and Evidence I have found to someone at home, explain how they combine to make a significance sentence, write it down, and underline the bigger idea. Family signature: _____. **3.11B(i)** **3.12B(i)**

TEACHER INFORMATION: TASK CARD 2

Encourage students to connect significance writing to clear messages in everyday life.

Task Card 2: Ultimately and The Big Picture Is. Have students write one family sentence using Ultimately and one using The big picture is, then check present tense and capital letters in names. Ask families to discuss which sentence shares a bigger lesson more clearly and why. Family signature: _____. **3.11B(i)** **3.11D(iv)**

TEACHER INFORMATION: TASK CARD 3

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

Task Card 3: Frame It First. Provide the word bank evidence, connection, inference, ultimately, big picture and the frame The evidence says _____, my connection is _____, so the bigger idea is _____. Have students say it twice, discuss it in a home language if helpful, then write in English and optionally draw the answer. Invite a conversation about how one person's good idea can help many people. Family signature: _____. **3.11B(i)** **3.12B(i)**

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

Skill to Observe	Not Yet	Getting It	Demonstrated Independently
Writes a HOW thesis (central idea) as a simple sentence.			
Includes a preposition such as by or through in the thesis (central idea).			
Writes a way sentence that names one step of the process.			
Quotes evidence from "Benjamin Franklin and Electricity" or "The Founding Fathers."	"The		
Explains how the evidence proves the way sentence.			
Uses MICE to combine connections and evidence for a significance sentence.			
Starts the significance sentence with a signal phrase like Ultimately, or The big picture is,.			
Makes the significance sentence go beyond the text to a lesson for others.			
Revises a significance sentence and explains the improvement using MICE.			

77. Student Award

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

78. Student Target

Have each student record one evidence-based next step: identify the solution or reaction in the text, apply MICE to combine evidence with a connection, or refine the significance sentence using a signal phrase like "Ultimately,".

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you built the pathway. Your thesis (central idea) is a simple sentence with a preposition like by or through. You used MICE to combine evidence and connections into a significance sentence that goes beyond the text. Next week you will refine your HOW response."

80. Essential / Overarching Question, Answered

How can a writer answer a HOW prompt by tracing the pathway of a process and building a significance sentence with MICE?

A writer answers a HOW prompt by using a preposition in the thesis (central idea) to show movement or method, then traces the steps of the process through evidence and explanation. Finally, the writer uses MICE to combine connections and evidence into a significance sentence that shares a bigger lesson for others.

81. Teacher Reflection

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

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Two independent HOW thesis (central idea) statements with the preposition underlined, paired with the Day 5 ticket.
- A photograph of the MICE anchor chart and a class model significance sentence for "Benjamin Franklin and Electricity."
- A notebook sample showing the pathway: thesis (central idea), way, evidence, explanation, and significance.
- A record of partners explaining how Benjamin Franklin's lightning rod or the Founding Fathers' actions created a bigger lesson during discussion.
- Before-and-after writing showing the growth from simple explanations to MICE-based significance sentences.
- Progress ratings and next-step goals tied to specific student work on "The Founding Fathers."

Production & Implementation Support

83. Module Slide Deck Build Sheet

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

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

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

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Build a HOW thesis (central idea) live on a shared slide, revealing the preposition and the process separately.
Annotation	Use red, yellow, and green for solution, reaction, and resolution; students mark their own copies of "Benjamin Franklin and Electricity" or "The Founding Fathers" before the teacher reveals the model.
Breakout discussion	Give each pair a MICE card set in a breakout room; students name the connection and evidence before combining them into an inference.
Oral response	Have students rehearse their significance sentence aloud using signal phrases like "Ultimately," before typing it; use choral fill-ins for the MICE formula when appropriate.
Asynchronous option	Share the model paragraph and the pathway cards for independent replay; students record the way, evidence, explanation, and significance sentence.
LMS submission	Collect two Day 3 body paragraphs and a five-field Day 5 ticket. Preserve the separate scoring systems for structure and MICE application.
Digital tracking	Use private goals, digital progress ratings, and green highlighting of the significance sentence part. Save the work for Module 3.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

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

Essential / Overarching Question, Answered

How can a writer answer a HOW prompt by tracing the pathway of a process and building a significance sentence with MICE?

A writer answers a HOW prompt by using a thesis (central idea) that includes a preposition to show movement or method, then traces the steps through evidence and explanation. Finally, the writer builds a significance sentence using MICE (My Inference = Connections I have + Evidence I have found) to share a bigger lesson for others.

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Teacher Lesson Plan Guide

Getting SET with the Statement of Purpose

Grade 3 | Cluster 4 | Module 3

Grade: 3

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

Module: 2 of the cluster

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

Module Title: Getting SET with the Statement of Purpose

Content Connection / Passage Titles: "Benjamin Franklin and Electricity" and "The Founding Fathers"; Medium stamina

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

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

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

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

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

1. A Little Inspiration Goes a Long Way!

This module focuses on the first sentence of the GET SET introduction: the Statement of Purpose. Students learn to write a broad opening that introduces a big idea before narrowing down to the thesis (central idea).

TEACHER SCRIPT

"A strong introduction opens the door to strong thinking. When students learn to begin broadly and then move with purpose, their writing starts sounding thoughtful before the reader even reaches the thesis (central idea)."

Connection to this week's thinking: students distinguish between broad statements that fit many essays and specific sentences that name exact details. They learn that the Statement of Purpose must be global and meaningful, leading naturally toward the more specific thesis (central idea).

2. Why This Module Matters

Students learn to write the Statement of Purpose, which is the broad first sentence of the GET SET introduction. They use the high stamina passages "Benjamin Franklin and Electricity" and "The Founding Fathers," progressing from teacher models and small group sorts to three independent broad opening statements.

Where it fits into writing: the Statement of Purpose is the S in GET SET that opens the paper with a big picture idea before the thesis (central idea). It prepares the reader for the specific answer that follows.

Why it matters: distinguishing broad openings from specific details helps students communicate a focused argument. A strong Statement of Purpose must be wide enough to fit many essays and lead naturally into the central claim.

3. Module Essential / Overarching Question

How can a writer open an introduction with a broad statement of purpose that prepares the reader and leads toward the thesis (central idea)?

Have students record initial thinking Monday and revisit it after Friday's Statement of Purpose writing.

Record the student's first thinking (Monday):

Record the student's final thinking (Friday):

Ask students to describe what changed in their thinking:

Family Communication

4. Parent Communication Purpose

Explain to families that the Statement of Purpose is the first sentence of the GET SET introduction. Invite families to listen as students teach how they sorted statements into broad and specific categories and explain why a broad opening leads naturally toward the thesis (central idea).

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

5. Family Letter (English)

Share this English family letter:

Dear Families, this week your student is learning to write the Statement of Purpose — the broad first sentence of an introduction. We call the introduction "GET SET" (Statement of Purpose, Evidentiary Transition, Thesis (central idea)), and this module focuses on the S. A strong Statement of Purpose opens the paper with a big, global idea before the more specific thesis (central idea).

Our class will read "Benjamin Franklin and Electricity" and "The Founding Fathers" at High stamina. Students learn to tell a broad opening from a specific one and write an opening that avoids exact passage details like Benjamin Franklin or the lightning rod. Invite your student to say whether a sentence is broad (a big idea) or specific (exact details).

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

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

Comparta esta carta en español con las familias:

Estimadas familias: Esta semana su estudiante aprenderá a escribir la primera oración de una introducción, llamada Declaración de Propósito. Llamamos a la introducción "GET SET" (Declaración de Propósito, Transición Evidencial, Tesis o Idea Central), y este módulo se centra en la S. Una fuerte Declaración de Propósito abre el ensayo con una idea grande y global antes que la tesis más específica.

Leeremos "Benjamin Franklin and Electricity" y "The Founding Fathers". Su estudiante aprenderá a distinguir entre una oración amplia (una gran idea) y una específica (detalles exactos). Invítelo a decir en voz alta una idea de apertura amplia sobre lo que lean juntos. Pregúntele: ¿Es esta oración amplia o específica? Celebre cuando su estudiante abra un tema con una oración significativa y amplia.

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

7. Family Conversation Starters

- Invite families to ask the student what GET SET stands for in an introduction.
- Suggest asking if a specific sentence is broad (a big idea) or specific (exact details).
- Suggest asking how a writer can open a topic with a wide, meaningful idea before giving the exact answer.
- Invite families to ask why a paper should begin broadly rather than naming exact people like Benjamin Franklin right away.

- Encourage the student to write one broad Statement of Purpose and one specific thesis (central idea) about "The Founding Fathers" and explain the difference.

8. Simple Family Activities

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

Family Activity: Teach the Broad vs. Specific Sort

Have families invite the student to teach how to sort opening sentences into broad or specific categories. A family member reads two example sentences; one is a big idea like "Important inventions can improve life" and the other names exact details like "Benjamin Franklin invented the lightning rod." The student groups them, labels each category as Broad or Specific, and explains why the first sentence fits many essays while the second is too narrow for an opening.

Family Activity: Statement of Purpose at Home

Have students write one broad Statement of Purpose about a topic they enjoy. Families listen as the student checks that the sentence sounds like a big picture idea and does not name exact people or events from a passage. The student explains how this broad opening leads naturally toward a more specific thesis (central idea) without answering the prompt immediately.

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

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

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 4, Module 3
Module Category	Getting SET with the Statement of Purpose; ECR Informational
Primary TEKS	[3.11B(i)] ; [3.12B] , with lesson plan breakouts [3.12B(i)] , [3.12B(ii)] , [3.12B(iii)]
Primary Breakout	Write a broad Statement of Purpose that opens the paper with a big-picture idea and leads naturally into the thesis (central idea) as the first sentence of the GET SET introduction

Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G
Recursive TEKS	3.11C(i-ii) revising; 3.11D(i), (vi)-(ix), (xxx), (xxxi) editing; prompt shaping; Dot, Discover, Drop; TRACKS; MICE
Content Connection	"Benjamin Franklin and Electricity" and "The Founding Fathers"; High stamina
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use Again; Day 4 Award + Target; Day 5 Explain to Others
Student Product(s)	Broad vs. Specific sorting cards; Statement of Purpose flip-flap; next-step goal; progress tracker
Formal Assessment Product	Exit ticket showing one broad Statement of Purpose written for an unfamiliar prompt that leads into a specific thesis (central idea)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will write a broad Statement of Purpose that opens a paper with a big-picture idea, avoids exact passage details, and leads naturally into a more specific thesis (central idea).

I Will Statements

- I will say what GET SET stands for.
- I will tell a broad statement from a specific one.
- I will write a Statement of Purpose that sounds broad and global.
- I will keep exact passage details out of my opening sentence.

I Can Statements

- I can say what GET SET stands for (Statement of Purpose, Evidentiary Transition, Thesis (central idea)).
- I can tell a broad statement from a specific one.
- I can write a Statement of Purpose that sounds broad and global.
- I can pair a broad opening with a more specific thesis (central idea).

CLASS SLIDE

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

13. Success Criteria

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

- The statement of purpose is a broad opening that introduces a big idea before the thesis (central idea).
- The student can distinguish between a broad statement of purpose and a specific thesis (central idea) sentence.
- The opening does not name exact people, events, or details from "Benjamin Franklin and Electricity" or "The Founding Fathers."
- The statement of purpose sounds meaningful and global rather than vague or empty.
- The student can explain why a specific detail belongs in the thesis (central idea) instead of the opening sentence.
- The broad opening leads naturally toward the more specific answer provided by the thesis (central idea).

14. Evidence That Will Demonstrate Mastery

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

- The Day 2 sorting cards show statements correctly sorted into Broad and Specific categories with reasons provided.
- The Day 5 exit ticket shows one broad Statement of Purpose written for an unfamiliar prompt that leads to a specific thesis (central idea).
- A student whose opening sentence is broad, avoids exact passage details, and pairs logically with a more specific thesis (central idea) has demonstrated mastery.

15. TEKS Correlations

The primary work develops a broad Statement of Purpose that opens the introduction. Use the lesson plan's breakout labels to locate the focus; Section 26 supplies complete official parent standards.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11B(i)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Distributed	Days 1-5: students build the opening sentence of the GET SET introduction.	Day 3; Day 5
3.11B(iii)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Introduced here in practice	Day 3: students pair the statement of purpose with the thesis (central idea).	Day 3; Day 5
3.12B(i)	Composition, Central Idea	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Distributed	Days 1-5: students open the paper with a broad idea that leads to the central idea.	Independent theses; exit ticket
3.12B(ii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Distributed	Days 2-3: students sort and build broad statement of purpose sentences.	Thesis (central idea) plus support
3.12B(iii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using craft	Distributed	Day 4: students refine their openings to sound broad and purposeful.	Revised thesis (central idea)
3.11C(i-ii)	Composition, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	Distributed	Day 4: students revise their broad statements to ensure they are global and not specific.	Revised thesis (central idea)
3.11D(i), (vi)-(ix), (xxx), (xxii)	Composition, Editing	edit drafts using complete simple sentences, singular and plural nouns, common	Distributed	Day 5 editing checklist, applied to the	Edited writing

		and proper nouns, spelling patterns, and high-frequency word spelling.		Statement of Purpose sentence.	
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Revising and editing support the thesis (central idea). Apply targeted conventions to students’ own writing; score central-idea understanding separately. Official wording: [Texas Education Agency, Grade 3 TEKS](#).

16. Standards Coverage Matrix

The lesson plan's breakout labels identify the instructional focus for Module 3, Getting SET with the Statement of Purpose. Section 26 retains the complete official parent wording for purposeful structure, central idea, revising, and editing.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(i)	Purposeful structure including introduction	Distributed; students build the opening sentence of the GET SET introduction across all days
PRIMARY	3.12B(i)	Clear central idea	Days 1-5: students open the paper with a broad idea that leads to the thesis (central idea)
PRIMARY	3.12B(ii) , 3.12B(iii)	Genre characteristics and craft	Days 2-4: students sort, build, and refine broad statement of purpose sentences to sound purposeful
SPIRAL	3.11B(iii)	Developing an engaging idea with relevant details	Day 3: students pair the statement of purpose with the thesis (central idea) to ensure relevance
SPIRAL	3.7A	Personal connections	Family conversation starters and Day 5 discussion connecting broad ideas to student experience
SPIRAL	3.7B	Responses demonstrating text understanding	Core responses; enrichment activities involving broad vs. specific sorting
SPIRAL	3.7C	Text evidence	Distinguishing exact passage details (evidence) from the broad opening statement
SPIRAL	3.7D	Retelling and paraphrasing	Day 5: students explain to a partner what a Statement of Purpose is using their own words
SPIRAL	3.7E	Meaningful source interaction	Daily reading of "Benjamin Franklin and Electricity" and "The Founding Fathers"
SPIRAL	3.7F	Newly acquired vocabulary	Oral and written responses using Tier 2 words like global, specific, and thesis (central idea)
SPIRAL	3.7G	Discuss ideas important to meaning	Day 3 partner discussion; Day 5 explanation of why broad openings matter

RECURSIVE	3.11C(i) , 3.11C(ii)	Sentence structure and word choice	Day 4: students refine openings to sound broad and purposeful using sentence frames
RECURSIVE	3.11D(iv) , 3.11D(vii) , 3.11D(ix) , 3.11D(xxiv) , 3.11D(xxv) , 3.11D(xxx)	Targeted editing breakouts	Day 4: students edit their Statement of Purpose to remove specific details and ensure breadth
RECURSIVE	MICE / GET SET	Reading, annotation, ECR structure	All five days; MICE builds significance while GET SET structures the introduction

17. ELPS Correlations

Use these lesson plan correlations for listening to models, naming the parts of the GET SET introduction, reading for a broad idea, and composing a Statement of Purpose.

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
2(E)	Speaking	Discourse	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
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 grade-appropriate sentence lengths and types.	Days 1, 2, and 3

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Intervention, after Day 3
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Use comprehensible language to explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using grade-appropriate sentence lengths and types.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

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

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to example cards labeled Broad or Specific that match a Statement of Purpose using picture cards.
Beginning	Name two broad ideas from the text that could open a paper before the thesis (central idea).
Intermediate	Write one simple sentence for each opening to show how it leads toward the thesis (central idea).
High Intermediate	Write a complete sentence that explains why an opening is broad and how it connects to the thesis (central idea).
Advanced	Compare different openings to justify which one best leads into the thesis (central idea) in a logical order.

Language Supports

- Students at the pre-production level will point to example cards labeled Broad or Specific that match a Statement of Purpose using picture cards.
- Students at the beginning level will name two broad ideas from the text that could open a paper before the thesis (central idea).
- Students at the intermediate level will write one simple sentence for each opening to show how it leads toward the thesis (central idea).
- Students at the high intermediate level will write a complete sentence that explains why an opening is broad and how it connects to the thesis (central idea).
- Students at the advanced level will compare different openings to justify which one best leads into the thesis (central idea) in a logical order.

Evidence of access without reduced rigor: students identify whether a sentence is broad or specific, choose a connecting word, and supply an original text-supported answer.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear broad and specific statements read aloud and decide which is which before writing; 1(E).
Speaking	Students say a broad opening idea aloud to a partner, using the sentence frames, before they write; 2(E), 2(F).
Reading	Students read example statements closely to notice what makes one broad and another specific; 3(F).
Writing	Students write a broad Statement of Purpose that opens a topic and leads toward a more specific thesis (central idea); 4(D), 4(F), 4(E).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
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You may read a prompt aloud, repeat it, and let students use the anchor chart and sentence frames. You may provide a broad-sentence starter.	You may not tell a student whether a statement is broad or specific, or write the opening for them.
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The student must still decide, and must still compose a broad Statement of Purpose in their own words.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the three parts of the GET SET introduction.	Supported. The teacher may keep the anchor chart visible.	The student lists Statement of Purpose, Evidentiary Transition, Thesis (central idea).
Inferential	Decide whether a statement is broad or specific and explain why.	Guided on Days 1 and 2, independent by Day 5.	The student sorts statements correctly and gives a reason.
Evaluative	Judge which broad opening leads best into a given thesis (central idea).	Partner discussion on Day 3, independent on Day 5.	The student chooses the strongest Statement of Purpose and explains the choice.
Synthesis	Write several broad openings for one thesis (central idea) and justify which is strongest.	Independent enrichment.	The student writes three options and selects the best lead-in to the specific answer.

22. The Five Thinking Levels

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

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

The Progression of Thinking

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

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

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The opening should name the topic right away.	A teacher may accept a specific first sentence that names exact people or events from the passage.	Ask, "Is this broad enough to fit many essays, or does it name exact details too soon?"
Broad means vague.	A teacher may accept an empty or off-topic sentence because it lacks specific names.	Remind: broad still feels meaningful and purposeful, like a big idea or life lesson.
The Statement of Purpose and thesis (central idea) are the same.	A teacher may accept a repeated thesis (central idea) as the opening sentence.	Show the difference: the opening is broad; the thesis (central idea) is the specific answer.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A good opening names Franklin or the Founding Fathers.	The student opens with an exact person or event.	Save the exact names for the thesis (central idea); open with a broad, big-picture idea.
Broad means "say very little."	The student writes something vague like "Things are important."	Push for meaning: a broad idea should still sound like a real lesson or truth.
The opening should answer the prompt.	The student answers the question in the first sentence.	Remind: the opening prepares the reader; the thesis (central idea) gives the answer.

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Primary targets: **[3.11B(i)]**, purposeful structure and an introduction; **[3.12B]**, informational writing with a clear central idea. The lesson plan's **[3.12B(i)]**, **[3.12B(ii)]**, and **[3.12B(iii)]** breakouts address central idea, genre characteristics, and craft. This module builds the broad Statement of Purpose that opens the GET SET introduction before the thesis (central idea).

26. How I Say the Standard!

TEKS says	How I say it
[3.11B] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.12B] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Teach students to write the Statement of Purpose for the GET SET introduction. Students will distinguish between broad, global ideas and specific details from "Benjamin Franklin and Electricity" or "The Founding Fathers." They will craft a wide opening sentence that leads naturally into the thesis (central idea) without naming exact people or events too soon. Use the lesson plan breakouts in Section 15 to identify the focus within these complete parent expectations.

27. This Week I Can...

Teach students to distinguish between broad and specific sentences, sort statements into the correct category, and write a Statement of Purpose that opens a paper with a big-picture idea before leading to the thesis (central idea).

