

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 8

Research: How Communities Grow
Grade 3

Module 1 PLACE: From Resource to Evidence

Module 2 PROBLEM: From Question to Solution

Module 3 PEOPLE: Choices, Service, and Memory

Module 4 TRANSFER: One Paper, One Proof, One Community

Overarching question: How do place, problems, and people work together to help a community grow, and how can one researcher prove it?

The Writing Academy®, LLC

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

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

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

PLACE: From Resource to Evidence

Grade 3 | Cluster 8 | Module 1

Grade: 3

Cluster: 8, Research capstone that closes Grade 3

Module: 1 of the cluster, PLACE

Primary Instructional Category: Research writing, evidence selection, and informational composition

Module Title: PLACE: From Resource to Evidence

Signature Idea: Research grows when a familiar fact becomes new evidence.

Source Focus: Passage 15, Community Quest Kids, Passage B, and earlier sources about the Nile, Plymouth, Poverty Point, frontier communities, and transportation

Primary TEKS: 3.13A-H research planning, source use, evidence collection, synthesis, citation, and presentation

Approximate Daily Instructional Time: exactly 20 minutes per day, across 5 days

Copyright: The Writing Academy®, LLC

1. A Little Inspiration Goes a Long Way!

This module begins with a research move that will last across the capstone: a fact becomes evidence only when a researcher gives it a job. Students are not rewarded for collecting the longest list. They select a detail that proves a reason, credit the source, and explain the proof.

TEACHER SCRIPT

"Research grows when a familiar fact becomes new evidence. This week, you will select facts that prove how place, resources, challenges, and human choices help communities grow strong."

Research move: ask what the place provides, what challenge it creates, what people choose to do, and what impact follows.

2. Why This Module Matters

Students begin with PLACE because communities do not grow in empty space. The Nile, Plymouth, Poverty Point, frontier environments, and modern transportation show the same pattern: the environment offers possibilities and limits, while people decide how to use, adapt to, protect, or exchange what the place provides. A familiar fact becomes new evidence when it proves one reason in a research paper.

This week establishes the difference between a report and research. A report may list that the Nile provided water. Research selects that detail, identifies its source, and explains how water helped people farm, travel, and build a community. The weekly product is one complete first body paragraph that proves how place, resources, challenges, and human choices help communities grow strong.

3. Module Essential / Overarching Question

How does the place around a community create both opportunities and challenges?

Students answer this question throughout the week and return to the complete answer in section 80.

My first thinking:

My evidence-based thinking at the end:

Family Communication**4. Parent Communication Purpose**

Families are partners in the research capstone. This communication explains that students are building one research paper across four modules: PLACE, PROBLEM, PEOPLE, and TRANSFER. This week students study how geography creates resources and challenges, then select and explain evidence that proves one reason about strong communities.

How to Send It: copy the English or Spanish letter, or send both. The conversation starters invite a short exchange, not an additional assignment.

5. Family Letter (English)

Dear Families,

This week your student is beginning Module 1 of Cluster 8, PLACE: From Resource to Evidence. We will investigate: How does the place around a community create both opportunities and challenges? Students are building one part of a monthlong research paper that asks, What helps a community grow strong?

Your student will study the Nile, Plymouth, Poverty Point, frontier environments, and transportation. The independent product is a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong. Students will use direct quotations and paraphrases as evidence, give source credit, and write E2 explanations that show what each piece of evidence proves.

Ask your student to teach you the module question and show you one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your student's teacher

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

Estimadas familias:

Esta semana su estudiante comienza el Módulo 1 del Grupo 8, PLACE: From Resource to Evidence. Investigaremos esta pregunta: How does the place around a community create both opportunities and challenges? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde: What helps a community grow strong?

El producto independiente es un párrafo completo del primer cuerpo que demuestra cómo el lugar, los recursos, los desafíos y las decisiones humanas ayudan a las comunidades a crecer fuertes. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes y escribirán explicaciones E2 que muestran lo que comprueba cada evidencia.

Pídale a su estudiante que le enseñe la pregunta del módulo y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

7. Family Conversation Starters

- Teach me the question: How does the place around a community create both opportunities and challenges?
- Show me one piece of evidence and explain why it has a job in your paper.
- What is the difference between a direct quotation, a paraphrase, and E2?
- Which source returned this week, and what new job did it perform?
- What did you award yourself for, and what target did you set?
- What new curiosity did your research create?