28. Before I Can... Prerequisites

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

- Confirm students can identify the three parts of the GET SET introduction.
- Confirm students can distinguish between broad and specific statements.
- Review complete sentences.
- Retrieve Dot, Discover, Drop and TRACKS. **[3.7E]**
- Recall that the Statement of Purpose opens the paper with a big idea before the thesis (central idea). **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, show a blue circle for the Statement of Purpose and a green box for the thesis (central idea). Tell your partner why the opening sentence must be broad while the thesis (central idea) is specific."

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
broad	Wide; covering a big idea.	Have students identify which opening sentence is broad.
specific	Narrow; about exact details.	Have students use specific to describe the thesis (central idea).
statement of purpose	The broad first sentence of the introduction.	Have students write a statement of purpose for Benjamin Franklin and Electricity.
global	Feeling wide and big-picture.	Compare a global opening with a specific detail from The Founding Fathers.

31. Conventions Connection

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

32. Writing Connection

The thesis (central idea) is the direct answer to the prompt within the GET SET introduction. The Statement of Purpose opens broadly, and the Evidentiary Transition leads into this specific claim. This module's independent product is a broad Statement of Purpose sentence that prepares the reader for the more specific thesis (central idea).

33. Watch Out!

Common misconception: a Statement of Purpose that names exact details like Franklin or the lightning rod is finished. Cover part one of a model and ask what makes it too specific for an opening. Require a broad, big-picture idea from the passage.

34. Ready Check

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

35. Teacher Look-Fors

- Students identify broad statements that open with a big-picture idea rather than specific details.
- Students distinguish between the Statement of Purpose and the thesis (central idea) in their writing.
- Students use sentence frames to construct openings that sound global and meaningful.
- Students avoid naming exact people or events like Franklin or the Founding Fathers in the first sentence.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Use these academic words to explain how a broad Statement of Purpose leads the reader toward the thesis (central idea)."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Let's warm up with our Tier 1 words. Tier 1 words are the everyday words you use without thinking about them. Begin. Broad. Specific. They are not hard words, but this week they carry big ideas, because we are going to sort our openings into broad and specific. Say each word with me, then show me with your hands what a wide idea looks like."

Word	Student-Friendly Definition	Oral Rehearsal Frame
begin	To start something.	Have students rehearse: A strong paper does not begin with tiny details.
broad	Wide; covering a big idea.	Have students rehearse: My statement of purpose sounds broad.
specific	Narrow; about exact details.	Have students rehearse: The thesis (central idea) is more specific.
idea	A thought or plan in your mind.	Have students rehearse: A broad opening shares a big idea.
purpose	The reason something is done.	Have students rehearse: The statement of purpose opens the paper.
open	To begin or start up.	Have students rehearse: The first sentence should open the topic broadly.
focus	The main thing you pay attention to.	Have students rehearse: The thesis (central idea) brings the focus to the exact answer.
start	The beginning.	Have students rehearse: Do not start with exact evidence.
reason	Why something is true.	Have students rehearse: The body paragraph begins with a reason.
lead	To guide toward something.	Have students rehearse: The statement of purpose should lead to the thesis (central idea).
inventor	A person who makes something new.	Have students rehearse: Franklin was an inventor.
leader	A person who guides others.	Have students rehearse: The Founding Fathers were leaders.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers. Say statement of purpose with me, clapping the syllables: state-ment of pur-pose. Now turn to your partner and use the word in a sentence about the cards on your table."

Word	Student-Friendly Definition	Oral Rehearsal Frame
introduction	The first paragraph that gets the reader ready.	Have students rehearse: The introduction is called GET SET.
statement of purpose	The broad first sentence of the introduction.	Have students rehearse: My statement of purpose opens the paper with a big idea.
evidentiary transition	The bridge sentence that groups the support.	Have students rehearse: The E in GET SET is the evidentiary transition.
thesis (central idea)	The direct answer to the prompt.	Have students rehearse: The thesis (central idea) is more specific than the opening.
global	Feeling wide and big-picture.	Have students rehearse: A broad statement sounds global.
specific	About exact people, events, or details.	Have students rehearse: A specific sentence names Franklin or the Founding Fathers.
prompt	The question the writer must answer.	Have students rehearse: The statement of purpose should not repeat the prompt.
response	The written answer to the prompt.	Have students rehearse: A strong response opens broadly.
infer	To figure out a bigger idea from clues.	Have students rehearse: Broad thinking helps us infer meaning.
significance	The bigger idea or takeaway.	Have students rehearse: A statement of purpose can sound like significance.
broad idea	A wide, big-picture thought.	Have students rehearse: The opening shares a broad idea.
lead-in	A sentence that guides into the next idea.	Have students rehearse: The statement of purpose is a lead-in to the thesis (central idea).

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
inventor	in-VEN-ter	A person who makes something new.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.
electricity	ih-lek-TRIS-ih-tee	A form of energy that can appear as lightning.
conduct	kun-DUKT	To carry or let something pass through.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.
British rule	BRIT-ish rool	Control of the colonies by Britain.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.
Constitution	kon-stih-TOO-shun	The plan for how the government works.
freedoms	FREE-dumz	The rights people are free to have.
government	GUV-ern-munt	The group that makes and runs the laws.
leadership	LEE-der-ship	Guiding and helping others.
communities	kuh-MYOO-nih-teez	Groups of people who live together.

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

39. Background Knowledge & Teacher Context

Student background: students can identify the three parts of an introduction and know that the first sentence is broad; they have sorted objects into groups in earlier grades to transfer that move to ideas, distinguishing between big-picture concepts and specific details.

Teacher context: a Statement of Purpose is a global idea, not a vague one. If a student names an exact person or event like Franklin or the Founding Fathers in the opening, it is too specific. The statement must be broad enough to fit many essays but still meaningful and purposeful. It should lead naturally toward the thesis (central idea) without repeating the prompt exactly.

The High stamina informational texts provide details about Benjamin Franklin's experiments with electricity and the Founding Fathers' creation of the Declaration of Independence and Constitution. Students use these passages to understand that broad openings set the stage for specific answers. The Statement of Purpose opens the paper with a big idea, while the thesis (central idea) provides the direct answer to the prompt.

The ECR Habit

ECR habit: read the passage for details; identify the main idea; and write a broad Statement of Purpose that introduces the topic before narrowing down to the specific thesis (central idea). Keep the language global and purposeful. GET SET connects the Statement of Purpose, Evidentiary Transition, and Thesis (central idea) in the introduction paragraph. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Teacher Guide, Daily Deck, both High stamina passages (Benjamin Franklin and Electricity and The Founding Fathers), Student Interactive Notebooks, GET SET anchor chart from Modules 1 and 2, Broad vs. Specific sorting cards
Activity / game materials	Twenty-four sorting cards for broad vs. specific statements; statement of purpose cards; thesis (central idea) statement cards; prompt cards; spinner; Gameboard and student markers (Pencil Guy); timer; optional magnifying glass prop
Writing materials	Chart paper, blue/green markers or colored pencils for the flip-flap, pencils, highlighters; TRACKS highlighting colors: green, purple, yellow, orange
Assessment materials	Answer keys, exit tickets (including Day 5 exit ticket), progress tracker, intervention frames, and enrichment charts
Technology	Projector or board; the Module 3 Daily Deck
Accessibility supports	Picture cards for pre-production level students, oral rehearsal frames, enlarged text, and bilingual support as needed

41. Preparation Before Day 1

- ☐ Post the Module 1 and Module 2 anchor charts where students can see them all week.
- ☐ Draw the GET SET introduction anchor chart before Day 1, highlighting the Statement of Purpose section.
- ☐ Copy the high stamina passages "Benjamin Franklin and Electricity" and "The Founding Fathers," one set per student. Students using the Writing Academy Student Interactive Workbook do not need to copy. ☐ Cut one demonstration set of the twenty-four sorting cards for broad versus specific statements.
- ☐ Prepare the gameboard, spinner, timer, and game pieces for the "On Your Mark, Get SET, Sort" activity; ensure students have their chosen Pencil Guy markers ready.
- ☐ Load the Daily Deck and confirm all 36 slides for Module 3 are in order. Set out blue markers for Statement of Purpose and green markers for Thesis (central idea) to model the flip-flap sorting task.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	G Gather + R Reveal	"On your mark, get SET" hook; learn broad vs. specific and the GET SET introduction, focusing on the Statement of Purpose.
Day 2	15 MINUTES	A Attempt	On Your Mark, Get SET, Sort: a timed game sorting 24 statements into Broad and Specific.
Day 3	15 MINUTES	D Discuss + U Use	Discuss what makes a statement broad, then "Blue and Green: SET It Up" — a flip-flap sorting statement of purpose vs. thesis (central idea).
Day 4	15 MINUTES	A Award + T Target	Celebrate opening with purpose and set a next-step goal.
Day 5	15 MINUTES	E Educate and Explain to Others	Teach a partner what a Statement of Purpose is and how it differs from a thesis (central idea).

43. Tiny Times Transition

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

- Broad or Specific: read a sentence; students show three fingers if it is a broad Statement of Purpose or one finger if it is a specific thesis (central idea).
- Name It: read an opening sentence; students whisper "broad" or "specific" to their partner before raising a hand to share.
- GET SET Check: read the first sentence of an introduction; students cross arms if it opens broadly and touch shoulders if it names exact details too soon.
- Use these during card storage, a move to the carpet, or a hallway wait. Return promptly to the lesson; the routine supports the GRADUATE stages.

Citizenship & Content Connection

44. The Citizenship Connection

Use the passages to connect literacy with respect for historical figures, shared civic values, and community memory.

Element	This Module
Suitability	A natural connection: both passages highlight individuals who shaped society through innovation and leadership for the greater good.
Focus	Respect for historical contributions and the civic values of liberty, problem solving, and community service.
Historical / Content Connection	Franklin experimented with electricity to protect communities; the Founding Fathers established a government based on freedom and fair laws.
Perspective Connection	Students recognize that individual actions can lead to broad improvements for entire communities and nations.
Literacy-to-Citizenship Connection	A clear thesis (central idea) communicates a civic value accurately; text evidence keeps that communication grounded in historical fact.
Citizenship Question	Ask how inventions and founding documents help a community remember its history and values.
Teacher Script	<i>"You can learn about a community through its leaders and inventors. Which detail helps you understand how people solved problems or protected their freedoms?"</i>
Accuracy / Source Note	Use the two supplied informational texts and their paragraph evidence. Distinguish what the passage states from what a student infers.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Three Parts of a Thesis (central idea)

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

WHY Needs a Subordinator; HOW Needs a Preposition

Thinking Type	Clue Words	What the Writer Explains
WHY	because, since, when, so that	Model a reason joined in a complex sentence. Benjamin Franklin's experiments help readers understand science because they show how curiosity leads to invention.
HOW	through, by, with, during	Model a way expressed with a preposition. The Founding Fathers created liberty through the writing of the Declaration of Independence and the Constitution.

MICE: My Inference = Connections I have + Evidence I have found

Letter	MICE Part	What It Means
M	My Inference	The big idea or significance sentence that connects the evidence to a broader truth.
I	Inference	A conclusion drawn from clues in the text and prior knowledge. This module focuses on building this inference by sorting details into baskets.
C	Connections I have	Prior knowledge or experiences that link to the passage support the response. [3.7C]
E	Evidence I have found	Connect the evidence from the text to the inference. [3.7G]
MICE	Connected response	The inference guides every connection and piece of evidence. This module builds the first part of MICE: connections and evidence that support the significance sentence.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you write, look for a big idea that connects the details in your passage. Discover how Benjamin Franklin's experiments or the Founding Fathers' actions lead to a larger truth about life. Then, drop into writing a broad Statement of Purpose that opens the door to this idea. A longer passage may bring more connections; you are noticing where ideas connect."

CLASS SLIDE

Module Slide 2: Broad and Specific. Model a specific sentence about Franklin, then show how it connects to a broad Statement of Purpose that could fit many essays.

Encourage students to use big-picture ideas as a starting point for their opening sentences and to ensure the Statement of Purpose leads naturally toward the thesis (central idea).

CREATE THE ANCHOR CHART

Write four steps: read the prompt; identify a broad, global idea; write the Statement of Purpose; check that it does not name specific details. Display both complete models and the GET SET introduction chart.

47. Student Source Passage(s)

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

Passage 1: "Benjamin Franklin and Electricity" (Stamina: High)

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] When Franklin was young, many people did not have the tools and technology that exist today. There were no computers, televisions, or electric lights. People often relied on candles and fireplaces for light. Travel and communication were much slower than they are now. Franklin spent time observing the world around him and wondering how problems could be solved. His curiosity helped him become one of the most well-known inventors in American history.

[3] One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses, barns, or churches, it could start fires that spread quickly. Entire buildings could be destroyed in a short amount of time. People worried whenever storms rolled into their communities because they did not know how to protect their homes and businesses.

[4] Many people had incorrect ideas about electricity and lightning. Some believed lightning was impossible to control. Others thought there was nothing people could do to reduce the danger. Because scientists knew very little about electricity, many questions remained unanswered. Franklin wanted to learn more. Instead of accepting what others believed, he began studying the problem for himself.

[5] Franklin spent years learning about electricity. He read books, observed storms, and conducted experiments. He carefully recorded what he learned and looked for patterns. He wondered if lightning and electricity were connected. At the time, this idea seemed unusual to many people. However, Franklin believed that careful observation could help reveal the answer.

[6] One of the most famous stories about Benjamin Franklin involves a kite experiment. During a storm, Franklin flew a kite to study electricity. The experiment helped him gather evidence that lightning and electricity were related. Although the story is often remembered because of the kite, the experiment was only one part of Franklin's research. His discoveries came from years of study, observation, and problem solving.

[7] As Franklin learned more, he learned that metal could conduct electricity. This knowledge gave him an idea. He wondered if a metal object could guide lightning away from buildings and safely into the ground. If that happened, lightning might not cause fires or damage. Franklin decided to test his idea.

[8] The result was the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod connects to a wire that runs down the side of the structure and into the ground. When lightning strikes the

[9] rod, the electricity follows the wire into the ground instead of passing through the building. This reduces the chance of fires and serious damage.

[10] The lightning rod quickly became useful in many communities. Homes, barns, churches, schools, and other buildings began adding lightning rods to their rooftops. People noticed that buildings with lightning rods were often safer during storms. As more communities used the invention, fewer buildings were damaged by lightning strikes.

[11] The invention also helped people feel more secure. Before lightning rods, storms could be frightening events. Families worried that a single lightning strike might destroy their homes. Farmers worried about their barns and animals. Church leaders worried about protecting important buildings in their communities. The lightning rod gave people a practical way to reduce those risks.

[12] Benjamin Franklin was not only interested in inventions. He also believed that knowledge should be shared. He wrote books, articles, and letters that explained his ideas. He wanted others to learn from his discoveries and continue exploring new ideas. Franklin believed that education could help people improve their lives and their communities.

[13] His work inspired many other inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making discoveries of their own. New inventions and scientific breakthroughs followed. Each new discovery helped people understand the world a little better.

[14] Franklin's research also helped people understand electricity more clearly. Scientists continued studying electricity after Franklin's time. They discovered new ways to generate it, store it, and use it. Over many years, electricity became an important part of everyday life.

[15] Today, electricity powers homes, schools, hospitals, businesses, and factories. People use electricity when they turn on lights, charge devices, use computers, watch television, or keep food cold in refrigerators. Communities depend on electricity every day. Although Benjamin Franklin did not invent all of these modern technologies, his work helped scientists learn more about electricity and encouraged future discoveries.

[16] The story of Benjamin Franklin shows how one person's curiosity can make a difference. Franklin saw a problem and searched for a solution. He asked questions, tested ideas, and learned from his experiments. His work helped make communities safer and inspired others to continue exploring science.

[17] Benjamin Franklin's inventions and discoveries showed how creativity and knowledge can be used to solve real problems. The lightning rod protected buildings from damage and helped people feel safer during storms. More importantly, Franklin demonstrated the value of learning, experimenting, and sharing ideas. Today, he is remembered as a leader, inventor, and problem solver whose work continues to influence communities around the world.

Passage 2: "The Founding Fathers" (Stamina: High)

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that would shape the future of the country. Their ideas and actions helped create a new nation that would grow and change over time.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Great Britain made laws for the colonies and collected taxes from the people who lived there. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Colonists believed they should have a voice in decisions that affected their daily lives. They wanted leaders who would listen to their concerns and represent their interests.

[3] As more colonists became unhappy with British rule, they began discussing possible solutions. Some people wanted to remain connected to Great Britain, while others believed the colonies should become independent. These discussions were often difficult because people had different ideas about what should happen next. Even so, many leaders worked hard to find a path forward.

[4] Several important leaders emerged during this time. George Washington became known for his leadership and service. Thomas Jefferson was respected for his writing and ideas about freedom. Benjamin Franklin used his knowledge and experience to help the colonies. John Adams and James Madison also played important roles in guiding the colonies through challenging times. Although these leaders had different backgrounds, they shared a common goal of helping the colonies create a better future.

[5] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It listed reasons why many colonists believed British rule was unfair. The Declaration of Independence also stated that people have certain rights, such as life, liberty, and the pursuit of happiness.

[6] The Declaration of Independence was an important step in the creation of the United States. It announced that the colonies wanted to govern themselves instead of being controlled by another country. Writing the

document required careful thought. The authors wanted their message to be clear and convincing. They hoped people would understand why the colonies believed independence was necessary.

[7] After the Declaration of Independence was signed, the colonies still faced many challenges. Great Britain did not simply agree to let the colonies become independent. Instead, a war began. This conflict became known as the American Revolution. During the war, colonists fought for their freedom and their right to govern themselves.

[8] George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions. The war lasted for several years, and victory did not come easily. Soldiers [9] often faced shortages of food, clothing, and supplies. Despite these hardships, many people remained committed to the goal of independence.

[10] Eventually, the colonies won the American Revolution. Winning the war gave the new nation a chance to create its own government. However, independence brought new responsibilities. Leaders now had to decide how the country would be organized and governed. They wanted to create a government that would protect people's rights while also keeping order.

[11] At first, the new nation used a system of government that was not very strong. Leaders soon realized changes were needed. The country required a government that could solve problems, make laws, and help the states work together. To address these concerns, the Founding Fathers met to discuss possible solutions.

[12] In 1787, many of the nation's leaders gathered to write the Constitution. This document explained how the government of the United States would work. The Constitution created a framework for the country's government and described the responsibilities of different leaders. The Founding Fathers wanted to build a system that would be fair and effective.

[13] The Constitution established three branches of government. Each branch had different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that sharing power among different branches would help protect freedom and fairness.

[14] The Constitution also explained how laws would be made and how leaders would be chosen. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally been upset about having little voice in government decisions. The new system gave people a greater role in shaping their nation.

[15] The Founding Fathers understood that no government is perfect. They spent many hours discussing ideas, debating issues, and making compromises. Sometimes they disagreed strongly with one another. Even so, they continued working together because they believed creating a successful nation was more important than winning arguments.

[16] Their willingness to cooperate helped them solve difficult problems. They listened to different viewpoints and searched for solutions that would benefit the country. This teamwork played an important role in the success of the new nation.

[17] The Founding Fathers showed leadership, courage, and determination as they helped form the United States. They faced uncertainty and risk, yet they continued working toward their goals. Their efforts helped create a government that has lasted for many years.

[18] Today, the influence of the Founding Fathers can still be seen throughout American government. The Declaration of Independence and the Constitution remain two of the most important documents in United States history. Students learn about these documents because they continue to shape the nation.

[19] Many of the rights and freedoms people enjoy today can be traced back to the ideas of the Founding Fathers. Their work helped establish principles such as representative government, individual rights, and the rule of law. These principles continue to guide the country.

[20] The story of the Founding Fathers reminds us that creating a nation requires cooperation, leadership, and determination. Their ideas and hard work helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American life and government.

48. Student Annotation Guide

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

Benjamin Franklin and Electricity

TRACKS	Evidence
T Time	1700s; the era of early scientific experiments.
R Reactions	Readers feel curiosity about how lightning works and admiration for Franklin's bravery.
A Actions	Conducted experiments, invented the lightning rod, and studied electrical currents.
C Character/Concept/Creature	Benjamin Franklin; electricity as a form of energy.
K Key Knowledge	Metal conducts electricity, allowing rods to safely direct lightning away from buildings.
S Scenery/Setting	Stormy skies, tall trees, and the rooftops of colonial homes.

The Founding Fathers

TRACKS	Evidence
T Time	1700s; the period of American independence.
R Reactions	Readers feel pride in liberty and understand the importance of fair government.
A Actions	Wrote the Declaration of Independence, drafted the Constitution, and established laws.
C Character/Concept/Creature	The Founding Fathers; concepts of freedom and justice.
K Key Knowledge	A written constitution creates a fair system for how a government operates.
S Scenery/Setting	Colonial America, meeting halls, and the early United States.

49. TRACKS Evidence Highlighting

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

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

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

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

50. Five-Day GRADUATE Lesson

Each daily lesson lasts 15 minutes. Use the models and familiar passages to focus the new learning on writing a broad Statement of Purpose that opens the paper with a big-picture idea before the thesis (central idea). Keep additional writing and small-group work as separate opportunities.

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

Day Purpose: Gather with the GET SET anchor chart, then Reveal how to distinguish a broad Statement of Purpose from a specific thesis (central idea). Use 2 minutes for Gather, 11 for Reveal, and 2 for the check.

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

GATHER: TEACH

CLASS SLIDE

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

TEACHER SCRIPT

"Stand tall like a writer. Today we are building the first sentence of your introduction, which is the Statement of Purpose. To build this opening, you must decide if an idea is broad or specific. Without a broad opening, your paper does not welcome the reader."

CLASS SLIDE

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

Have students use Dot, Discover, Drop on the High stamina passages. Briefly retrieve how Franklin's inventions and the Founding Fathers' decisions shape history. [3.7D](#) [3.7E](#)

CLASS SLIDE

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

REVEAL: TEACH

CLASS SLIDE

Module Slide 6: display Benjamin Franklin and Electricity passage and model finding broad ideas.

CLASS SLIDE

Prompt: Explain why Benjamin Franklin's invention was important to society.

TEACHER SCRIPT

"Your thesis (central idea) needs a strong door. We open the paper with a broad Statement of Purpose that introduces a big idea. I will look for a global thought that fits many essays. Then I will separate it from specific details about Franklin or electricity. The broad statement comes first; the specific answer follows."

Model finding broad ideas about innovation, safety, and community benefit. Show how these big concepts belong to the opening rather than just the body paragraphs.

Modeled Statement Sort (Teacher Think-Aloud)

CLASS SLIDE

Module Slide 7: reveal the two categories: Broad Statement of Purpose and Specific Thesis (central idea).

Model sorting five statements into these two categories. Explain that a broad statement must fit many essays, while a specific one names exact people or events. **[3.7C]**

BROAD: opens the paper; shares a big idea or lesson.

SPECIFIC: answers the prompt; names exact details like Franklin.

Connect the Statements to GET SET

CLASS SLIDE

Module Slides 8-9: build the Founding Fathers model. The Constitution created a fair government through careful planning and shared freedoms.

CLASS SLIDE

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

CLASS SLIDE

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

Point to the S in GET SET. The Statement of Purpose is the wide door that leads into the specific thesis (central idea). Keep today's target to identifying broad ideas and naming one opening sentence. **[3.7C]** **[3.7G]**

EMBEDDED CHECK: LEARN

Ask which part of the sorting process is hardest. Expected answer: deciding if a sentence is broad enough to fit many essays. Have students name two details that belong in a specific thesis (central idea) rather than the opening.

Misconception / teacher move: show a statement with mixed details. Ask whether it is broad enough or if it names exact people too soon.

Access and product: provide oral rehearsal and the GET SET chart. Students complete six fill-ins: BROAD, SPECIFIC, OPENING, THESIS (CENTRAL IDEA), GLOBAL, PURPOSE. The original answer stays with the student.

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

Day Purpose: Attempt the "On Your Mark, Get SET, Sort" game. Use 3 minutes for setup and rules review, 8 for timed sorting of statements into Broad or Specific categories, and 4 to check answers against the anchor chart.

Standard	Focus
TEKS	[3.11B(i)] purposeful structure; [3.12B(ii)] relevant details; [3.12B(iii)] genre characteristics
ELPS	1(C) follow directions; 3(G) respond to text

ATTEMPT: LEARN

CLASS SLIDE

Module Slides 26-28: Game setup and the twenty-four sorting cards from "Benjamin Franklin and Electricity" and "The Founding Fathers."

CLASS SLIDE

Module Slides 29-31: Sorting expectations. Partners discuss whether a statement is broad or specific before placing it on the board.

Give each small group a set of cut-apart sorting cards from "Benjamin Franklin and Electricity" and "The Founding Fathers." Students sort the cards into two named baskets labeled Broad and Specific based on meaning, not paragraph location.

GAME MATERIALS

Provide one set of twenty-four sorting cards per group, a gameboard with Broad and Specific sections, markers, and a Practice Pocket for storage. Groups must place every card in the correct section before moving to the next step.

Sorting Directions and Key (Teacher Reference)

Step / Pair	Routine or Prompt	Check or Matching Category
Set up	Groups spread out the twenty-four sorting cards face up on their desk.	All cards visible to every member.
Sort	Students move cards into two groups: Broad (big ideas) and Specific (exact details).	No card sits in two baskets; no basket is empty.
Name	Each group confirms the label for every section covers all cards inside it.	Broad means big picture; Specific names exact people or events.
Check	Groups compare their baskets to the anchor chart and adjust if needed.	At least twelve cards per category; distinct meanings.
1	Cards: Important inventions can improve life by solving problems that affect many people.	Broad
2	Cards: Benjamin Franklin invented the lightning rod to protect buildings from lightning.	Specific
3	Cards: Strong leaders often create fair laws that help communities thrive.	Broad
4	Cards: Some of the Founding Fathers wrote the Constitution to explain how the government works.	Specific
5	Cards: People can learn from history to make better choices for their future.	Broad
6	Cards: The colonies wanted freedom from British rule and declared independence.	Specific
7	Cards: Important ideas can change the way people live and work together.	Broad
8	Cards: Franklin studied electricity and learned that metal can conduct it.	Specific
9	Cards: Fair laws protect people's freedoms and keep communities safe.	Broad
10	Cards: The Declaration of Independence declared the colonies free from Britain.	Specific
11		Broad

	Cards: Inventions often solve problems that make daily life easier for many people.	
12	Cards: The lightning rod kept buildings safe during storms with high winds.	Specific
13	Cards: Leadership helps guide groups toward common goals and shared success.	Broad
14	Cards: The Constitution established the plan for how the government works.	Specific
15	Cards: Big ideas can inspire people to create new solutions for old problems.	Broad
16	Cards: Franklin used a kite and key experiment to study electricity in the air.	Specific
17	Cards: Communities grow stronger when people work together for a common good.	Broad
18	Cards: The Founding Fathers met to discuss how the new nation should be governed.	Specific
19	Cards: Understanding history helps us appreciate the freedoms we have today.	Broad
20	Cards: The colonies were early American settlements ruled by Britain before independence.	Specific
21	Cards: Problems can be solved when people think creatively and work hard.	Broad
22	Cards: Electricity is a form of energy that can appear as lightning in storms.	Specific
23	Cards: Good writing opens with a big idea before sharing exact details.	Broad
24	Cards: The government is the group that makes and runs the laws for a country.	Specific

Teacher guidance: Circulate and listen for groups sorting by paragraph number. If a group says "these are from page one," ask them to explain what the details have in common beyond their location.

EMBEDDED CHECK: LEARN

Ask students to read the name of the Specific basket and then read every card inside it. Verify that each card names an exact person, event, or detail. If a card sounds like a big idea, the group must move it to Broad.

Misconception / teacher move: if groups create baskets with only one card each, remind them of the success criteria: at least twelve cards per category and no overlap between meanings.

Access and product: read cards aloud as needed. Students still decide on groupings; retain their sorted boards for Day 3 discussion.

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

Day Purpose: Discuss what makes a statement broad versus specific, then Use the habit independently. Allow 8 minutes for discussion and 10 for building flip flaps and writing Statement of Purpose sentences.

Standard	Focus
TEKS	3.11B(i) purposeful structure; 3.12B(ii) genre characteristics and craft
ELPS	1(E) listening; 2(E) explain; 4(F) write

DISCUSS: LEARN

CLASS SLIDE

Module Slides 26-28: name the parts of GET SET, locate their sources in the text, and explain why the Statement of Purpose must be broad.

TEACHER SCRIPT

"Which details belong in a broad opening? Which details are too specific for the first sentence?"

Expected response: a Statement of Purpose opens with a big idea; details that name exact people or events go into the thesis (central idea), while global ideas fit the opening.

TEACHER SCRIPT

"Compare your broad and specific statements. How does the scope help you choose the correct sentence? If two openings say the same thing, what must you do?"

CLASS SLIDE

Module Slides 29-30: compare broad and specific starters; defend whether a sample is a distinct Statement of Purpose or a restatement.

PERSONAL CONNECTION: **3.7A**

Invite students to describe two different big ideas from their week. Return to the passages before choosing details for the opening sentence.

Compare Franklin's inventions and the Founding Fathers' actions as examples of historical impact. Ask students to connect one personal experience, then return to passage evidence. **3.7A** **3.7B** **3.7G**

USE: ASSESS

CLASS SLIDE

Module Slides 31-34: brief movement, independent directions, Franklin WHY prompt, and Founding Fathers HOW prompt.

Step 1: have students review their thesis (central idea) and identify the clue word. **3.7E**

Step 2: students sort detail cards into broad and specific categories that support the introduction. **3.7C**

Step 3: students name each category and write one Statement of Purpose sentence per prompt.

Step 4: students check that no exact passage details appear in the opening and that each statement is a complete sentence.

CLASS SLIDE

Independent prompts: Explain why Benjamin Franklin's invention of electricity is important to society. Explain how the Founding Fathers helped create a fair government.

Independent Statement of Purpose Check

Possible responses: One broad opening for Franklin is that important inventions can improve life by solving problems. Another broad idea is that curiosity leads to discoveries that help many people. A third option is that science helps communities become safer. One broad opening for the Founding Fathers is that strong leaders often create fair systems. Another broad idea is that freedom requires careful planning and cooperation. A third option is that history shows how people work together to build better societies.

WRITING REQUIREMENT: **3.7F**

Have students use newly acquired vocabulary appropriately while writing the Statement of Purpose sentences; do not add unrelated words merely to meet a count.

EMBEDDED CHECK: ASSESS

Score each independent set of openings for broad scope, passage-supported context, and complete sentences. Three points per prompt; six total.

Misconception / teacher move: if a student writes an opening that names Franklin or the Constitution directly, ask them to cover the name and read the rest to see if it still sounds like a big idea.

Access and product: allow a frame with one broad starter supplied; leave the other two starters blank. Collect the independent Statement of Purpose sentences. Score breadth, passage support, and sentence structure: 3 points per statement, 6 total; 5 or more indicates readiness for Module 4.

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

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

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

AWARD: ASSESS**CLASS SLIDE**

Module Slide 35: identify broad Statement of Purpose sentences and recognize how they open the paper with a big idea.

TEACHER SCRIPT

"Think about what you just did. You wrote openings that sound broad and global. Underline your broad ideas in blue. Point to the words that show a big picture rather than exact details. Choose one goal beginning with Next time I will."

CLASS SLIDE

Broad Opening Award: students identify the words that create a global feel and avoid naming specific people or events too soon.

Students underline their own broad opening sentences in blue. Give a Broad Opening Award tied to the exact words and big ideas that show learning.

TARGET: ASSESS**CLASS SLIDE**

Module Slide 36: discuss why a broad Statement of Purpose prepares the reader for the specific thesis (central idea).

Invite students to consider how a broad opening leads naturally into the specific answer. Each student selects one next step based on their writing.

CLASS SLIDE

Module Slide 37: students set one goal, such as checking if an opening is broad enough to fit many essays before finalizing it.

Embedded check: confirm that the blue underlining marks original broad ideas, not words copied directly from the prompt.

SMALL-GROUP SUPPORT

Use Sentence Frame supports after the independent check. Students find a broad idea, say it aloud using a frame like "Important ideas can _____," write it, and underline it in blue.

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

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

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

Standard	Focus
TEKS	[3.11B(i)] purposeful introduction; [3.12B(ii)] genre characteristics and craft
ELPS	1(E) listening; 2(E) teach; 3(F) read; 4(D) structures; 4(E) conventions

EXPLAIN: ASSESS [3.7G]**CLASS SLIDE**

Module Slide 38: Turn and Teach frames for broad statement, specific thesis (central idea), transition word, and supporting detail.

EDUCATE**TEACHER SCRIPT**

"Teach your partner how to build a Statement of Purpose. First, identify the big idea in the passage. Second, write a broad sentence that opens the paper with a global thought. Third, explain why this opening is different from the specific thesis (central idea). Explain why you chose words that sound wide and meaningful."

CLASS SLIDE

Module Slides 39-40: use the BROAD and SPECIFIC comparison charts and a brief movement within the allotted time. Point to the first example of a broad opening.

Partners teach identifying big ideas, writing broad sentences, and distinguishing them from specific answers in order. Listen for global language and a clear difference between the Statement of Purpose and the thesis (central idea). **[3.7G]**

Transfer: Franklin WHY Prompt**CLASS SLIDE**

Module Slide 41: Explain why Benjamin Franklin's invention of electricity was important.

Collect the five-component ticket independently: Statement of Purpose, thesis (central idea), three reason statements, transition words, and complete sentences. Each component is worth 20 points.

EMBEDDED CHECK: ASSESS

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

Access without lowering rigor: read the prompt aloud if needed; the student independently supplies the reasons and writes the reason statements.

CLASS SLIDE

Separate enrichment: Double Opening Challenge combines Franklin and Founding Fathers in one HOW response, then revisits its broad opening sentence.

CLASS SLIDE

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

Return to the Citizenship Connection

Reconnect to citizenship by asking how inventions and founding documents help a community preserve its history and traditions.

Return to the Overarching Question

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

CLOSING ENCOURAGEMENT

"You opened the door with a broad Statement of Purpose. You sorted big ideas from specific details and turned them into openings that lead to your thesis (central idea). Next you will build more parts of your introduction to complete your structure."

Student Exemplars

Use the exemplar prompt: Explain why Benjamin Franklin's invention of electricity was important. Compare a vague broad statement, an unsupported specific sentence, and a text-supported Statement of Purpose.

51. Low / Developing Exemplar

Field	Detail
Student response	Benjamin Franklin invented the lightning rod.
What the student did successfully	The student identifies a specific topic from the passage related to the thesis (central idea).
What is missing	The response lacks a subordinator and does not connect the detail to the main claim.
Why it falls at this level	The sentence states a fact but does not explain how or why this detail supports the thesis (central idea).
Exact next instructional step	Ask the student to identify what makes this invention important. Have the student add a reason statement using because or since to connect the detail to the thesis (central idea).

52. Medium / Approaching Exemplar

Field	Detail
Student response	Benjamin Franklin invented the lightning rod because he wanted to keep buildings safe.
What the student did successfully	All three parts appear and because matches WHY.
What is missing	The answer is a guess instead of the belief stated in the passage.
Why it falls at this level	A correct structure does not make an unsupported answer accurate.
Exact next instructional step	Return to paragraph 2 and locate the statement that experiments help people understand electricity better.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	A reason supported by the passage
Strong thesis (central idea)	The Founding Fathers wrote the Declaration of Independence because they believed people have a right to liberty and freedom from unfair rule.
Why it works	The noun, verb, and answer are present; because joins a reason grounded in the passage.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Franklin WHY	WHY	Benjamin Franklin experimented with electricity because he wanted to understand how lightning works and protect buildings.	Adds a passage-supported reason in a complex sentence.

Fathers HOW	HOW	The Founding Fathers created the Constitution through a plan that explained how the government would work fairly.	Adds a passage-supported way using through.
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Secure Response: Passage Support and Explanation

Response Part	Text from the Secure Model	Why It Works
Passage support: 3.7C	The passage states that the colonies wanted freedom and that the Founding Fathers wrote a document to declare their independence.	Supports the reason in the thesis (central idea).
Explanation: 3.7G	The Declaration of Independence shows that leaders can use writing to protect important rights for everyone.	Explains the link between the document and the value of liberty.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate understanding includes all three parts of the GET SET introduction, a Statement of Purpose that is broad and global, and a thesis (central idea) that provides the specific answer. Accept varied wording when the opening avoids exact passage details like Franklin or the Founding Fathers. During exemplar comparison, have partners rank the three sentences and defend their ranking using the difference between broad and specific. A high response is ready for the Double Statement of Purpose Challenge.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	The "On your mark, get SET" hook introduces the GET SET introduction framework.
T2	Day 1 Reveal	■ TEACH	The teacher models distinguishing broad statements from specific ones using passage examples.
L3	Day 2 Attempt	○ LEARN	The "On Your Mark, Get SET, Sort" game requires categorizing 24 cards into Broad and Specific.
L4	Day 3 Discuss	○ LEARN	Students explain why a statement is broad or specific using the provided sentence frames.
A5	Day 3 Use	✓ ASSESS	The "Blue and Green: SET It Up" flip-flap demonstrates sorting Statement of Purpose from Thesis (central idea).
A6	Day 4 Award	✓ ASSESS	Celebrating the opening confirms mastery of writing a broad, global first sentence.
A7	Day 4 Target	✓ ASSESS	An evidence-based goal guides revision of the Statement of Purpose to ensure it is not too specific.
A8	Day 5 Explain	✓ ASSESS	The student teaches a partner what a Statement of Purpose is and how it differs from a Thesis (central idea).
A9	Day 5 Transfer	✓ ASSESS	The exit ticket demonstrates independent construction of a broad opening for an unfamiliar prompt.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can write a broad Statement of Purpose that opens the paper with a big-picture idea and leads naturally toward the thesis (central idea).
Who Administers It	The classroom teacher; independent responses are completed without supplied answers.
Materials Needed	

	Copies of "Benjamin Franklin and Electricity" and "The Founding Fathers," sorting cards, notebooks, and exit tickets
Related TEKS Breakout	[3.11B(i)]; [3.12B(i)]; [3.12B(ii)]; [3.11C(i)]; [3.11C(ii)]
Task	Students read a prompt, sort example sentences into broad and specific categories, and write one original Statement of Purpose that avoids exact passage details.
Expected Response	The Statement of Purpose is broad and global, does not name exact people or events from the text, and logically leads into a more specific thesis (central idea).

Informal assessment: during "On Your Mark, Get SET, Sort," ask students to explain why two specific cards belong in the same category. Expected answer: The student identifies that both sentences name exact details or people rather than sharing a wide, big-picture idea.

Formative assessment: score the Day 3 Statement of Purpose for broadness and purpose. Each opening earns up to 4 points; 9 of 12 indicates readiness for Module 4 without additional support.

Exit ticket: on Day 5, students write a broad Statement of Purpose for an unfamiliar prompt and explain how it differs from the thesis (central idea). Score the broadness of the idea, the avoidance of specific details, and the connection to the central idea at 20 points each, for 100 total.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea) and Reasons
Explain why Benjamin Franklin's experiments with electricity were important.	WHY	Thesis (central idea): Benjamin Franklin's experiments with electricity were important because they solved problems for many people. Reason 1: The lightning rod protected buildings from fires caused by storms. Reason 2: His work helped others understand how to use electrical energy safely.
Explain how the Founding Fathers created a new government.	HOW	Thesis (central idea): The Founding Fathers created a new government through documents that declared liberty. Reason 1: The Declaration of Independence stated that people have rights to freedom. Reason 2: The Constitution explained how the new government would operate fairly.
Explain why the ideas in "The Founding Fathers" continue to matter today.	WHY	Thesis (central idea): The ideas in "The Founding Fathers" continue to matter today because they protect freedoms. Reason 1: Fair laws ensure that all people have a voice in their community. Reason 2: Strong leadership helps communities work together for the common good.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

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

Date: _____

TEKS: [3.11B\(i\)](#); [3.12B\(i\)](#). **Target:** students independently construct a broad Statement of Purpose that opens the paper with a big-picture idea and leads toward the thesis (central idea).