8. Simple Family Activities

Three-Minute Turn and Teach

The student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Place Detective at Home

Choose a familiar place such as a neighborhood, farm, park, or town. Name one resource, one challenge, one human choice, and one impact. The student says whether each detail is only a fact or evidence with a job.

Teacher Road Map

9. Teacher Navigation Key

The symbols show the purpose of each moment. Keep the research question visible all week.

- **TEACH** : teacher makes a research move visible
 - **LEARN** : student practices selecting and explaining evidence
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language in quotation marks
- Class Slide** : corresponding click-along slide or display

10. GRADUATE Evidence Alignment

The five-day GRADUATE lesson makes one research move visible each day.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the place question and separates a report fact from a research move.
Reveal	■ TEACH	Models how to select evidence, give source credit, and explain proof.
Attempt	○ LEARN	Students build the PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT chain.
Discuss	○ LEARN	Students defend why a card or source proves the assigned reason.
Use	✓ ASSESS	Students draft Body Paragraph 1 with Q, P, source credit, and E2.
Award	✓ ASSESS	Students identify a specific research strength in their own draft.
Target	✓ ASSESS	Students name the exact next action or curiosity that will improve the work.
Explain and Educate	✓ ASSESS	Students teach what place evidence proves and transfer the process to the next module.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 8, Module 1, PLACE: From Resource to Evidence
Cluster purpose	One research paper across PLACE, PROBLEM, PEOPLE, and TRANSFER.
Primary TEKS	[3.13A-H] , with [3.11B(i)] , [3.11B(ii)] , [3.11B(iii)] , [3.11C(i-x)] , and [3.11D(i-xxxii)] .
Learning destination	Use evidence from more than one source to complete a first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.
Research framework	PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT; thesis (central idea) plus three reasons across the paper.
Evidence routine	R reason, E1 evidence, E2 explanation; Q direct quotation, P paraphrase, source credit, and corroboration.
Daily Lesson Time	20 minutes each day for 5 days

Weekly product	Independent U Product: a complete first body paragraph proving one reason about place and strong communities.
----------------	---

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will answer the module question, use evidence from more than one source, and write a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

I Can Statements

- I can name a place, resource, challenge, choice, and impact from a source.
- I can select a detail that proves my R reason.
- I can choose Q or P and give source credit.
- I can write E2 that explains meaning, importance, and proof.
- I can corroborate one reason with two sources.

I Will Statements

- I will distinguish collecting facts from selecting evidence.
- I will use direct quotations and paraphrases accurately.
- I will make my researcher's explanation louder than the source voice.
- I will complete Body Paragraph 1 for the monthlong paper.

CLASS SLIDE

Daily Deck, Module Slide 2: I can use research evidence to complete a first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

13. Success Criteria

Students should know exactly what successful research writing looks like.

- My R reason matches the assigned thesis (central idea) reason.
- I use at least one direct quotation and one paraphrase from at least two approved sources.
- Every quotation has quotation marks and source credit.
- Every paraphrase changes words and structure and has source credit.
- After each E1, my E2 explains meaning, importance, and how the evidence proves the R.
- A linking sentence connects place and human choice.

14. Evidence That Will Demonstrate Mastery

The teacher collects evidence of the research process and the finished weekly product.

- Day 2 game placements with oral because statements.
- Day 3 independent Body Paragraph 1 draft with Q, P, source credit, and E2.
- Day 4 evidence-based award and precise target.
- Day 5 Place Expert Press Conference and module exit ticket.
- Writing Assignment: a complete first body paragraph for the research portfolio.

15. TEKS Correlations

These standards are applied through research planning, evidence selection, explanation, revision, and publication.