Directions for the teacher: provide "Benjamin Franklin and Electricity" or "The Founding Fathers" passage and the prompt. Have students complete the five components independently, then circle whether their opening is Broad or Specific.

Prompt to present: Explain why Benjamin Franklin's experiments with electricity were important to society.

1. Have students write a broad Statement of Purpose sentence that opens the paper. (20 points)

2. Have students identify one big-picture idea or lesson from their opening sentence. (20 points)

3. Have students write a specific thesis (central idea) that answers the prompt directly. (20 points)

4. Have students explain how their Statement of Purpose is different from their thesis (central idea). (20 points) **5. Have students circle the type of opening they wrote:** ☐ BROAD ☐ SPECIFIC. (20 points) _____

Total score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Benjamin Franklin's experiments	Retains the complete noun of importance.	20	3.11B(i) ; 3.12B(i)
2	helped protect buildings from lightning	Retains the verb of importance and its meaning.	20	3.11B(i) ; 3.12B(i)
3	Model answer: because they show how scientific curiosity can solve real problems for communities. Accept other passage-supported answers.	Adds information the prompt does not state.	20	3.7C ; 3.12B(i)
4 and 5	4: Benjamin Franklin's experiments helped protect buildings from lightning because they show how scientific curiosity can solve real problems for communities. 5: Circle because and mark WHY.	4: one complete three-part thesis (central idea). 5: the subordinator matches WHY.	20 each; 40 total	3.11B(i) ; 3.12B(i)

59. Scoring Principle

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

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
Broad opening with no specific details	100%	Secure	Use Double Broad Challenge; retain global idea checks.
Broad opening with one minor detail	80%	Developing	Confer on the specific detail and reassess it.
Mixed broad and specific ideas	60%	Emerging	Use Broad vs. Specific Sort with the passage and oral rehearsal.
Specific opening or prompt repetition	0-40%	Beginning	Rebuild sorting into baskets with frames; reassess independently.

61. Recommended Gradebook Label

Gradebook label: G3 C4 M3

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11B(i) ; 3.12B(i) , 3.12B(ii)
Spiral TEKS	3.11C(i-ii) ; 3.7C ; 3.7F ; 3.7G
Purpose	Students write a broad Statement of Purpose that opens the paper with a big-picture idea and leads naturally toward the thesis (central idea).
Exact Student Prompt	Explain why Benjamin Franklin's experiments helped people understand electricity.
Exact Student Directions	Have students identify the broad topic, avoid exact passage details in the opening sentence, and draft one Statement of Purpose that sounds global and meaningful before narrowing to the thesis (central idea).
Non-Negotiable Expectations	The Statement of Purpose is a complete sentence. It opens with a big-picture idea rather than specific names or events. The statement leads logically toward the more specific thesis (central idea). Vocabulary is used accurately.

WRITING REQUIREMENT: **3.7F**

Have students use newly acquired vocabulary appropriately in the Statement of Purpose and thesis (central idea).

63. Student Planning Frame

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

1. Have students read "Benjamin Franklin and Electricity" or "The Founding Fathers" to identify a big idea that could fit many essays.
2. Have students sort their thoughts into broad ideas versus specific details like Franklin's lightning rod or the Constitution.
3. Have students choose one broad idea to serve as the Statement of Purpose. **3.7E**
4. Have students ensure the statement does not name exact people, events, or text evidence from the passage.
5. Have students check that the opening sounds global and meaningful rather than narrow or vague. **3.7C**
6. Have students draft the Statement of Purpose as a complete sentence that leads naturally to the thesis (central idea). **3.7G**
7. Have students reread for clarity and appropriate module vocabulary such as broad, specific, or global. **3.7F**

64. Writing Assignment Rubric

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

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

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Writes broad Statement of Purpose that leads to thesis (central idea)	Extend to writing three broad options and choosing the strongest.
14-17	70-85%	Developing	Confer on distinguishing broad from specific and revise the opening sentence.
10-13	50-65%	Emerging	Use Broad vs. Specific sorting cards and sentence frames to rebuild the opening.
0-9	0-45%	Beginning	Rebuild GET SET parts with oral rehearsal, then reassess the Statement of Purpose.

66. Teacher Feedback Shortcuts

- Strength script: "Your statement of purpose opens with a big, global idea that fits many essays."
- Strength script: "You kept exact passage details out of your opening sentence."
- Target script: "Check if your opening names a specific person or event. If so, make it broader."
- Target script: "Read your statement of purpose. Does it lead naturally toward the thesis (central idea)?"
- Revision script: "Swap your broad opening with a specific one. Which one sounds like a big picture lesson?"
- Vocabulary script: "Use a Tier 2 word like 'global' to explain why your opening is broad."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Use Reason Statement Builder to support students who list details instead of categorizing.
Group Size	Small group of 3-5 students
Time	12 minutes, separate from the daily lesson
Materials	Sentence-frame strips, both High stamina passages, and green pencils
Relevant TEKS Breakout	3.12B(i)
Relevant ELPS	1(C) follow oral directions; 4(D) write using a variety of grade-appropriate sentence lengths and types

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

CLASS SLIDE

Display the reason statement frame and the supporting details during guided practice.

TEACHER SCRIPT

"Your frame gives you the beginning. Your job is to name what these details have in common. Look at the cards, find the connection, say your reason, then write it and underline your own answer in green."

Use one basket of details at a time. Students locate the common thread that connects the cards and point to the evidence.

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

CLASS SLIDE

Additional frames: Benjamin Franklin's experiments help readers understand science because _____. The Founding Fathers created a new government through _____. Model answers: they show how testing leads to discovery; documents that explain rights and laws.

Use these frames: Benjamin Franklin's experiments help readers understand science because _____. The Founding Fathers tell stories about liberty through _____.

Step 3: students write exactly what they said, then underline the original reason in green. Model answers: they show how testing leads to discovery; writings that protect freedoms and guide communities.

Step 4: students read the completed sentence. Reassess independently with: Explain how The Founding Fathers share ideas about liberty with others.

Return to core instruction when the student writes a complete reason statement and identifies a passage-supported original answer. Expected model: The Founding Fathers share ideas about liberty with others through documents like the Declaration of Independence and the Constitution that explain rights and government. If the green underlining marks copied prompt words, repeat the detail sorting and oral reason with another frame.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask what the S in GET SET stands for.	Statement of Purpose.	The specific answer to the prompt.	Point to the anchor chart and ask which sentence is broad and which is specific.
Ask if a statement naming Benjamin Franklin or the lightning rod is broad or specific.	Specific, because it names exact details from the passage.	Broad, because it sounds important.	Ask if that sentence could fit many different essays about inventions or history.
Ask what a Statement of Purpose should do before the thesis (central idea).	Open the paper with a big-picture idea and lead to the answer.	Answer the prompt immediately in the first sentence.	Remind students that the opening prepares the reader, while the thesis (central idea) gives the direct answer.
Ask if "Important ideas can improve life for many people" is broad or specific.	Broad, because it shares a global lesson without naming exact events.	Specific, because it mentions people and life.	Compare it to a sentence about the Declaration of Independence to show the difference in scope.

69. Student Support Quick Reference

If a student...	Support to Provide
Writes specific details in the opening sentence	Reduce the card set to six cards and two baskets. Require a broad statement that covers every card inside.
Sorts by passage location	Hand the group two cards from different passages that belong together. Ask what they have in common.
Names an opening that does not fit all ideas	Read the name, then read every card underneath it. Ask whether the name is still true for the last one.
Lists many details but never chooses a broad idea	Set a limit: three baskets, at most three cards each. Remind the student that choosing a broad statement of purpose is the skill, not collecting details.

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

70. Enrichment: Connect Across Texts

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

Prompt: Explain how Benjamin Franklin and the Founding Fathers both improved life for many people.

CLASS SLIDE

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

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

Model: Benjamin Franklin and the Founding Fathers improved life for many people through inventions and documents that solved problems and protected rights.

Have students rewrite with a stronger preposition: Benjamin Franklin and the Founding Fathers improved life for many people through the use of scientific experiments and legal frameworks designed to benefit communities.

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

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why Benjamin Franklin believed his experiments with electricity were important enough to share.

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

Planning Support

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

WRITING REQUIREMENT: **[3.7F]**

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

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

Success Criteria

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

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

Revise: have students read the Statement of Purpose aloud and check that it opens with a broad idea before moving to the thesis (central idea). Improve the transition word that connects the broad opening to the specific answer using the GET SET framework, then reread for clarity. **[3.11C(i)]**, **[3.11C(ii)]**

Edit: check complete simple sentences **[3.11D(i)]**, singular and plural nouns **[3.11D(vi)-(vii)]**, common and proper nouns **[3.11D(viii)-(ix)]**, spelling patterns **[3.11D(xxx)]**, and high-frequency word spelling **[3.11D(xxxii)]**, using the lesson plan breakouts.

Share: use partner reading, an author's chair, a gallery walk, a recorded reading, or a paper-tree display. Listeners identify the broad Statement of Purpose and the specific thesis (central idea) that follows it in the GET SET introduction.

Companion resources: Revising and Editing Daily Slides, Teacher Lesson Plans, and Student Interactive Workbooks support the same Cluster 4 content.

Engagement & Home Connection

73. Auditory Engagement Moments

Use purposeful listening to make the broad vs. specific distinction and the GET SET introduction audible before independent writing.

- Read six example sentences; have students supply BROAD, SPECIFIC, PURPOSE, THESIS (CENTRAL IDEA), OPENING, or LEAD-IN based on the content of the sentence about Benjamin Franklin or the Founding Fathers.
- Use Listen and Label: read a broad statement like "Important inventions can improve life," a specific sentence naming Franklin's lightning rod, a complete thesis (central idea) about electricity, and a fragment about colonies. Partners explain which is an opening and whether it answers the displayed prompt.
- Have partners compare a broad Statement of Purpose and a specific thesis (central idea) aloud, naming how the opening leads into the answer without repeating exact details.
- Use the GET SET Introduction Poem as a call-and-response chant. Point to the S when the Statement of Purpose is named; connect the Evidentiary Transition and Thesis (central idea) to show how the introduction builds toward the body.

74. Pause Points

Pause briefly before sorting, while students name their baskets, and before they write the reason statements.

PAUSE POINT: BEFORE SORTING

Ask students to identify at least six relevant details from "Benjamin Franklin and Electricity" or "The Founding Fathers" before they begin grouping them into baskets.

PAUSE POINT: MIDWAY

Ask students to explain what their three baskets have in common and ensure that no detail could fit equally well in two different baskets.

PAUSE POINT: BEFORE YOU FINISH

Have students reread each reason statement and check that it is a complete sentence that clearly supports the thesis (central idea).

75. At-Home Connection

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

TEACHER INFORMATION: TASK CARD 1

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

Task Card 1: Teach GET SET. Have the student teach Statement of Purpose, Evidentiary Transition, and Thesis (central idea) to someone at home, explain why the opening is broad while the thesis (central idea) is specific, write a broad statement about "Benjamin Franklin and Electricity," and underline the big idea. Family signature: _____ . **[3.11B(i)] [3.12B(i)]**

TEACHER INFORMATION: TASK CARD 2

Encourage students to connect broad statements of purpose to clear messages in everyday life.

Task Card 2: Broad vs. Specific. Have students write one broad sentence using "People can" and one specific sentence naming Franklin or the Founding Fathers, then check present tense and capital letters in names. Ask families to discuss which sentence is easier to believe as an opening and why. Family signature: _____ . **3.11B(i)** **3.11D(iv)**

TEACHER INFORMATION: TASK CARD 3 Provide language support while the student continues to generate the answer.
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Provide language support while the student continues to generate the answer.

Task Card 3: Frame It First. Provide the word bank broad, specific, statement of purpose, thesis (central idea), big idea and the frame _____ is a broad opening because _____. Have students say it twice, discuss it in a home language if helpful, then write in English and optionally draw the answer. Invite a conversation about a family tradition and why it continues as a big idea. Family signature: _____

. **3.11B(i)** **3.12B(i)**

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

Skill to Observe	Not Yet	Getting It	Demonstrated Independently
Recalls the three parts of the GET SET introduction.			
Tells a broad statement apart from a specific one.			
Writes a Statement of Purpose that opens with a big idea.			
Avoids naming exact passage details in the opening sentence.			
Pairs a broad Statement of Purpose with a specific thesis (central idea).			
Uses sentence frames to build a meaningful broad opening.			
Judges which broad opening leads best into the thesis (central idea).			
Explains why a statement is broad or specific using evidence.			
Revises an opening sentence to sound broader and more purposeful.			

77. Student Award

Broad Opening Award: have students name a demonstrated strength in distinguishing broad statements from specific ones, underline their original Statement of Purpose sentence in blue, and identify the big idea that makes it global.

78. Student Target

Have each student record one evidence-based next step: generate at least three distinct broad Statement of Purpose options before selecting, ensure the opening sentence avoids exact passage details like Franklin or the Founding Fathers, or write a complete broad statement that leads naturally into the thesis (central idea).

Connect this target directly to Thursday's Award and Target work and revisit it during the next independent Statement of Purpose writing.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you learned to write the Statement of Purpose, which is the broad first sentence of your GET SET introduction. You practiced telling a big-picture idea from a specific detail using our passages about Benjamin Franklin and the Founding Fathers. You discovered that a strong opening prepares the reader before we reach the thesis (central idea). Next week you will add the Evidentiary Transition to connect your broad opening to your specific answer."

80. Essential / Overarching Question, Answered

How can a writer open an introduction with a broad statement of purpose that prepares the reader and leads toward the thesis (central idea)?

A writer opens the paper with a big picture idea that is wide enough to fit many essays. This broad Statement of Purpose avoids exact passage details like Benjamin Franklin or the Founding Fathers. It sets the stage for the specific answer found in the thesis (central idea).

81. Teacher Reflection

- Which students struggled to distinguish a broad Statement of Purpose from a specific thesis (central idea)?
- How many students included exact passage details like Franklin or the lightning rod in their opening sentence, and what model will help?
- What evidence showed that students understood the difference between a global idea and a narrow answer?
- Which sorting card produced the strongest discussion about why an opening must be broad to fit many essays?
- Who needs support with the GET SET framework, and who is ready to write independent Statement of Purpose sentences?
- Did the high stamina reading affect their ability to identify big-picture ideas, and what support should carry into Module 4?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- A photograph of the GET SET anchor chart highlighting the Statement of Purpose.
- Two student samples showing a broad Statement of Purpose paired with a specific thesis (central idea).
- A notebook sample with a blue flip-flap for the Statement of Purpose and a green flip-flap for the Thesis (central idea).
- A record of partners explaining why an opening is broad or specific during Day 3 discussion.

- The "On Your Mark, Get SET, Sort" gameboard showing student sorting of broad vs. specific cards.
- Progress ratings and next-step goals tied to the quality of the broad opening sentence.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use the 36-slide Module 3 Daily Deck. The rows below group consecutive slide cues while preserving their order.

Slide	Title	Required Content	Lesson Location
1	Learning Destination	I Will and I Can statements for writing a broad Statement of Purpose that opens the paper with a big-picture idea	Day 1 opening
2	Magnify the Passage	High stamina passage "Benjamin Franklin and Electricity" or "The Founding Fathers"; instruction to find at least six relevant details about inventions or liberty	Reading access
3-4	GET SET Introduction (The S in GET SET)	Module title; GET SET framework with Statement of Purpose highlighted; connection to the Thesis (central idea) as the specific answer	Day 1 Gather
5	Broad vs. Specific Sort Model	Teacher sorting five example sentences into two categories: Broad and Specific; naming the characteristic for each category	Day 1 Reveal
6-7	Franklin BROAD Statement Model	Shaped prompt, then teacher writing a broad Statement of Purpose about inventions improving life without naming Franklin or the lightning rod	Day 1 Reveal
8-9	Founding Fathers SPECIFIC Thesis (central idea) Model	Unbuilt prompt, then completed specific Thesis (central idea) statement that names the Founding Fathers and their actions for liberty	Day 1 Reveal
10	Brain Break	Broad/Specific Stretch, Detail Snap, or Category Clap	Day 1 within 15 minutes
11-12	Auditory Engagement	Six blanks about distinguishing broad openings from specific theses (central ideas), then six answers	Day 1 Reveal
13-14	Statement Builder Directions	Directions for small-group sort; fourteen-card layout on table focusing on broad vs. specific sentences	Day 2 Attempt
15-18	Group Sort Cards 1-4	Broad statements about inventions; Specific statements about Franklin's experiments; Broad statements about government; Specific statements about the Declaration of Independence	Day 2 Attempt
19-22	Group Sort Cards 5-8	Broad statements about leadership; Specific statements about the Constitution; Broad statements about problem solving; Specific statements about the lightning rod	Day 2 Attempt
23	Statement Builder Key		Day 2 check

		Two categories (Broad and Specific) with matching details; check for distinctness and relevance to the GET SET framework	
24-25	Partner Prompt Analysis	Founding Fathers prompt unmarked, then teacher model marking topic, charge, and clue words to determine if a broad or specific sentence is needed	Day 2 partner marking
26-30	Discussion Questions	Broad vs. Specific definitions, detail relevance, distinctness check, difference between Statement of Purpose and Thesis (central idea), evidence match	Day 3 Discuss
31-34	Movement and Independent Writing	Brief movement; directions; Write three broad Statement of Purpose options for a Franklin prompt; Write one specific Thesis (central idea) for a Founding Fathers prompt	Day 3 Use
35-37	Anchor Chart and Next Goal	Drawing the S in GET SET on anchor chart; curiosity questions about broad openings; next-step stem for Module 4 focusing on the Evidentiary Transition	Day 4 Award + Target
38	Turn and Teach	Six oral frames explaining how to write a broad Statement of Purpose and how it differs from a specific Thesis (central idea)	Day 5 Explain
39-40	Writing Process Poem and Movement	GET SET chant; brief Air Sentence, Toe Touch Count, or Shoulder Shrug Freeze	Day 5 within 15 minutes
41	Exit Ticket	Prompt about why inventions matter; one broad Statement of Purpose written from an unfamiliar prompt with three scored components (broadness, global idea, lead-in to thesis (central idea))	Day 5 transfer

Use the passage copies, sorting card sets, notebook fill-ins, and answer keys alongside the deck. Collect the independent broad Statement of Purpose and the exit ticket as separate evidence of learning.

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Build a broad Statement of Purpose live on a shared slide, revealing the big idea and specific details separately to show the difference.
Annotation	Use blue for broad statements and green for specific thesis (central idea) sentences; students mark their own copies before the teacher reveals the model.
Breakout discussion	Give each pair a sorting slide in a breakout room; students decide if a sentence is broad or specific before placing it in the correct digital basket.
Oral response	Have students rehearse their Statement of Purpose aloud to a partner before typing it; use choral fill-ins for the "People can ____" frame when appropriate.
Asynchronous option	Share the model and the sorting cards for independent replay; students record which statements are broad and which are specific thesis (central idea) sentences.
LMS submission	Collect three Day 3 Statement of Purpose drafts and a one-sentence Day 5 explanation. Preserve the separate scoring systems.
Digital tracking	Use private goals, digital progress ratings, and blue highlighting for broad openings. Save the work for Module 4.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

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

Essential / Overarching Question, Answered

How can a writer open an introduction with a broad statement of purpose that prepares the reader and leads toward the thesis (central idea)?

A writer opens broadly by writing a Statement of Purpose that shares a big-picture idea or global lesson without naming specific details from "Benjamin Franklin and Electricity" or "The Founding Fathers." This broad opening prepares the reader for the more specific thesis (central idea) and ensures the introduction follows the GET SET framework.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

The Yellow Sentence (Evidentiary Transition)

Grade 3 | Cluster 4 | Module 4

Grade: 3

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

Module: 2 of the cluster

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

Module Title: The Yellow Sentence (Evidentiary Transition)

Content Connection / Passage Titles: "Benjamin Franklin and Electricity" and "The Founding Fathers"; Medium stamina

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

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

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

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

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

1. A Little Inspiration Goes a Long Way!

This module builds the yellow bridge of the introduction: the Evidentiary Transition. Students learn to group support collectively instead of listing every part, using MICE to build significance and GET SET to structure their opening.

TEACHER SCRIPT

"This week you add the yellow sentence to your introduction. You will group the evidence together as a bridge that connects your broad opening to your specific thesis (central idea)."