TEKS	Student Expectation and Application	Evidence
3.11B(1)		Research paper plan

	Develop drafts by developing an engaging idea and organizing information for a particular purpose and audience; applied in the SET introduction and purposeful body paragraph.	
3.11B(ii)	Develop drafts with an introduction, a body, and a conclusion; the cluster uses an R1, R2, R3 conclusion.	Whole-paper plan
3.11B(iii)	Develop drafts with relevant details and an engaging idea; this module sustains E2 and connects sources.	Body Paragraph 1
3.13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation.	Q, P, source credit, corroboration, presentation
3.11C(i-x)	Revise for sentence structure, word choice, coherence, and clarity.	Day 4 target revision
3.11D(i-xxxii)	Edit the weekly writing and final publication using cumulative conventions.	Editing check

16. Standards Coverage Matrix

Classification	TEKS	Where It Occurs	Evidence of Learning
PRIMARY	3.13A-H	All five days	Research notes, source credit, synthesis, and press conference
PRIMARY	3.11B(i) and 3.11B(iii)	Days 1, 3, and 5	Organized R, E1, E2 body paragraph
RECURSIVE	3.11C(i-x) and 3.11D(i-xxxi)	Day 4 and writing assignment	Clear, edited, connected sentences
SPIRAL	3.7C , 3.7D , 3.7E , 3.7F , 3.7G	Reading, annotation, evidence, vocabulary, explanation	Q, P, source notes, and E2

17. ELPS Correlations

ELPS	Student Expectation	Day Addressed
ELPS 2(E)	Use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
ELPS 4(C)(ii)	Write using content-area vocabulary.	Days 3 and 5
ELPS 4(D)(iii)	Write using a variety of grade-appropriate connecting words.	Days 3 and 4
ELPS 4(F)(i)	Write to narrate, describe, explain, respond, or persuade with detail in the content areas.	Days 3 and 5

ELPS Woven Into Intervention

ELPS	Support	Student Evidence
ELPS 2(E)	Use oral rehearsal with the PLACE chain and E2 frames.	Because statement
ELPS 4(C)(ii)	Keep a visual word bank for resource, challenge, corroborate, and impact.	Vocabulary in draft

ELPS Woven Into Enrichment

ELPS	Extension	Student Evidence
ELPS 4(D)(iii)	Vary transitions while comparing two source forms.	Precise linking sentence
ELPS 4(F)(i)	Teach the evidence chain aloud to a listener.	Place Expert Press Conference

18. ELPS Linguistic Accommodations

Proficiency Level	Language Objective
Pre-Production	Point to PLACE, RESOURCE, CHALLENGE, CHOICE, or IMPACT and match a picture or source card.
Beginning	Complete orally: "This evidence proves my reason because _____."
Intermediate	Use: "Passage 15 says _____. This means _____." or "Community Quest Kids explains _____. This matters because _____."
High Intermediate	Explain how a familiar fact becomes evidence when it proves an R reason.
Advanced	Corroborate one reason with two sources and explain why both are relevant.

Language Supports

- Provide a two-column Q and P chart with a third E2 box for the researcher's thinking.
- Offer oral rehearsal before writing, but keep source selection with the student.
- Use the frames "This means...", "This matters because...", and "This helps prove my R because..."
- Invite students to explain the evidence chain in their home language before drafting in English.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear source statements and decide Q, P, or E2 before writing.
Speaking	Students defend each game placement with a because statement and teach evidence aloud.
Reading	Students reread selected source sections to locate relevant evidence and identify source form.
Writing	Students write R, E1 with source credit, sustained E2, and a linking sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Reread a source aloud, provide selected excerpts, and let students use the organizer, anchor charts, and sentence frames.	Choose the student's evidence, decide Q or P, write the E2 sentence, or supply the proof.

The student must still select evidence that matches the R, give source credit, and explain how the evidence proves the reason.

21. Rigor & Cognitive Demand

Level	What Students Must Do	Independence	Evidence
Literal	Identify a source, a fact, and its form.	Supported	Names the source and states a fact.
Inferential	Decide whether a detail is relevant to the R and choose Q or P.	Guided Days 1 and 2, independent Day 3	Selects relevant evidence and gives source credit.

Evaluative	Explain how the evidence proves the R and corroborate across sources.	Partner discussion Day 3, independent Day 5	Writes sustained E2 and connects two sources.
Synthetic	Connect the place chain to one body paragraph.	Independent by Day 5	Links resource, challenge, choice, and impact.