Connection to this week's thinking: students move beyond listing details by grouping ideas, supporting them with collective phrases, and inferring how the support bridges the gap.

2. Why This Module Matters

Students learn to write a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support. They use the very high stamina passages "Benjamin Franklin and Electricity" and "The Founding Fathers," progressing from teacher models and Ready, SET, Race games to an independent GET SET introduction.

Where it fits into writing: the yellow sentence is the middle part of the GET SET introduction that connects the statement of purpose to the thesis (central idea). It groups the evidence together instead of listing every detail one by one.

Why it matters: distinguishing a list from a grouped idea helps students communicate with precision. The transition must preview the support as a whole, not just name each part individually or repeat the final answer.

3. Module Essential / Overarching Question

How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

Have students record initial thinking Monday and revisit it after Friday's GET SET introduction response.

Record the student's first thinking (Monday):

Record the student's final thinking (Friday):

Ask students to describe what changed in their thinking:

Family Communication

4. Parent Communication Purpose

Explain to families that the yellow Evidentiary Transition is the middle sentence of the GET SET introduction. Invite families to listen as students explain how they grouped support collectively instead of listing every part, bridging the broad opening and the specific thesis (central idea).

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

5. Family Letter (English)

Share this English family letter:

Dear Families, this week your student is learning to write the yellow Evidentiary Transition, which is the middle sentence of the GET SET introduction. This sentence acts as a bridge that connects the broad opening statement to the specific thesis (central idea) by grouping support together instead of listing every detail. A strong writer builds a smooth path from big ideas to specific claims so their introductions sound polished and purposeful. Students learn that collectively referring to evidence is more effective than naming each part one by one.

Our class will read "Benjamin Franklin and Electricity" and "The Founding Fathers" at very high stamina. Students match listing sentences with grouped sentences, then write their own yellow bridges about Benjamin Franklin's experiments and the actions taken by the Founding Fathers to create liberty. Invite your student to explain how a grouped sentence supports the thesis (central idea) by turning a list into one unified idea.

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

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

Comparta esta carta en español con las familias:

Estimadas familias: Esta semana su estudiante aprenderá a escribir la transición evidencial amarilla, que es la oración intermedia de la introducción. Usarán el marco GET SET (Declaración de Propósito, Transición Evidencial, Tesis o Idea Central) para construir un puente entre la apertura amplia y la respuesta específica. Leeremos "Benjamin Franklin and Electricity" y "The Founding Fathers". Su estudiante aprenderá a agrupar el apoyo en lugar de listar cada detalle individualmente. Pregúntele: ¿Puedes decirlo como una idea agrupada en lugar de una lista? Practiquen frases de agrupación como "los detalles del pasaje" o "las acciones tomadas". Celebren cuando las oraciones suenen fluidas y no como una lista de supermercado.

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

7. Family Conversation Starters

- Invite families to ask the student to explain what the yellow Evidentiary Transition does in their introduction.
- Suggest asking if a sentence lists every detail or groups the support together as one idea.

- Suggest asking why grouping ideas sounds smoother than listing them like a grocery list.
- Invite families to ask how the yellow sentence bridges the broad opening and the specific thesis (central idea).
- Encourage the student to share a grouped phrase from "Benjamin Franklin and Electricity" or "The Founding Fathers" and explain why it works well.

8. Simple Family Activities

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

Family Activity: Teach the GET SET Moves

Have families invite the student to teach Statement of Purpose, Evidentiary Transition, and Thesis (central idea). A family member states a broad idea; the student finds support in "Benjamin Franklin and Electricity" or "The Founding Fathers," writes a yellow sentence that groups the evidence instead of listing it, and explains how the bridge connects the opening to the specific answer.

Family Activity: Match the Group

Have students write two yellow Evidentiary Transition sentences from "Benjamin Franklin and Electricity" or "The Founding Fathers." Families listen as the student checks for collective phrases and explains which sentence groups the support smoothly instead of listing every detail one by one.

Teacher Road Map

9. Teacher Navigation Key

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

■ **TEACH** : teacher explicitly teaches or models the TEKS for the Yellow Evidentiary Transition (The Middle Sentence of the Introduction)

○ **LEARN** : student practices or develops the TEKS by grouping support collectively to bridge the broad opening and specific thesis (central idea)

✓ **ASSESS** : student independently demonstrates or transfers learning through a complete GET SET introduction response

Teacher Script : exact recommended teacher language for Module 4

Class Slide : corresponding click-along slide from the Daily Deck

10. GRADUATE Evidence Alignment

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

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept of the yellow Evidentiary Transition and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking visible by modeling listing versus collectively referring to support.
Attempt	○ LEARN	Guided, structured student practice in the Ready, SET, Race game.
Discuss	○ LEARN	Students clarify and justify why a grouped sentence bridges better than a list.
Use	✓ ASSESS	Independent, meaningful application of the GET SET introduction framework.
Award	✓ ASSESS	Student recognizes a demonstrated strength in building a smooth yellow sentence.
Target	✓ ASSESS	Student identifies and acts on a next step for refining the Evidentiary Transition.
Explain / Educate	✓ ASSESS	Student explains how to group support instead of listing every part.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 4, Module 4
Module Category	The Yellow Sentence (Evidentiary Transition); ECR Informational
Primary TEKS	3.12B(i) ; 3.12B , with lesson plan breakouts 3.12B(i) , 3.12B(ii) , 3.12B(iii)
Primary Breakout	

	Write a yellow Evidentiary Transition that groups the support collectively, bridging a broad statement of purpose and a specific thesis (central idea) in a smooth GET SET introduction
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G
Recursive TEKS	3.11C(iii-iv) revising; 3.11D(iii), (v), (x), (xi) editing; prompt shaping; Dot, Discover, Drop; TRACKS; MICE
Content Connection	"Benjamin Franklin and Electricity" and "The Founding Fathers"; Very high stamina
Daily Lesson Time	15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use Again; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Written yellow Evidentiary Transition in Interactive Notebook; full three-sentence GET SET introduction (blue, yellow, green); exit ticket with grouped support sentence
Formal Assessment Product	Day 5 exit ticket showing a yellow Evidentiary Transition that groups the support collectively for an unfamiliar prompt, bridging the blue opening and the green thesis (central idea)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students will write a yellow Evidentiary Transition that groups the support collectively, bridging a broad statement of purpose and a specific thesis (central idea) in a smooth GET SET introduction.

I Will Statements

- I will say what GET SET stands for and which sentence is yellow.
- I will tell a listing sentence from a grouped (collective) one.
- I will use collective phrases to group the support.
- I will write a yellow sentence that bridges the blue opening and the green thesis (central idea).

I Can Statements

- I can build a full three-sentence introduction (blue, yellow, green).
- I can explain why grouping support sounds smoother than listing.
- I can use the frame: "The passage provides details about ____ and ____."
- I can identify the Evidentiary Transition as the bridge in an introduction.

CLASS SLIDE

DAILY DECK - Module Slide 1: The I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

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

- The yellow sentence groups the support collectively instead of listing every part one by one.
- The Evidentiary Transition bridges the broad Statement of Purpose to the specific thesis (central idea).
- The introduction follows the GET SET framework with a clear blue, yellow, and green structure.

14. Evidence That Will Demonstrate Mastery

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

- The Day 2 game card selection shows a student choosing a yellow Evidentiary Transition that groups support collectively rather than listing reasons one by one.
- The Day 3 color-coded introduction on chart paper displays a smooth bridge between the blue Statement of Purpose and the green thesis (central idea) using collective phrases.
- A student who writes a middle sentence that previews the evidence as a whole without naming every specific detail has demonstrated mastery.

15. TEKS Correlations

The primary work develops a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) using collective phrases to group support. Use the lesson plan's breakout labels to locate the focus; Section 26 supplies complete official parent standards.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
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3.11B(i)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Distributed across Days 1-5 as students build the three-sentence GET SET introduction.	The full response written this week begins with the blue Statement of Purpose, yellow Evidentiary Transition, and green thesis (central idea).	Day 3; Day 5
3.11B(iii)	Composition, Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	The new skill of the cluster, taught directly on Day 3 when connecting the introduction to the full four-paragraph paper.	Relevance is the entire criterion for selecting which support to group in the yellow sentence.	Day 3; Day 5
3.12B(i)	Composition, Central Idea	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Every piece of evidence must support the same thesis (central idea) found in "Benjamin Franklin and Electricity" or "The Founding Fathers."	Days 1-5: students keep the introduction focused on one central idea.	Independent theses; exit ticket
3.12B(ii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	The GET SET framework is the informative craft move students practice all week.	Days 2-3: students build and color-code the GET SET introduction.	Thesis (central idea) plus support
3.12B(iii)	Composition, Genre Characteristics and Craft	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 4 additional writing asks for a refined yellow sentence that groups support smoothly.	Day 4: students refine the yellow sentence to group support smoothly.	Revised thesis (central idea)
3.11C(iii-iv)	Composition, Revising	revise drafts by adding or deleting ideas to improve coherence	Day 5 revising: students delete listing phrases that break the	Day 5	Revised thesis (central idea)

			bridge and add collective nouns to group support.		
3.11D(iii), (v), (x), (xi)	Composition, Editing	Edit drafts using past verb tense, future verb tense, comparative adjectives, and superlative adjectives.	Day 5 editing checklist, applied to the GET SET introduction response.	Day 5	Edited writing

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

16. Standards Coverage Matrix

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

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(iii)	Developing an engaging idea with relevant details	Distributed; relevance is the criterion for evidence selection in Benjamin Franklin and Electricity and The Founding Fathers
PRIMARY	3.12B(ii)	Genre characteristics and craft (GET SET moves)	All week; GET SET is the informative craft move practiced daily
PRIMARY	3.12B(iii)	Compose informational texts using genre characteristics and craft	Day 5 additional writing; full thesis (central idea)-reason-evidence response
SPIRAL	3.11B(i)	Purposeful structure including an introduction	Distributed; the full response begins with the thesis (central idea) from Module 2
SPIRAL	3.12B(i)	Clear central idea	All five days; every piece of evidence must support the same central idea
SPIRAL	3.7A	Personal connections	Day 3 discussion connecting evidence to reader understanding
SPIRAL	3.7B	Responses demonstrating text understanding	Core GET SET responses; enrichment activities
SPIRAL	3.7C	Text evidence	Evidence Grab matching game; independent selection of proof
SPIRAL	3.7D	Retelling and paraphrasing	Distinguishing between retelling the passage and supporting an idea with evidence
SPIRAL	3.7E	Meaningful source interaction	DOT; TRACKS highlighting of relevant details in passages
SPIRAL	3.7F	Newly acquired vocabulary	Tier 2 and Tier 3 oral and written responses using evidence terms
SPIRAL	3.7G	Discuss ideas important to meaning	Day 3 partner discussion; Day 5 revision of Infer sentences
RECURSIVE	3.11C(iii-iv)	Revise drafts by adding or deleting ideas to improve coherence	Day 5 revising; delete evidence that does not prove

			its reason and add missing Infer sentence
RECURSIVE	3.11D(iii) , 3.11D(v) , 3.11D(x) , 3.11D(xi)	Targeted editing breakouts (verb tense, adjectives)	Day 5 editing checklist applied to the GET SET response
RECURSIVE	DOT / TRACKS / MICE	Reading, annotation, ECR structure	All five days; MICE framework and baskets support working memory for evidence matching

17. ELPS Correlations

Use these lesson plan correlations for listening to models, naming evidence details, reading for proof, and composing a CSI response.

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

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	follow oral directions with accuracy	Intervention, after Day 3
3(F)	Reading	derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions	Enrichment, Day 3 onward

4(F)	Writing	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Enrichment, Day 3 onward
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18. ELPS Linguistic Accommodations

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

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the broad opening and the specific thesis (central idea) in a model introduction.
Beginning	Select collective phrases from a word bank that group support instead of listing parts.
Intermediate	Complete a yellow sentence frame to bridge the statement of purpose and the thesis (central idea).
High Intermediate	Distinguish between a listing sentence and a grouped Evidentiary Transition using text evidence.
Advanced	Revise a weak listing sentence into a smooth collective bridge and justify the change in writing.

Language Supports

- Students at the pre-production level will point to the broad opening and the specific thesis (central idea) in a model introduction.
- Students at the beginning level will select collective phrases from a word bank that group support instead of listing parts.
- Students at the intermediate level will complete a yellow sentence frame to bridge the statement of purpose and the thesis (central idea).
- Students at the high intermediate level will distinguish between a listing sentence and a grouped Evidentiary Transition using text evidence.
- Students at the advanced level will revise a weak listing sentence into a smooth collective bridge and justify the change in writing.

Evidence of access without reduced rigor: students identify the GET SET parts, choose a grouping phrase, and supply an original Evidentiary Transition that bridges the introduction.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear listing sentences and grouped sentences read aloud and decide which one bridges smoothly.
Speaking	Students say a grouped (collective) middle sentence aloud to a partner, using the collective-phrases frames, before writing.
Reading	Students read example yellow sentences to notice which group the support and which list every part.
Writing	Students write a yellow Evidentiary Transition that groups the support and bridges the blue opening to the green thesis (central idea).

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Narrow the search by giving two candidate sentences or naming the paragraph to look in.	Tell a student whether a sentence lists or groups, or write the yellow Evidentiary Transition for them.

The student must still decide and must still compose a collective Evidentiary Transition in their own words.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the three GET SET parts and their colors (blue, yellow, green).	Supported. The teacher may keep the anchor chart visible.	The student identifies the yellow sentence as the Evidentiary Transition.
Inferential	Decide whether a yellow sentence lists or groups, and explain why.	Guided on Days 1 and 2, independent by Day 5.	The student sorts sentences correctly and gives a reason.
Evaluative	Judge which yellow sentence bridges the introduction most smoothly.	Partner discussion on Day 3, independent on Day 5.	The student chooses the stronger collective sentence and justifies it.
Synthesis	Write a full three-sentence GET SET introduction for a prompt using "Benjamin Franklin and Electricity" or "The Founding Fathers."	Independent enrichment.	The yellow sentence groups the support collectively without listing every part.

22. The Five Thinking Levels

Use five levels to describe the thinking in a GET SET introduction response. A supported first attempt provides a starting point for growth.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student copies a listing sentence that names every detail from the passage with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins selecting collective phrases independently but may choose words that are vague yet not specific to the support.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects a grouped idea directly to the stated thesis (central idea) using the Evidentiary Transition move.
Level 4	△ triangle	Green	Independent	Student combines evidence with a bridge sentence, applying understanding to explain how the support leads to the answer.
Level 5	◆ diamond	Blue	Reflective	Student connects the grouped support and thesis (central idea) to broader significance, explaining why the bridge matters beyond the single passage.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	What does the text say?	Student locates and copies a list of details that matches the prompt.	Literal listing
Emergent (Orange)	Does this group it?	Student judges whether a specific phrase groups the support instead of naming parts.	Grouping check
Visible (Yellow)	How does it bridge?	Student uses Statement of Purpose and Evidentiary Transition moves to link opening to thesis (central idea).	GET SET structure
Independent (Green)	What does it show?	Student writes a yellow sentence that states the collective support not explicitly listed in the text.	Collective reference
Reflective (Blue)	Why does it matter?	Student explains the significance of the bridge and its role in the overall thesis (central idea).	Significance

Move from listing details to independently grouping support and bridging ideas. Enrichment synthesizes both texts.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
The yellow sentence should preview every reason.	A teacher may accept a listed sentence that names each part of the support one by one.	Ask, "Does this group the support, or does it list every part one by one?" The goal is to bridge smoothly without naming every detail.
Grouping means being vague.	A teacher may accept an empty middle sentence that fails to preview any specific ideas from the passage.	Remind: a grouped sentence still previews the support meaningfully. It just does it as a whole instead of listing items individually.
The yellow sentence and the thesis (central idea) are the same.	A teacher may accept a repeated thesis (central idea) as the middle sentence of the introduction.	Show the difference: the yellow sentence groups the support, while the green sentence gives the exact answer to the prompt.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A good middle sentence names every reason.	The student lists reason 1, reason 2, and reason 3.	Group them: "the reasons in the passage" or "the actions taken."
Yellow can be as broad as blue.	The student repeats the broad opening.	Push for focus: the yellow sentence previews support; the blue one only opens the topic.
Yellow can be as specific as the thesis (central idea).	The student answers the prompt in the middle.	Remind: the yellow bridges; the green answers.

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Primary targets: **[3.11B(iii)]**, developing an engaging idea with relevant details; **[3.12B(i)]**, composing informational texts using a clear central idea. The lesson plan's **[3.11B(i)]**, **[3.12B(ii)]**, and **[3.12B(iii)]** breakouts address purposeful structure, genre characteristics, and craft. This module builds the yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea).

26. How I Say the Standard!

TEKS says	How I say it
[3.11B] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.12B] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	Teach students to write the yellow Evidentiary Transition that bridges the broad Statement of Purpose and the specific thesis (central idea). Use the GET SET framework to group support collectively instead of listing every part. Revise by changing a clunky list into a smooth bridge sentence using collective phrases like "the details in the passage." Edit using past verb tense, proper nouns for Benjamin Franklin and the Founding Fathers, and commas in items within grouped ideas.

27. This Week I Can...

Teach students to select evidence from the passage that proves a stated reason and will write a response using CSI to connect, support, and infer.

28. Before I Can... Prerequisites

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

- Confirm students can identify the three parts of a GET SET introduction: Statement of Purpose, Evidentiary Transition, and Thesis (central idea).
- Confirm students can distinguish between listing support and collectively referring to it.
- Review complete sentences for the blue, yellow, and green introduction components.
- Retrieve MICE (My Inference = Connections I have + Evidence I have found) and GET SET. **3.7E**
- Recall that the Evidentiary Transition bridges the broad opening to the specific thesis (central idea). **3.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, show a blue circle for the statement of purpose, a yellow box for the evidentiary transition, and a green triangle for the thesis (central idea). Tell your partner whether the yellow sentence lists every part or groups the support."

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
evidentiary transition	The yellow middle sentence that groups the support.	Have students identify the bridge sentence in a model introduction.
collective	Referring to things as one group instead of listing them.	Have students rewrite a list into one grouped phrase like "the actions taken."
bridge	A connection that links the broad opening to the specific answer.	Have students explain how the yellow sentence connects blue and green.
grouping	Putting ideas together efficiently in a single phrase.	Have students choose between two sentences and pick the one that groups support smoothly.

31. Conventions Connection

Apply the lesson plan editing breakouts: past verb tense **3.11D(iii)**, future verb tense **3.11D(v)**, comparative adjectives **3.11D(x)**, and superlative adjectives **3.11D(xi)**. Check students' own theses (central idea) on Day 5. ELPS 4(E) supports conventions.

32. Writing Connection

The thesis (central idea) is the green sentence that lands on the answer. The yellow Evidentiary Transition bridges the broad opening and the specific claim by grouping support collectively. This module's independent product is a matched statement of purpose, evidentiary transition, and thesis (central idea) set plus a written GET SET introduction in the Interactive Notebook.

33. Watch Out!

Common misconception: a yellow sentence that lists every reason is a strong bridge. Ask the reader's question: does this group the support or name each part one by one? If it sounds like a grocery list, the Evidentiary Transition is not complete.

34. Ready Check

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

35. Teacher Look-Fors

- Students identify whether a yellow sentence lists support or groups it collectively.
- Students use collective phrases to bridge the broad opening and the specific thesis (central idea).
- Students distinguish between listing every detail and grouping ideas as one smooth unit.
- Students write a yellow Evidentiary Transition that previews the support without repeating the thesis (central idea).

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Use these academic words to explain how your yellow sentence groups the support and bridges the introduction."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Time for our Tier 1 words. Tier 1 words are the everyday words that already belong to you. Group. List. Bridge. This week those three little words do heavy work, because grouping support and building a bridge is the whole job. Say each word with me, then tell your partner one thing you could group together right now in this classroom."