22. The Five Thinking Levels

Level	Thinking Stage	Description
Level 1, Red	Foundational	Names a source or repeats a fact.
Level 2, Orange	Emergent	Sorts a fact as Q, P, or E2 with support.
Level 3, Yellow	Visible	Selects evidence that matches an R.
Level 4, Green	Independent	Explains meaning, importance, and proof in E2.
Level 5, Blue	Reflective	Corroborates sources and connects place to the larger question of strong communities.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational	What fact did I find?	I can name the source.	Source identification
Emergent	What job can this detail do?	I can sort Q, P, or E2.	Evidence form
Visible	How does it prove my R?	I can write E2.	Relevance and proof
Independent	What does a second source confirm?	I can corroborate.	Synthesis
Reflective	What does this teach about communities?	I can connect place and human choice.	Big picture

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	Practical Self-Correction
More facts make a stronger paper.	A long list may be rewarded even when details do not prove the R.	Ask, "What job does this fact perform?"
A quotation is always stronger than a paraphrase.	Students may be pushed to quote everything.	Ask whether the exact words or the idea matters more.
Evidence speaks for itself.	E1 may be accepted with little E2.	Require meaning, importance, and proof after every E1.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	Correction
Research means copying every interesting fact.	The student lists details with no R.	Point to the R and ask which sentence proves that exact reason.
A place builds a community by itself.	The student names resources but no human choice.	Ask, "What did people do with the resource?"
Any detail about a river or road belongs in the paper.	The student adds an irrelevant fact.	Ask, "Interesting or relevant? Does it prove the R?"

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Exact standards and breakouts being taught: **[3.13A-H]** research planning, source use, evidence collection, synthesis, citation, and presentation; **[3.11B(i)]**, **[3.11B(ii)]**, and **[3.11B(iii)]** for organized, relevant drafting; **[3.11C(i-x)]** for revision; and **[3.11D(i-xxxii)]** for editing.

26. How I Say the Standard!

TEKS says	How I say it
[3.13A-H] research planning, source use, evidence collection, synthesis, citation, and presentation	I use more than one source, choose evidence for my reason, give source credit, and explain what the evidence proves.
[3.11B(i)] develop drafts by developing an engaging idea and organizing information for a particular purpose and audience	I organize my body paragraph so my reader can follow my reason, evidence, and explanation.
[3.11B(iii)] develop drafts with relevant details and an engaging idea	I choose details that have a job in my research instead of collecting every fact.
[3.11C(i-x)] revise drafts to improve sentence structure, word choice, coherence, and clarity	I revise so my evidence and explanation connect clearly.

27. This Week I Can...

- I can use the PLACE chain: PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT.
- I can tell the difference between a report fact and selected evidence.
- I can use Q, P, E2, and source credit in one body paragraph.
- I can corroborate one reason with a second source.

28. Before I Can... Prerequisites

- ☐ name the topic and the assigned R reason
- ☐ reread a short section of a source
- ☐ tell whether words are copied exactly or changed into a paraphrase

- ☐ write a sentence beginning with This means, This matters because, or This helps prove my R because
- ☐ identify one place-based resource and one challenge

29. Remember This! (60-Second Retrieval)

Retrieve the chain aloud: place, resource, challenge, choice, impact. Then name one source detail that proves the R. A complete retrieval response sounds like this: "The Nile was the place. Water and fertile soil were resources. Floods were a challenge. People farmed and traveled. Villages grew. Passage 15 supports this evidence."

30. Vocabulary Infusion

TEACHER SCRIPT

"These words help you make research thinking precise. Use them when you name a source, select evidence, and explain what the evidence proves."

Word	Student-Friendly Meaning	Sentence Frame
evidence	a source detail used to prove a reason	This evidence proves my R because...
source	the text or person that gives information	My source explains...
corroborate	to confirm an idea with another source	A second source corroborates this because...
impact	the effect of a choice	The impact was...

31. Conventions Connection

During Day 4 revision, students check sentence boundaries, capital letters, punctuation around quotations, subject and verb agreement, and clear connecting words. Conventions support the meaning of R, E1, and E2; they do not replace evidence or explanation. Apply **3.11D(i-xxxi)** during the weekly draft.

32. Writing Connection

The first body paragraph begins with the assigned R reason, includes one direct quotation and one paraphrase from at least two approved sources, follows every E1 with multiple E2 sentences, and ends with a linking sentence connecting place and human choice. This paragraph becomes part of the cluster research portfolio.