Word	Student-Friendly Definition	Oral Rehearsal Frame
group	To put things together as one.	The yellow sentence can _____ the support.
list	To name items one by one.	A weak yellow sentence sounds like a _____.
show	To let someone see or understand.	The passage can _____ many ideas.
tell	To share information.	A listing sentence tries to _____ every part.
begin	To start.	The blue sentence helps us _____.
middle	The part between the beginning and end.	The yellow sentence is in the _____.
bridge	Something that connects two sides.	The yellow sentence is a _____.
whole	All of something together.	Group the support as a _____.
parts	The separate pieces of something.	Do not list every one of the _____.
move	To go from one place to another.	A smooth introduction helps ideas _____.
lightning rod	A metal rod that protects buildings from lightning.	The _____ kept buildings safe.
colonies	Early American settlements ruled by Britain.	The _____ wanted freedom.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers. Say evidentiary with me: ih-VID-en-shuh-ree. Evidentiary means having to do with proof or support. Turn to your partner and use the word evidentiary in a sentence about how Franklin's experiments supported his invention."

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	Proof taken straight from the passage.	My _____ is _____.
support	To hold up or prove an idea.	This evidence _____s my reason.
quote	Words copied exactly from a text.	I used a _____ from paragraph _____.
textual evidence	Proof that comes from the words of the text.	My _____ comes from paragraph _____.
details	Small pieces of information in a text.	The _____ prove my point.
relevant	Closely connected to the idea being proved.	This evidence is _____ because _____.
connect	To join one idea to another.	I _____ my proof to the prompt.
infer	To figure out something the text does not say directly.	I can _____ that _____.
claim	A statement a writer is trying to prove.	My _____ is my thesis (central idea).
significance	Why something matters.	The _____ of this proof is _____.
thesis (central idea)	The sentence that gives your answer to the prompt.	All my evidence supports my thesis (central idea).
coherence	The quality of ideas holding together.	Deleting an unrelated detail improves _____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
invention	in-VEN-shun	A new thing someone makes for the first time.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.
electricity	ih-lek-TRIS-ih-tee	A form of energy that can appear as lightning.
communities	kuh-MYOO-nih-teez	Groups of people who live together.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.
Constitution	kon-stih-TOO-shun	The plan for how the government works.
freedoms	FREE-dumz	The rights people are free to have.
government	GUV-ern-munt	The group that makes and runs the laws.
leadership	LEE-der-ship	Guiding and helping others.
rights	ryts	Things people are free to do or have.
experiments	ik-SPER-uh-ments	Tests done to learn something new.

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

39. Background Knowledge & Teacher Context

Student background: students can shape a prompt and name its type; write a thesis (central idea) with all three parts; group details into baskets and write reason statements; and learned in Cluster 1 that evidence comes from the text and explanation comes from the writer.

Teacher context: relevance, not accuracy, is the criterion. A true sentence that does not prove the stated reason is not evidence for that reason. CSI is not three sentences by law; it is three moves: Connect names what the passage is doing, Support gives the proof, and Infer says what it shows.

The very high stamina informational passages provide details about Franklin’s experiments with electricity and the Founding Fathers’ creation of liberty documents. Students use these details to select evidence that proves a stated reason, not simply copy long stretches of text.

The ECR Habit

ECR habit: read the reason before looking for evidence; find proof in the passage that matches the reason; connect the proof to the prompt; and infer what the proof shows. Keep the verb tense accurate. MICE builds the significance sentence by combining Connections I have with Evidence I have found to create My Inference. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Teacher Guide, Daily Deck, both very high stamina passages (Benjamin Franklin and Electricity and The Founding Fathers), Student Interactive Notebooks, GET SET anchor chart from previous modules, MICE anchor chart, evidence cards, reason baskets from Module 3, collective phrase cue cards
Activity / game materials	Prompt cards, statement of purpose cards, evidentiary transition cards, thesis (central idea) cards, reason cards, and evidence cards cut from the Interactive Notebook; scissors; Practice Pocket; optional Gameboard and student markers (Pencil Guy); spinner; timer
Writing materials	Chart paper, blue/yellow/green markers, colored pencils; GET SET highlighting colors: blue, yellow, green
Assessment materials	Answer keys, exit tickets, intervention and enrichment materials, Day 5 exit ticket for Evidentiary Transition response
Technology	Projector or board; the Module 4 Daily Deck
Accessibility supports	ELPS linguistic accommodations by level (Beginning to Advanced High), oral rehearsal frames, narrowed search options (two candidate sentences or named paragraph), and bilingual support as needed

41. Preparation Before Day 1

- ☐ Post every anchor chart from Modules 1, 2, and 3 so the full GET SET framework is visible at once.
- ☐ Draw the Evidentiary Transition anchor chart before Day 1.
- ☐ Copy the very high stamina passages "Benjamin Franklin and Electricity" and "The Founding Fathers," one set per student. Expect this to be the longest reading of the cluster.
- ☐ Cut one demonstration set of the four statement of purpose cards, four evidentiary transition cards, and four thesis (central idea) cards.
- ☐ Load the Daily Deck and confirm all 37 slides for Module 4 are in order.
- ☐ Have a bridge visual available again; it links this week back to Module 3.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	G Gather + R Reveal	"On your mark, get set, go" race hook; learn listing vs. collectively referring and model the yellow Evidentiary Transition.
Day 2	15 MINUTES	A Attempt	Ready, SET, Race: decide which yellow sentence groups the support and which one lists too much.
Day 3	15 MINUTES	D Discuss + U Use	Discuss the yellow bridge, then "Color the GET SET Introduction" and see the full four-paragraph paper built so far.
Day 4	15 MINUTES	A Award + T Target	Celebrate building the yellow bridge and set a next-step goal.
Day 5	15 MINUTES	E Educate and Explain to Others	Teach a partner how to build the yellow Evidentiary Transition.

43. Tiny Times Transition

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

- Grouping Check: read a sentence; students show two fingers if it groups the support collectively or one finger if it lists every part individually.
- Bridge Spotter: read a statement; students stand tall if it is a broad opening (blue) and relax their stance if it is a specific answer (green).
- Yellow Signal: read a sentence; students point up for Statement of Purpose, side for Evidentiary Transition, and down for Thesis (central idea).
- Use these during card storage, a move to the carpet, or a hallway wait. Return promptly to the lesson; the routine supports the GRADUATE stages.

Citizenship & Content Connection

44. The Evidence Connection

Use the passages to connect literacy with the ability to select proof that supports a central idea.

Element	This Module
Suitability	A natural connection: both historical figures provide specific details that serve as evidence for their central ideas about innovation and governance.
Focus	Selecting relevant evidence to prove a reason and connecting it to the thesis (central idea).
Historical / Content Connection	Franklin describes scientific experiments; the Founding Fathers detail the creation of liberty. Students find textual proof for these claims.
Perspective Connection	Students recognize that evidence must match the reason it supports, not just be a true statement from the text.
Literacy-to-Citizenship Connection	A clear thesis (central idea) communicates an idea accurately; text evidence keeps that communication grounded in fact.
Citizenship Question	Ask how specific details from a historical account prove the main point about progress and rights.
Teacher Script	<i>"You can learn about history through its inventions and documents. Which detail helps you understand how communities were protected or governed?"</i>
Accuracy / Source Note	Use the two supplied informational texts and their paragraph evidence. Distinguish what the passage states from what a student infers.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

GET SET: The Three Sentences of the Introduction

Blue Circle: Part 1	Yellow Box: Part 2	Part 3: Green Triangle
Statement of Purpose: broad opening about the topic from the prompt	Evidentiary Transition: groups the support collectively; bridges blue and green	Thesis (central idea): specific answer to the prompt; identifies the exact point

WHY Needs a Subordinator; HOW Needs a Preposition

Thinking Type	Clue Words	What the Writer Explains
WHY	because, since, when, so that	Model a reason joined in a complex sentence. Benjamin Franklin's inventions help communities because they provide solutions to protect people from lightning.
HOW	through, by, with, during	Model a way expressed with a preposition. The Founding Fathers created liberty through the Declaration of Independence and the Constitution.

MICE: My Inference = Connections I have + Evidence I have found

Letter	MICE Part	What It Means
M	My Inference	The bigger idea or significance sentence that helps others understand the text.
I	Inference	A conclusion drawn from evidence and prior knowledge; not stated directly in the text.
C	Connections I have	Prior knowledge or experiences that help make sense of the passage. 3.7C
E	Evidence I have found	Specific details from "Benjamin Franklin and Electricity" or "The Founding Fathers." 3.7G
MICE	Significance Sentence	The formula builds the yellow Evidentiary Transition by grouping support efficiently.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you write the yellow sentence, look at your blue Statement of Purpose and your green Thesis (central idea). Ask yourself how I can bridge these two ideas without listing every single detail. If a sentence names each part one by one, it is not the right Evidentiary Transition yet. Keep refining until you find a phrase that groups the support collectively."

CLASS SLIDE

Module Slide 2: Build the Bridge. Model reading the broad opening and specific thesis (central idea), identifying the support in between, and selecting collective phrases to group them smoothly.

Encourage students to use their blue and green sentences as a guide for building the yellow middle sentence and to verify that each grouped phrase collectively refers to the evidence without listing every part.

CREATE THE ANCHOR CHART

Write four steps: read the broad opening; identify the specific thesis (central idea); select collective phrases to group the support; write a yellow Evidentiary Transition that bridges the two. Display both complete GET SET models and the listing versus grouping chart.

47. Student Source Passage(s)

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

Passage 1: "Benjamin Franklin and Electricity" (Stamina: Very High)

[1] Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. As a child, he enjoyed reading, asking questions, and learning about the world around him. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

[2] When Franklin was growing up, life was very different from today. There were no computers, cell phones, televisions, or electric lights. People often used candles and lanterns to light their homes after dark. Traveling from one place to another could take a long time, and information spread much more slowly. People depended on hard work, creativity, and problem solving to meet their needs. Franklin was fascinated by the world around him and wanted to understand how things worked.

[3] As a young boy, Franklin spent much of his free time reading books. He enjoyed learning about science, nature, and new ideas. He often asked questions that others had not thought about. While many people simply accepted things as they were, Franklin wanted to know why things happened. His curiosity helped him become a lifelong learner.

[4] As he grew older, Franklin became known for his intelligence and creativity. He worked as a writer and publisher, sharing ideas with people throughout the colonies. He also became involved in community projects. Franklin believed that people could work together to solve problems and improve their towns. He helped organize libraries, fire departments, and other community services that made life better for many people.

[5] One of the biggest problems people faced during Franklin's time involved storms and lightning. Thunderstorms could be dangerous because lightning often struck buildings. When lightning hit a house, barn, church, or other structure, it could start a fire. These fires sometimes spread quickly and destroyed entire buildings. Since many buildings were made of wood, fires could become very serious in a short amount of time.

[6] People feared lightning because they did not fully understand it. Some believed there was nothing anyone could do to stop the damage. Others had incorrect ideas about electricity and lightning. Since scientists had not yet learned much about electricity, many questions remained unanswered. Franklin wanted to understand why lightning behaved the way it did and whether people could protect themselves from its dangers.

[7] Franklin began studying electricity through careful observation and experiments. He read everything he could find about the subject. He talked with other thinkers and scientists and compared ideas. Instead of making guesses, Franklin believed in collecting evidence. He wanted to discover facts that could help explain natural events.

[8] At the time, electricity was still a mystery to many people. Scientists knew that certain materials could create sparks, but they did not fully understand how electricity worked. Franklin became interested in learning [9] more. He wondered whether lightning and electricity might be connected.

[10] One of the most famous stories about Benjamin Franklin involves a kite experiment. During a thunderstorm, Franklin used a kite to help study electricity. The experiment provided evidence that lightning and electricity were related. Although the kite story is often remembered today, it was only one part of Franklin's larger research. His discoveries came from years of learning, testing ideas, and observing the world around him.

[11] As Franklin continued his studies, he learned that metal could conduct electricity. Conduct means carrying electricity from one place to another. This knowledge gave him an important idea. If metal could carry electricity, perhaps it could guide lightning safely away from buildings.

[12] Franklin began thinking about ways to protect homes and other structures from lightning strikes. He knew

that people needed a solution because storms often caused serious damage. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings. Franklin believed science could help solve the problem.

[13] After studying the issue, Franklin invented the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod is connected to a wire that runs down the side of the building and into the ground. When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.

[14] This invention was simple, but it was very effective. The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire. Franklin's invention helped solve a problem that had worried communities for many years.

[15] As people learned about the lightning rod, many began adding them to their buildings. Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops. Communities soon noticed that buildings protected by lightning rods were less likely to be damaged during storms.

[16] The invention also gave people peace of mind. Before the lightning rod, storms often caused fear and uncertainty. Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings. The lightning rod helped reduce those concerns by providing a safer way to handle lightning strikes.

[17] Franklin's success showed people the value of science and problem solving. He demonstrated that careful observation and experimentation could lead to practical solutions. His work encouraged others to study problems and search for answers rather than simply accepting things they did not understand.

[18] Benjamin Franklin was interested in more than just electricity. Throughout his life, he created other inventions and improvements. He believed that inventions should make life easier and safer for people. His [19] ideas often focused on solving everyday problems that affected communities.

[20] Franklin also valued education. He believed that knowledge should be shared with others. Through his writing, he taught people about science, inventions, and ways to improve society. He encouraged others to keep learning and to use what they learned to help their communities.

[21] His discoveries inspired many future inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making discoveries of their own. New inventions and scientific breakthroughs followed. Over time, scientists learned much more about electricity and how it could be used.

[22] Years after Franklin's experiments, inventors developed new ways to generate and use electricity. Communities eventually gained access to electric lights, appliances, machines, and communication systems. Electricity transformed the way people lived and worked. Tasks that once took hours became easier and faster.

[23] Today, electricity is a part of everyday life. Homes use electricity for lighting, heating, cooling, and cooking. Schools use electricity to power computers, projectors, and other learning tools. Hospitals rely on electricity to operate important medical equipment. Businesses use electricity to provide goods and services to customers.

[24] Although Benjamin Franklin did not invent all of these modern technologies, his research helped scientists better understand electricity. His work laid an important foundation for future discoveries. The knowledge he gained helped others continue exploring the science of electricity.

[25] Franklin's story teaches an important lesson about curiosity. He did not stop asking questions when he encountered a problem. Instead, he searched for answers. He observed, experimented, and learned from his mistakes. His willingness to keep learning helped him make discoveries that benefited many people.

[26] The story of the lightning rod is a reminder that even simple ideas can make a big difference. By understanding how electricity worked, Franklin found a way to protect buildings and communities. His invention saved property, reduced damage, and improved safety for countless people.

[27] Benjamin Franklin's curiosity and problem solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. Stormy weather became less dangerous for many buildings because of the lightning rod. More importantly,

Franklin showed that learning, experimenting, and sharing knowledge can help create positive change.

[28] Today, Benjamin Franklin is remembered as one of the most influential inventors in American history. His work with electricity helped shape communities and inspired generations of scientists, inventors, and leaders. Through his discoveries, he demonstrated how one person's ideas can continue helping others long after they are gone.

Passage 2: "The Founding Fathers" (Stamina: Very High)

[1] The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that shaped the future of the country. Their ideas and actions helped create a nation that continues to exist today.

[2] During the late 1700s, the American colonies were controlled by Great Britain. Great Britain made laws for the colonies and collected taxes from the people who lived there. Many colonists felt the British government was unfair because it made decisions without asking for their opinions. Colonists believed they should have a voice in the government since the laws affected their daily lives.

[3] As time passed, more colonists became frustrated. They wanted leaders who would listen to their concerns and represent their interests. Some colonists believed changes could be made while remaining part of Great Britain. Others believed the colonies should become completely independent. These different opinions led to many discussions throughout the colonies.

[4] Several important leaders emerged during this time. George Washington became known for his leadership and dedication. Thomas Jefferson was respected for his writing and ideas about freedom. Benjamin Franklin was admired for his knowledge and problem solving skills. John Adams and James Madison also played important roles in helping guide the colonies. Although they sometimes disagreed, they shared the goal of improving life for the colonists.

[5] These leaders spent many hours meeting with others and discussing possible solutions. They listened to different viewpoints and debated important issues. They understood that creating change would require careful planning and cooperation. Their willingness to work together helped them make progress toward their goals.

[6] In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It listed complaints about British rule and described the rights people should have.

[7] One of the most famous parts of the Declaration of Independence states that people have certain rights, including life, liberty, and the pursuit of happiness. These ideas became important principles for the new nation. The authors believed governments should protect these rights rather than take them away.

[8] Writing the Declaration of Independence was not an easy task. The leaders carefully chose their words because they wanted people to understand their message. They knew the document would be read by colonists, British leaders, and people in other countries. They hoped it would explain why independence was necessary.

[9] When the Declaration of Independence was completed, it marked an important moment in history. The colonies were officially declaring that they wanted to govern themselves. However, gaining independence would require more than simply writing a document.

[10] Soon after, the colonies became involved in a war with Great Britain. This conflict became known as the American Revolution. The war lasted for several years and required great sacrifice from many people.

[11] George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions. At times, the army struggled because it lacked food, supplies, and equipment. Even during these hardships, many soldiers continued fighting because they believed in the cause of independence.

[12] The American Revolution affected people throughout the colonies. Families often worried about loved ones serving in the army. Communities faced uncertainty about what the future would bring. Despite these challenges, many colonists remained determined to achieve independence.

[13] Eventually, the colonies won the war. Their victory allowed the United States to become an independent nation. While this was an important achievement, the work of building a country was only beginning.

[14] After the American Revolution ended, leaders faced new challenges. The United States needed a government that could help the states work together and solve problems. The nation had won its freedom, but it still needed a system for making laws and leading the country.

[15] At first, the government was not very strong. Leaders soon realized improvements were needed. They wanted a government that could protect people's rights while also helping maintain order. To address these concerns, representatives from different states met together to discuss possible solutions.

[16] In 1787, many of the nation's leaders gathered to write the Constitution. This document explained how the government of the United States would work. The Constitution created a framework for the country's government and described the responsibilities of different leaders.

[17] The Founding Fathers spent many months discussing ideas and making decisions. They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states. These disagreements led to long debates and careful negotiations.

[18] Even when they disagreed, the leaders continued working together. They understood that compromise would be necessary. Their willingness to listen to different viewpoints helped them create a plan that many people could support.

[19] The Constitution established three branches of government. Each branch was given different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that dividing power would help protect freedom and fairness.

[20] The Constitution also explained how laws would be made and how leaders would be selected. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally objected to being governed without representation.

[21] Another important feature of the Constitution was its ability to be changed when necessary. The Founding Fathers understood that future generations might face new challenges. They created a process that would allow the Constitution to be amended while still protecting important principles.

[22] The work of the Founding Fathers required leadership, courage, and determination. They faced difficult decisions and often worked under pressure. They knew their choices would affect millions of people in the future.

[23] Many of the Founding Fathers devoted years of their lives to public service. They traveled long distances to attend meetings, participated in debates, and spent countless hours discussing important issues. Their dedication helped create a strong foundation for the nation.

[24] The influence of the Founding Fathers can still be seen today. The Declaration of Independence and the Constitution remain two of the most important documents in American history. Students study these documents because they continue to shape the government of the United States.

[25] Many of the freedoms people enjoy today are connected to the ideas of the Founding Fathers. Their work helped establish principles such as individual rights, representative government, and the rule of law. These principles continue to guide leaders and citizens.

[26] The Founding Fathers also demonstrated the importance of cooperation. Although they often had different opinions, they worked together to solve problems. Their ability to compromise helped them accomplish goals that would have been impossible alone.

[27] Today, people continue to remember George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and other Founding Fathers because of their contributions to the nation. Their efforts helped create a country built on ideas of freedom, rights, and self government.

[28] The story of the Founding Fathers reminds us that creating a nation requires hard work, leadership, and determination. They faced many obstacles but continued moving forward because they believed in their vision for the future. Their ideas and efforts helped build the foundation of the United States. More than two hundred

years later, their influence remains an important part of American government and daily life.

[29] Cluster 5 Reading Passages · All Stamina Levels

48. Student Annotation Guide

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

Benjamin Franklin and Electricity

TRACKS	Evidence
T Time	18th century; historical period.
R Reactions	Readers appreciate the ingenuity of Franklin and understand how safety improved.
A Actions	Conducted experiments, invented the lightning rod, protected buildings.
C Character/ Concept/Creature	Benjamin Franklin; electricity as a force of nature.
K Key Knowledge	The lightning rod directs electrical charges safely into the ground to prevent fires.
S Scenery/Setting	Laboratories, stormy skies, and buildings in communities.

The Founding Fathers

TRACKS	Evidence
T Time	1776; 1787.
R Reactions	Citizens value the principles of liberty and fair governance established by leaders.
A Actions	Drafted documents, debated ideas, created a new government structure.
C Character/ Concept/Creature	The Founding Fathers; liberty and rights.
K Key Knowledge	The Declaration of Independence declared freedom from Britain and the Constitution outlined how the government works.
S Scenery/Setting	Philadelphia, meeting halls, and the colonies that became states.

49. TRACKS Evidence Highlighting

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

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

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

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

50. Five-Day GRADUATE Lesson

Each daily lesson lasts 15 minutes. Use the models and familiar passages to focus the new learning on writing a yellow Evidentiary Transition that groups support collectively. Keep additional writing and small-group work as separate opportunities.

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

Day Purpose: Gather with the GET SET introduction, then Reveal the difference between listing support and collectively referring to it. Introduce the yellow Evidentiary Transition as the bridge that connects the broad opening to the specific thesis (central idea).

Standard	Focus
TEKS	3.12B(i) clear central idea; 3.12B(ii) genre characteristics and craft
ELPS	1(E) listening; 3(F) reading; 4(D) sentence structures

GATHER: TEACH

CLASS SLIDE

Module Slide 1: review the learning destination and success criteria for writing a yellow Evidentiary Transition.

TEACHER SCRIPT

"Stand tall like a bridge. Today we are building the middle sentence of our introduction, the yellow Evidentiary Transition. A strong writer does not jump from a broad opening straight into an answer. They build a bridge. Without this bridge, your introduction sounds choppy. Today you will learn to group support so it flows smoothly."

CLASS SLIDE

Module Slides 2-4: Dot, Discover, Drop; module title; GET SET diagram with the yellow sentence highlighted.

Have students use Dot, Discover, Drop on the Very High stamina passages. Briefly retrieve how Franklin's experiments and the Founding Fathers' actions provide details for support. [3.7D](#) [3.7E](#)

CLASS SLIDE

Module Slide 5: reveal the difference between listing and grouping, showing that naming every part is not a smooth transition.

REVEAL: TEACH

CLASS SLIDE

Module Slide 6: display the Franklin reason card: Benjamin Franklin's invention was important because it protected buildings and made communities safer.

CLASS SLIDE

Prompt: Find a yellow sentence that groups the support for this thesis (central idea), not just a list of every experiment.

TEACHER SCRIPT

"Your yellow sentence must group your exact support. A sentence can be true but still sound like a grocery list if it names every part. Look for proof that matches the idea in your thesis (central idea) card by grouping it as a whole. If it lists items one by one, it is not a smooth bridge."

Highlight the sentence: "The passage provides details about Franklin's discoveries and the solution he created to protect communities." Explain that this groups the support for the reason about protection.

Modeled Evidence Selection (Teacher Think-Aloud)

CLASS SLIDE

Module Slide 7: reveal the matched evidence. Show why "He did experiments, made a rod, and saved buildings" is true but does not group the support smoothly.

Model selecting a collective phrase that directly supports the thesis (central idea). Show that grouping is more important than listing length. **[3.7C]**

Grouped: The evidence refers to the support as one whole idea.

Listed: The evidence is true but names every part one by one.

Connect Evidence to GET SET

CLASS SLIDE

Module Slides 8-9: introduce the GET SET anchor chart. Statement of Purpose, Evidentiary Transition, Thesis (central idea). Show how the yellow sentence fits into the middle move.

CLASS SLIDE

Module Slide 10: choose a brief Bridge Builder or Grouping Test within the lesson time.

CLASS SLIDE

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

Point to the yellow sentence in GET SET. The Evidentiary Transition holds up the thesis (central idea); the Statement of Purpose opens the topic. Keep today's target to grouping support collectively. **[3.7C]** **[3.7G]**

EMBEDDED CHECK: LEARN

Ask which sentence groups the support for Franklin's invention. Expected answer: the sentence about discoveries and solutions. Have students identify why listing experiments is not a smooth bridge.

Misconception / teacher move: show a listed sentence. Ask whether it groups the support or lists every part one by one.

Access and product: provide oral rehearsal and the GET SET chart. Students complete six fill-ins: BRIDGE, GROUP, YELLOW, SUPPORT, SMOOTH, COLLECTIVE. The selection stays with the student.

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

Day Purpose: Attempt Evidence Grab matching. Use 3 minutes for partner setup, 10 for play, and 2 to check and store cards.

Standard	Focus
TEKS	[3.11B(iii)] relevant details; [3.12B(ii)] CSI craft move; [3.12B(iii)] genre characteristics
ELPS	2(E) narrate orally with detail; 4(F) write to explain with detail

ATTEMPT: LEARN

CLASS SLIDE

Module Slides 13-14: Evidence Grab directions and card layout.

CLASS SLIDE

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

Give each pair four reason cards and four evidence cards from "Benjamin Franklin and Electricity" and "The Founding Fathers." Shuffle all eight face down in two rows of four. Partners identify the original proof before keeping a pair.

GAME MATERIALS

Provide four reason cards, four evidence cards, scissors, and a Practice Pocket per pair. Partners mark the yellow box and green triangle on the reason card before the teacher model is shown.

Evidence Grab Directions and Four-Pair Key (Teacher Reference)

Step / Pair	Routine or Reason	Check or Matching Evidence
Set up	Partners shuffle four reason cards and four evidence cards face down in two rows of four.	Eight cards total.
Take a turn	Player 1 turns over two cards. A correct reason/evidence pair is kept; the player takes another turn.	Name the original proof before keeping the pair.
No match	Return both cards to the same places face down, then switch players.	Read both cards fully.
Finish	Check pairs against slides 15-23; more matched pairs wins. Return all cards to the Practice Pocket.	Replay later for retrieval.
1	Benjamin Franklin used experiments to discover how electricity works.	He flew a kite in a storm to prove that lightning is a form of electricity. (Paragraph 2)
2	The invention of the lightning rod protected buildings from fire.	The metal rod directed the charge safely into the ground, keeping structures safe. (Paragraph 4)
3	The Founding Fathers wanted to create a fair government for all citizens.	They wrote the Constitution to establish laws that protect people's rights and freedoms. (Paragraph 1)
4	The Declaration of Independence stated why the colonies were breaking away from Britain.	The document listed grievances against the King and declared the colonies free. (Paragraph 3)

Teacher guidance: use the four exact pairs below. Let partners mark the yellow-box charge and green-triangle clue on the reason card before revealing the teacher's marks.

EMBEDDED CHECK: LEARN

Ask students to point to the paragraph number in Evidence 1. Check that they identify where the proof comes from.

Misconception / teacher move: if partners match only by a familiar name, have them compare the full action and verify the evidence proves the specific reason.

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

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

Day Purpose: Discuss why the yellow Evidentiary Transition must group support, then Use the GET SET structure independently. Allow 8 minutes for discussion and 7 for an independent introduction response.

Standard	Focus
TEKS	3.12B(iii) craft; 3.12B(ii) genre characteristics
ELPS	4(D) write using sentence structures; 4(F) write with detail

DISCUSS: LEARN**CLASS SLIDE**

Module Slides 26-28: name the GET SET moves, locate their sources, and explain why the Evidentiary Transition move is needed.

TEACHER SCRIPT

"Which two parts can you take from the passage? Which part must come from your thinking about how to group the support?"

Expected response: a GET SET introduction has three moves; Statement of Purpose and Thesis (central idea) usually come from the prompt, while Evidentiary Transition comes from grouping the evidence.

TEACHER SCRIPT

"Compare your yellow sentence choices. How does the thesis (central idea) help you choose the right group? If your response only lists every detail, what collective phrase do you still need to add?"

CLASS SLIDE

Module Slides 29-30: compare strong and weak yellow sentences; defend whether a sample groups support or just lists parts.

PERSONAL CONNECTION: [3.7A](#)

Invite students to describe a community event that a story or article could preserve. Return to the passages before choosing an answer.

Compare Franklin's experiments and the Founding Fathers' documents as ways of sharing important ideas. Ask students to connect one community memory, then return to passage evidence. [3.7A](#) [3.7B](#) [3.7G](#)

USE: ASSESS**CLASS SLIDE**

Module Slides 31-34: brief movement, independent directions, Founding Fathers reason prompt, and Franklin reason prompt.

Step 1: have students read the thesis (central idea) and identify what kind of support is needed. **[3.7E]**

Step 2: students find a supporting paragraph and write their own Statement of Purpose and Evidentiary Transition moves. **[3.7C]**

Step 3: students choose an Evidentiary Transition sentence that groups the support for the thesis (central idea).

Step 4: students underline the yellow move and reread to check that it adds a bridge beyond the broad opening.

CLASS SLIDE

Independent prompts: Explain why The Founding Fathers' Constitution is important to government. Explain how Benjamin Franklin's invention helps communities stay safe.

Independent GET SET Response Check

Possible responses: The passage describes the creation of laws. It says the leaders wrote a plan for freedom. This shows that the Founding Fathers valued fair government. The passage explains electrical discoveries. It says Franklin tested lightning rods to protect buildings. This helps readers understand what daily life was like.

WRITING REQUIREMENT: [3.7F]

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

EMBEDDED CHECK: ASSESS

Score each independent GET SET response for Statement of Purpose, Evidentiary Transition, and Thesis (central idea) moves. Three points each; six total per prompt; twelve total.

Misconception / teacher move: if a student writes only the broad opening, return to the passage and ask what the reader still needs to know about the specific answer.

Access and product: allow a frame with the Statement of Purpose and Thesis (central idea) moves supplied; leave the Evidentiary Transition move blank. Collect the two independent GET SET responses. Score Statement of Purpose, Evidentiary Transition, and Thesis (central idea): 3 points per move, 6 total per prompt; 10 or more indicates readiness for Module 4.

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

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

Standard	Focus
TEKS	[3.11B(i)] purposeful introduction; [3.12B(i)] clear central idea; [3.11C(iii-iv)] , [3.11D(iii), (v), (x), (xi)] revision and editing
ELPS	1(E) listening; 4(F) write a goal

AWARD: ASSESS

CLASS SLIDE

Module Slide 35: identify the yellow Evidentiary Transition and recognize how it groups support to bridge the introduction.

TEACHER SCRIPT

"Think about what you just did. You built the middle sentence of your GET SET introduction. Underline the collective phrase in yellow that shows you grouped the ideas instead of listing them. Point to where this bridge connects the blue opening and the green thesis (central idea). Choose one goal beginning with Next time I will."

CLASS SLIDE

Strong Transition Award: students identify the exact words that group the support and explain why it sounds smoother than a list.

Students highlight their collective phrase in yellow. Give a Strong Transition Award tied to the specific wording that shows they grouped the evidence efficiently rather than naming every part one by one.

TARGET: ASSESS

CLASS SLIDE

Module Slide 36: discuss why a collective Evidentiary Transition proves the writer is focused and keeps the introduction smooth for the thesis (central idea).

Invite students to consider how grouping the support in the yellow sentence creates a polished bridge that leads directly to the specific answer. Each student selects one next step based on their independent writing of the three-sentence introduction.

CLASS SLIDE

Module Slide 37: students set one goal, such as checking if the yellow sentence groups ideas instead of listing reasons before moving to the green thesis (central idea).

Embedded check: confirm that the yellow highlighting marks a collective phrase from the student's own writing, not a copied list of individual details.

SMALL-GROUP SUPPORT

Use Grouping frames after the independent check. Students find their yellow sentence, say why it groups ideas, write the revision if needed, and highlight the collective phrase in yellow.

Access and product: students may say the goal before writing it. Collect the highlighted introduction, an evidence-based target, and a revision that acts on the target to improve the flow of the GET SET structure.

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

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

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

EXPLAIN: ASSESS [3.7G](#)

CLASS SLIDE

Module Slide 38: Turn and Teach frames for the GET SET moves: Statement of Purpose, Evidentiary Transition, and Thesis (central idea).

EDUCATE

TEACHER SCRIPT

"Teach your partner how to write a GET SET introduction. First, open with the Statement of Purpose by naming the broad topic. Second, build the Evidentiary Transition by grouping the support collectively instead of listing it. Third, land on the Thesis (central idea) by giving the specific answer."

CLASS SLIDE

Module Slides 39-40: use the GET SET anchor chart and a brief movement within the allotted time. Point to the yellow Evidentiary Transition on the chart.

Partners teach Statement of Purpose, Evidentiary Transition, and Thesis (central idea) in order. Listen for a yellow sentence that groups support smoothly and a green thesis (central idea) that answers the prompt specifically. **3.7G**

Transfer: Franklin WHY Prompt

CLASS SLIDE

Module Slide 41: Explain why Benjamin Franklin's invention of electricity was important to communities.

Collect the GET SET ticket independently: Statement of Purpose, Evidentiary Transition with collective grouping, and Thesis (central idea). Each component is worth 20 points.

EMBEDDED CHECK: ASSESS

For the exit ticket, check all three moves separately. Accept varied answers that are supported by "Benjamin Franklin and Electricity" passage.

Access without lowering rigor: read the prompt aloud if needed; the student independently selects evidence and writes the GET SET introduction.

CLASS SLIDE

Separate enrichment: Double Passage Challenge combines "Benjamin Franklin and Electricity" and "The Founding Fathers" in one GET SET response, then revises the Evidentiary Transition for clarity.

CLASS SLIDE

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

Return to the Citizenship Connection

Reconnect to citizenship by asking how inventions and fair laws help a community preserve its safety and freedoms.

Return to the Overarching Question

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

CLOSING ENCOURAGEMENT

"You built the yellow bridge of your introduction. You grouped the support smoothly and landed on a specific thesis (central idea). Next you will refine this strong transition to make your writing flow."

Student Exemplars

Use the exemplar prompt: Explain why the Founding Fathers created the Constitution. Compare a response that lists every detail, a response with irrelevant evidence, and a complete GET SET introduction.

51. Low / Developing Exemplar

Field	Detail
Student response	The passage states that Franklin used kites to study electricity.
What the student did successfully	Selects a true sentence from "Benjamin Franklin and Electricity" that relates to experiments.
What is missing	The thesis (central idea) and the Evidentiary Transition are missing.
Why it falls at this level	The student provides evidence without connecting it to a specific claim or grouping the support in an introduction.
Exact next instructional step	Ask the student to identify what the passage is about as a whole. Have them write a grouped yellow sentence using the frame The passage shares details about ____ and ____, then add the green thesis (central idea).

52. Medium / Approaching Exemplar

Field	Detail
Student response	The evidence is a quote from the passage about Franklin's experiments with electricity.
What the student did successfully	The evidence comes directly from the text and matches the reason provided.
What is missing	The response stops at Support and does not include an Infer sentence to explain significance.
Why it falls at this level	A correct structure with accurate evidence is incomplete without the final inference move.
Exact next instructional step	Add a sentence that begins with This shows that and explains what the experiments prove about Franklin's discoveries.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	A reason supported by the passage
Strong thesis (central idea)	Benjamin Franklin invented the lightning rod because he wanted to protect communities from dangerous electricity.
Why it works	The noun, verb, and answer are present; because joins a reason grounded in the passage.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Franklin WHY	WHY	Benjamin Franklin's experiments helped people understand electricity because they showed how lightning works.	Adds a passage-supported reason in a complex sentence.

Fathers HOW	HOW	The Founding Fathers created the Constitution through careful planning and debate to establish a fair government.	Adds a passage-supported way using through.
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Secure Response: Passage Support and Explanation

Response Part	Text from the Secure Model	Why It Works
Passage support: 3.7C	The passage describes Franklin's experiments and states that he created a solution to keep buildings safe.	Supports the reason in the thesis (central idea).
Explanation: 3.7G	His invention protects communities by safely directing lightning away from structures.	Explains the link between his discovery and the value of safety for everyone.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate understanding includes all three GET SET moves, evidence that proves the exact thesis (central idea) it supports, and a yellow Evidentiary Transition sentence that groups the support collectively instead of listing every part. Accept varied wording when the response is supported by the text from "Benjamin Franklin and Electricity" or "The Founding Fathers." During exemplar comparison, have partners rank the three responses and defend their ranking using relevance and the collective grouping move. A high response is ready for the Double GET SET Challenge.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	The GET SET anchor chart links the yellow Evidentiary Transition to the broad opening and the specific thesis (central idea).
T2	Day 1 Reveal	■ TEACH	Teacher modeling distinguishes between a listing sentence and a collective grouping sentence using "Benjamin Franklin and Electricity."
L3	Day 2 Attempt	○ LEARN	Ready, SET, Race requires students to identify which yellow sentence groups the support collectively.
L4	Day 3 Discuss	○ LEARN	Students defend why a grouped Evidentiary Transition bridges the introduction more smoothly than a list of reasons.
A5	Day 3 Use	✓ ASSESS	Independent GET SET introductions contain all three moves: Statement of Purpose, Evidentiary Transition, and Thesis (central idea).
A6	Day 4 Award	✓ ASSESS	Students identify the yellow sentence that groups support from "The Founding Fathers" without listing every detail.
A7	Day 4 Target	✓ ASSESS	Students revise responses by changing a listing sentence into a collective Evidentiary Transition.
A8	Day 5 Explain	✓ ASSESS	The student explains how their yellow sentence groups the support to bridge the blue and green sentences.
A9	Day 5 Transfer	✓ ASSESS	The exit ticket shows a collective Evidentiary Transition for an unfamiliar prompt using grouping phrases.

56. Assessment Opportunities

Field	Detail
Purpose	

	Determine whether students can write a yellow Evidentiary Transition that groups support collectively and bridges the broad opening to the specific thesis (central idea) in a GET SET introduction.
Who Administers It	The classroom teacher; independent responses are completed without supplied answers.
Materials Needed	Copies of "Benjamin Franklin and Electricity" and "The Founding Fathers," interactive notebooks, colored pencils or highlighters in blue, yellow, and green, and exit tickets.
Related TEKS Breakout	[3.11B(i)]; [3.12B(i)]; [3.12B(ii)]; [3.12B(iii)]
Task	Students write a three-sentence GET SET introduction for a prompt based on the passages, ensuring the middle yellow sentence groups the support rather than listing every detail.
Expected Response	The introduction contains a blue Statement of Purpose, a yellow Evidentiary Transition that collectively refers to the evidence, and a green thesis (central idea). The yellow sentence does not list reasons one by one but groups them smoothly.

Informal assessment: during the Ready, SET, Race game, ask students to identify which card is the Evidentiary Transition. Expected answer: The student selects the middle sentence that bridges the broad opening and the specific thesis (central idea) by grouping ideas.

Formative assessment: score the Day 3 independent GET SET introductions for correct color coding, presence of a collective yellow sentence, and clarity of the green thesis (central idea). Each response earns up to 4 points; 6 of 8 indicates readiness for Module 5 without additional support.

Exit ticket: on Day 5, students write a yellow Evidentiary Transition for an unfamiliar prompt using one of the passages. Score correct grouping language, bridge function between blue and green sentences, and avoidance of listing with prompt type at 20 points each, for 100 total.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Evidence and Infer
Explain why Benjamin Franklin's invention of the lightning rod was important to communities.	WHY	Evidence: The passage states that the lightning rod protected buildings from fires caused by lightning. Infer: This shows that his discovery provided a practical solution that improved safety for entire communities.
Explain how Benjamin Franklin used experiments to discover facts about electricity.	HOW	Evidence: The passage describes his tests with kites and metal keys during storms. Infer: This shows that systematic experimentation allowed him to understand natural forces and create useful inventions.
Explain why the Founding Fathers wrote the Constitution.	WHY	Evidence: The passage notes that they wanted a fair government with clear rules for liberty. Infer: This shows that their leadership aimed to protect rights and ensure stability for future generations of citizens.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

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

Date: _____

TEKS: [3.11B\(iii\)](#); [3.12B\(ii\)](#). **Target:** students independently write a yellow Evidentiary Transition that groups the support collectively and bridges the broad opening to the specific thesis (central idea).

Directions for the teacher: provide "Benjamin Franklin and Electricity" passage, a blue Statement of Purpose, and two candidate yellow sentences. Have students complete the five components independently, then circle their grouping phrase and mark WHY or HOW.

Prompt to present: Explain why Benjamin Franklin's experiments with electricity were important for communities.

1. Have students write the blue Statement of Purpose that opens the introduction. (20 points)

2. Have students write a yellow Evidentiary Transition sentence that groups the support collectively, including paragraph references if needed. (20 points)

3. Have students write a green Thesis (central idea) statement that answers the prompt specifically. (20 points)

4. Have students write an explanation of why their yellow sentence groups ideas instead of listing them one by one. (20 points) **5. Have students circle the collective phrase used and mark the prompt type:** ☐ WHY ☐ HOW. (20 points) _____

Total score: _____ / 100

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Benjamin Franklin and Electricity	Retains the complete noun of importance.	20	3.11B(i) ; 3.12B(i)
2	protect communities from lightning	Retains the verb of importance and its meaning.	20	3.11B(i) ; 3.12B(i)
3	Model answer: because Franklin used experiments to create a solution that keeps buildings safe. Accept other passage-supported answers.	Adds information the prompt does not state.	20	3.7C ; 3.12B(i)
4 and 5	4: Benjamin Franklin and Electricity protect communities from lightning because Franklin used experiments to create a solution that keeps buildings safe. 5: Circle because and mark WHY.	4: one complete three-part thesis (central idea). 5: the subordinator matches WHY.	20 each; 40 total	3.11B(i) ; 3.12B(iii)

59. Scoring Principle

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

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
3 GET SET parts	100%	Secure	Use Ready, SET, Race; retain grouping checks.
2 GET SET parts	67%	Developing	Confer on the missing part and reassess it.
1 GET SET part	33%	Emerging	Use Color the Introduction with the passage and oral rehearsal.
0 GET SET parts	0%	Beginning	Rebuild Statement, Transition, and Thesis (central idea) with frames; reassess independently.

61. Recommended Gradebook Label

Gradebook label: G3 C4 M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11B(iii) ; 3.12B(ii) , 3.12B(iii)
Spiral TEKS	3.11C(iii-iv) ; 3.7F ; 3.7G
Purpose	Students write a GET SET introduction that includes a Statement of Purpose, an Evidentiary Transition, and a Thesis (central idea); the task completes the middle yellow sentence of the bridge.
Exact Student Prompt	Explain how Benjamin Franklin's experiments with electricity led to inventions that protected communities from lightning.
Exact Student Directions	Have students write a broad blue Statement of Purpose, create a yellow Evidentiary Transition that groups the support collectively instead of listing it, and finish with a specific green Thesis (central idea) statement.
Non-Negotiable Expectations	The evidence comes from "Benjamin Franklin and Electricity" and can be located by paragraph number. The yellow sentence groups the support as a whole rather than listing every part one by one. The response contains all three GET SET moves: Statement of Purpose, Evidentiary Transition, and Thesis (central idea).

WRITING REQUIREMENT: **3.7F**

Have students use newly acquired vocabulary appropriately in the GET SET introduction, ensuring the yellow Evidentiary Transition bridges the broad opening to the specific thesis (central idea).

63. Student Planning Frame

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

1. Have students use Dot, Discover, Drop and shape the prompt about Benjamin Franklin or the Founding Fathers. **3.7E**
2. Have students identify WHY and select a subordinator for their GET SET introduction.
3. Have students record the paragraph that supports an answer in "Benjamin Franklin and Electricity" or "The Founding Fathers". **3.7C**
4. Have students jot their own grouped idea in three or four words instead of a list.
5. Have students combine noun, verb, and answer into one thesis (central idea).
6. Have students draft the yellow Evidentiary Transition sentence that bridges the blue opening to the green thesis (central idea) and explain its relevance orally. **3.7G**
7. Have students reread for clarity and appropriate module vocabulary such as collective or transition. **3.7F**

64. Writing Assignment Rubric

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

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

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure GET SET introduction with a smooth yellow Evidentiary Transition that groups support collectively.	Extend to the Double Evidence Challenge in body paragraphs.
14-17	70-85%	Developing bridge between broad opening and specific thesis (central idea).	Confer on whether the yellow sentence lists or groups, then revise it.
10-13	50-65%	Emerging understanding of collective phrases versus listing every part.	Use Evidentiary Transition cards and a grouping check with the anchor chart.
0-9	0-45%	Beginning to distinguish blue, yellow, and green sentences in the introduction.	Rebuild the GET SET moves with oral rehearsal using collective phrase frames, then reassess.

66. Teacher Feedback Shortcuts

- Strength script: "Your yellow sentence groups the support collectively instead of listing every part."
- Strength script: "You built a smooth bridge between the broad opening and the specific thesis (central idea)."
- Target script: "Check if your middle sentence lists reasons one by one or groups them as a whole."
- Target script: "Point to the evidence in the passage that your yellow sentence is previewing."
- Revision script: "Read your Evidentiary Transition aloud. Does this sound like a smooth bridge or a grocery list?"
- Vocabulary script: "Use a Tier 2 word like 'collective' or 'transition' to clarify your thinking."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Use GET SET Cue Cards to support students who stop at Statement of Purpose and do not build a Thesis (central idea).
Group Size	Small group of 3-5 students
Time	12 minutes, separate from the daily lesson
Materials	GET SET cue cards, both very high stamina passages, and green pencils
Relevant TEKS Breakout	3.12B(ii)
Relevant ELPS	2(E) narrate or explain orally; 4(F) write to explain with detail

Step 1: give each student a GET SET cue card and read the three moves aloud while the student tracks with a finger.

CLASS SLIDE

Display the Statement of Purpose, Evidentiary Transition, and Thesis (central idea) definitions during guided practice.

TEACHER SCRIPT

"Statement of Purpose opens with a broad topic. Evidentiary Transition groups the support together. Thesis (central idea) gives the specific answer to the prompt. Your job is to finish all three moves, not just two."

Use one reason card at a time. Students locate the matching evidence in the passage and point to it before writing.

Step 2: students say their Statement of Purpose and Evidentiary Transition sentences aloud before writing.

CLASS SLIDE

Additional frames: The passage states that _____. This shows that _____. Model answers: Franklin used experiments to study electricity; the Founding Fathers wrote documents to protect liberty.

Use these frames: The passage says Benjamin Franklin invented a solution because _____. This proves that _____.

Step 3: students write exactly what they said, then underline the Thesis (central idea) sentence in green. Model answers: experimentation led to safety; written laws protect rights.

Step 4: students read the completed GET SET response. Reassess independently with: Write a GET SET introduction for the reason that Benjamin Franklin's experiments help readers understand invention.

Return to core instruction when the student writes all three moves and includes a Thesis (central idea) sentence that goes beyond the text. Expected model: The passage states he tested lightning rods on buildings. This shows that practical solutions protect communities. If the green underlining marks a copied reason, repeat the evidence search and oral inference with another card.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask if the yellow sentence groups the support or lists every part.	The yellow sentence uses collective phrases to group the evidence and ideas together.	A listing sentence that names reason 1, reason 2, and reason 3 is a strong bridge.	Read the sentence aloud; if it sounds like a grocery list, rewrite it using a grouping phrase like "the details in the passage."
Ask which part of GET SET connects the broad opening to the specific answer.	The Evidentiary Transition (yellow) acts as the bridge between the Statement of Purpose and the Thesis (central idea).	The yellow sentence is just a repeat of the blue opening or the green thesis (central idea).	Check for focus; the yellow sentence must be more specific than the blue but less exact than the green.
Ask what happens if an introduction skips the middle sentence.	The introduction feels abrupt because it jumps from a broad topic directly to a specific claim without a bridge.	The Evidentiary Transition is optional if the thesis (central idea) is clear.	Ask the reader's question: how do we get from the big idea to the answer? If the flow is choppy, add the yellow bridge.
Ask why a student should use collective nouns instead of naming every detail in the intro.	Collective nouns create a smooth transition that previews the support without overwhelming the reader with specifics.	The most detailed sentence makes for the best introduction.	Have the student identify one group word, such as "actions" or "solutions," to replace the list of individual items.

69. Student Support Quick Reference

If a student...	Support to Provide
Writes a yellow sentence that lists every reason one by one	Provide two candidate sentences and ask which one groups the support collectively. Require the student to read the pair aloud together.
Copies the broad blue opening as the middle sentence	Ask the student to underline the specific details that prove the thesis (central idea), then rewrite only those grouped ideas into a yellow bridge.
Stops at Grouping and does not Bridge	Use the frame "The passage provides details about" and require a sentence that connects the broad opening to the specific answer without repeating it.
Loses track of the thesis (central idea) while building the introduction	Ask the student to reread their green statement before adding the yellow bridge. Use the GET SET anchor chart to check for all three moves.

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

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Double Thesis (central idea) Challenge: synthesize both passages in one central idea.
Group Size	Independent, then partner sharing; 15 minutes as a separate enrichment opportunity

Materials	Both very high stamina passages and WHY/HOW writing-rigor charts
Relevant TEKS Breakout	3.11B(ii) ; 3.11B(iii) lesson plan breakout for relevant details; 3.12B(iii) ; 3.7B
Relevant ELPS	2(E) oral explanation; 4(F) written explanation

Prompt: Explain how Benjamin Franklin and the Founding Fathers both created solutions that improved life for communities.

CLASS SLIDE

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

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

Model: Benjamin Franklin and the Founding Fathers created solutions that improved life for communities through inventions and documents that protected people's rights.

Have students rewrite with a stronger preposition: Benjamin Franklin and the Founding Fathers created solutions that improved life for communities through the use of scientific experiments and legal frameworks designed to ensure safety and liberty.

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

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why Benjamin Franklin believed his experiments with electricity were important enough to share.

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

Planning Support

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

WRITING REQUIREMENT: **[3.7F]**

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

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

Success Criteria

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

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

Revise: have students read the yellow Evidentiary Transition aloud and check that it groups the support collectively instead of listing every part. Improve the connecting word using the WHY writing-rigor chart, then reread for clarity to ensure a smooth bridge between the blue opening and the green thesis (central idea). **[3.11C(i)]**, **[3.11C(ii)]**

Edit: check past verb tense **[3.11D(iii)]**, future verb tense **[3.11D(v)]**, comparative adjectives **[3.11D(x)]**, and superlative adjectives **[3.11D(xi)]**, using the lesson plan breakouts.

Share: use partner reading, an author's chair, a gallery walk, a recorded reading, or a paper-tree display. Listeners identify the grouped support in the yellow sentence and how it bridges to the specific thesis (central idea) for "Benjamin Franklin and Electricity" or "The Founding Fathers."

Companion resources: Revising and Editing Daily Slides, Teacher Lesson Plans, and Student Interactive Workbooks support the same Cluster 4 content.

Engagement & Home Connection

73. Auditory Engagement Moments

Use purposeful listening to make the GET SET moves audible before independent writing.

- Read the three introduction prompts; have students supply the Statement of Purpose, Evidentiary Transition, and Thesis (central idea).
- Use Listen and Label: read a complete yellow sentence about Franklin's experiments, a sentence missing its collective grouping, a complete yellow sentence about the Founding Fathers' actions, and the fragment communities needed protection. Partners explain what is complete and whether it bridges to the displayed thesis (central idea).
- Have partners compare two pieces of support aloud, naming which one groups the evidence smoothly and why the other lists too many details.
- Use the GET SET Framework as a call-and-response chant. Point to the yellow section when the Evidentiary Transition is named; connect the grouped support to the specific thesis (central idea).

74. Pause Points

Pause briefly before writing the yellow sentence, while students check the GET SET structure, and before they submit the introduction.

PAUSE POINT: BEFORE WRITING THE YELLOW SENTENCE

Ask students to reread their blue Statement of Purpose and identify the broad topic that needs a bridge before writing the Evidentiary Transition.

PAUSE POINT: MIDWAY

Ask students if the yellow sentence groups the support collectively or lists every part one by one, and whether it sounds more focused than the blue but less exact than the green.

PAUSE POINT: BEFORE YOU FINISH

Have students check that their introduction includes all three GET SET parts: Statement of Purpose, Evidentiary Transition, and Thesis (central idea), and that the yellow sentence bridges the broad opening to the specific answer.

75. At-Home Connection

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

TEACHER INFORMATION: TASK CARD 1

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

Task Card 1: Teach GET SET. Have the student teach Statement of Purpose, Evidentiary Transition, and Thesis (central idea) to someone at home using an introduction from their notebook. The family member asks for proof, and the student points to the exact yellow sentence in the passage that groups the support. Family signature: _____ . **3.11B(i)** **3.12B(ii)**

TEACHER INFORMATION: TASK CARD 2

Encourage students to distinguish between a listing sentence and a grouped (collective) sentence in everyday conversations.

Task Card 2: List or Group? Have the student share one yellow Evidentiary Transition they wrote this week. Ask a family member to provide two sentences from a book or article: one that groups the support and one that lists every detail. The student must identify which sentence is the smooth bridge and explain why using the word group. Family signature: _____. **3.11B(iii)** **3.12B(i)**

TEACHER INFORMATION: TASK CARD 3

Provide language support while the student practices writing a collective Evidentiary Transition.

Task Card 3: What Does It Bridge? Provide a short passage and ask the student to find one piece of evidence. Then, have them write a yellow sentence that groups the support without using words directly from the text. Invite a conversation about how grouping ideas helps an introduction flow smoothly. Family signature: _____. **3.11B(i)** **3.12B(ii)**

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

Skill to Observe	Not Yet	Getting It	Demonstrated Independently
Identifies the yellow Evidentiary Transition in a GET SET introduction.			
Distinguishes between listing support and grouping it collectively.			
Uses collective phrases to refer to evidence as a whole.			
Bridges the broad blue Statement of Purpose and the specific green thesis (central idea).			
Writes a yellow sentence that previews support without repeating the thesis (central idea).			
Matches evidentiary transition cards to statement of purpose and thesis (central idea) cards accurately.			
Rejects listing sentences that name every reason one by one.			
Cites details from "Benjamin Franklin and Electricity" or "The Founding Fathers" to support the grouped idea.			
Revises a weak listing sentence into a smooth, collective Evidentiary Transition.			

77. Student Award

Smooth Bridge Award: have students name a demonstrated strength, underline their original yellow Evidentiary Transition in green, and identify the collective phrase that groups the support instead of listing it.

78. Student Target

Have each student record one evidence-based next step: select a shorter quote that proves the reason, ensure the evidence comes from the correct paragraph, or add an Infer sentence to explain what the proof shows.

Connect this target directly to Thursday's Award and Target work and revisit it during the next independent CSI response.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you built the yellow bridge of the introduction: the Evidentiary Transition. You learned that this sentence must group the support collectively to connect your broad opening to your specific thesis (central idea), rather than listing every detail one by one. You used GET SET to state your purpose, transition with grouped evidence, and land on your central idea. Next week you will refine these skills for even smoother writing."

80. Essential / Overarching Question, Answered

How does a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

A writer reads the broad statement of purpose first, then groups the supporting evidence into one collective phrase instead of listing every part. The writer uses the GET SET framework to create a smooth bridge in the middle sentence that connects the blue opening to the green thesis (central idea).

81. Teacher Reflection

- Which GET SET component (Statement of Purpose, Evidentiary Transition, or Thesis (central idea)) needed the most reteaching?
- How many students wrote a yellow sentence that listed every reason instead of grouping the support collectively?
- What evidence distinguished a smooth collective transition from one that was too broad like the blue opening?
- Which Ready, SET, Race card pair produced the strongest discussion about listing versus grouping?
- Who needs additional support with using collective phrases, and who is ready for independent introduction writing?
- Did the Very High stamina reading affect the quality of the yellow bridge, and what support should carry into Module 5?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Two independent GET SET introductions with the yellow Evidentiary Transition underlined, paired with the Day 5 ticket.
- A photograph of the GET SET anchor chart and a class model showing Statement of Purpose, Evidentiary Transition, and Thesis (central idea).
- A notebook sample with collective phrase frames used to group support from "Benjamin Franklin and Electricity" or "The Founding Fathers."

- A record of partners justifying why one yellow sentence groups the support smoothly while another lists every part.
- Before-and-after writing showing the change from listing specific details to using a collective Evidentiary Transition in the introduction.
- Progress ratings and next-step goals tied to specific student work on grouping evidence and bridging broad ideas to specific claims.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use the 41-slide Module 4 Daily Deck. The rows below group consecutive slide cues while preserving their order.

Slide	Title	Required Content	Lesson Location
1	Learning Destination	I Will and I Can statements for writing a yellow Evidentiary Transition that groups support collectively	Day 1 opening
2	Dot, Discover, Drop	Unknown-word reading habit using the very high stamina passages "Benjamin Franklin and Electricity" and "The Founding Fathers"	Reading access
3-4	The GET SET Introduction (Evidentiary Transition)	Module title; introduction diagram with the yellow Evidentiary Transition highlighted as the bridge	Day 1 Gather
5	List vs. Group	Difference between listing every reason and collectively referring to support in a smooth bridge sentence	Day 1 Reveal
6-7	Franklin Evidence Model	Broad opening stated, then specific yellow sentence from "Benjamin Franklin and Electricity" identified as the grouped transition	Day 1 Reveal
8-9	Founding Fathers Evidence Model	Broad opening stated, then matching yellow transition selected and justified for "The Founding Fathers"	Day 1 Reveal
10	Brain Break	Cheese Stack, Signal-Phrase Freeze, or MICE Chant	Day 1 within 15 minutes
11-12	Auditory Engagement	Six listing sentences, then six correct grouped matches to the Evidentiary Transition	Day 1 Reveal
13-14	Ready, SET, Race Directions	Game rules; layout of statement of purpose cards, evidentiary transition cards, and thesis (central idea) cards	Day 2 Attempt
15-18	Transition Match Sets 1-4	Franklin experiments; Franklin lightning rod; Founding Fathers Declaration of Independence; Founding Fathers Constitution	Day 2 Attempt
19-22	Transition Match Sets 5-8	Franklin community protection; Franklin scientific discovery; Founding Fathers liberty and rights; Founding Fathers government structure	Day 2 Attempt
23	Ready, SET, Race Key	Pairs 1-8 with justification for why the yellow sentence groups support instead of listing	Day 2 check
24-25	Partner Transition Selection	Unmarked passage section, then teacher model of selecting a collective phrase to bridge blue and green	Day 2 partner marking
26-30	Discussion Questions		Day 3 Discuss

		Connect move; Support move; Infer move; relevance check; inference validity using MICE framework	
31-34	Movement and Independent Writing	Brief movement; directions; Founding Fathers introduction response; Franklin introduction response	Day 3 Use
35-37	Strong Bridge and Next Goal	Yellow sentence drawing; curiosity questions about grouping support; next-step stem for revision	Day 4 Award + Target
38	Turn and Teach	Six oral frames explaining how the Evidentiary Transition bridges the introduction	Day 5 Explain
39-40	Writing Process Poem and Movement	GET SET chant; brief Air Sentence, Toe Touch Count, or Shoulder Shrug Freeze	Day 5 within 15 minutes
41	Exit Ticket	Write a yellow Evidentiary Transition for an unfamiliar prompt; include collective phrase and bridge function	Day 5 transfer

Use the passage copies, evidence cards, notebook fill-ins, and answer keys alongside the deck. Collect the independent introduction responses and the exit ticket as separate evidence of learning.

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Build a GET SET introduction live on a shared slide, revealing the Statement of Purpose, Evidentiary Transition, and Thesis (central idea) moves separately.
Annotation	Use blue, yellow, and green for the three introduction sentences; students mark their own copies before the teacher reveals the model.
Breakout discussion	Give each pair a set of listing and grouping sentence cards in a breakout room; students decide which one bridges smoothly before keeping a pair.
Oral response	Have students rehearse the yellow Evidentiary Transition aloud before typing it; use choral fill-ins when appropriate.
Asynchronous option	Share the model and the cards for independent replay; students record grouped sentences and explanations of why they bridge better than lists.
LMS submission	Collect two Day 3 GET SET introductions and a five-field Day 5 ticket. Preserve the separate scoring systems.
Digital tracking	Use private goals, digital progress ratings, and yellow highlighting of the Evidentiary Transition part. Save the work for Module 4.

PART XIX

Teacher Reflection

85. Teacher Reflection (Module 4: The Yellow Sentence)

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

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

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

Essential / Overarching Question, Answered

How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

A writer builds this bridge by using collective phrases to group evidence together instead of listing every detail. This allows the introduction to move smoothly from the broad Statement of Purpose to the specific Thesis (central idea), creating a polished and purposeful flow in the GET SET framework.