33. Watch Out!

- Do not confuse collecting an interesting fact with selecting evidence.
- Do not let a quotation stand without source credit.
- Do not let an E1 stand without E2.
- Do not choose a second source merely because it names the same place. It must help prove the same R.

34. Ready Check

Before Day 1: Can students name a community place, a resource, a challenge, a human choice, and an impact? Can they explain that a familiar fact becomes evidence when it proves an R?

Use a quick oral check. Say, "The Nile River provided water." Students answer whether the sentence is a fact or evidence, then add an E2 sentence that gives it a research job.

35. Teacher Look-Fors

- The student names the R before selecting a detail.
- The selected detail is relevant, not merely interesting.
- Q and P are labeled accurately.
- Source credit appears with each borrowed detail.
- E2 explains meaning, importance, and proof.
- A second source corroborates the same reason.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Tier 1 words are familiar ideas you need for this week's research. You will point to the place, name the resource, and explain the choice."

Word	Meaning	Example from the sources
place	the land and setting where people live	The Nile Valley was a place where a community grew.
resource	something people can use to meet a need	Water, timber, soil, fish, and harbors are resources.
challenge	a problem or difficulty	Floods, drought, distance, and harsh weather are challenges.
choice	a decision about what to do	People chose to farm, trade, build, adapt, or travel.
impact	the effect of a choice	Roads connected communities and changed travel.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Tier 2 words help you explain research moves. Say the word, point to the source, and tell what job the detail performs."

Word	Meaning	Use in this module
select	choose for a purpose	Select evidence that proves the R.
relevant	closely connected to the reason	Reject a detail that is interesting but not relevant.
adapt	change to fit conditions	Frontier families adapted homes and routines.
corroborate	confirm with another source	Use Plymouth and Passage 15 to corroborate a resource reason.
synthesis	combine ideas from sources	Connect water, choice, and community growth.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"Tier 3 words belong to research writing. Use them accurately when you explain how a source supports your reason."

Word	Research Meaning	Model
direct quotation	the source's exact words in quotation marks	Community Quest Kids states, "A place gives people resources and challenges."
paraphrase	the source's idea in new words and structure	Passage 15 explains that the Nile supported several daily needs.
source credit	naming where borrowed information came from	According to Passage 15, the river provided water and fertile soil.
corroboration	confirmation of a reason by a second source	Passage B confirms that a place can offer resources and limits.
E2 explanation	the researcher's reasoning after E1	This matters because people made choices that turned resources into community support.

39. Background Knowledge & Teacher Context

Every community begins in a place. A river may provide water, fish, fertile soil, and transportation. A forest may provide timber but make travel difficult. A harbor may connect people to distant goods. A desert may hold valuable resources while offering little water. The place creates possibilities and limits; people decide how to respond.

The Research Context

Passage 15, Community Quest Kids, Passage B, Passage 1, Passage 2, Passage 3, and Passage 9 provide the approved source set. The familiar Nile detail returns with a new job: it proves the R that people use place-based resources to meet needs. The researcher's E2 must be longer and louder than the source quotation.

40. Materials Needed

Material	Purpose
Passage 15 and selected source excerpts	Read, reread, and select evidence.
PLACE chain case mats and cards	Build PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT.
Q, P, and E2 tokens	Label evidence form and researcher explanation.
R, E1, E2 organizer	Plan the first body paragraph.
Vocabulary list and source-credit strip	Support precise research language.
Exit ticket and portfolio folder	Collect Day 5 evidence and preserve the weekly product.

41. Preparation Before Day 1

1. Print or display the module question.
2. Prepare three case mats: Nile River, Plymouth, and Poverty Point.
3. Prepare the matching cards and Q, P, E2, and source-credit tokens.
4. Mark short excerpts from Passage 15 and the approved earlier sources.
5. Write the weekly R: Communities grow strong when people use place-based resources and possibilities to meet needs.
6. Set out the R, E1, E2 organizer and the family letter.

42. Weekly Timing & Transition Overview

Day	Time	Stage	Purpose
Day 1	20 MINUTES	G + R	Separate report facts from research evidence and model the place chain.
Day 2	20 MINUTES	A	Place Evidence Expedition: select relevant cards and defend the placement.
Day 3	20 MINUTES	D + U	Discuss corroboration and write Body Paragraph 1 independently.
Day 4	20 MINUTES	A + T	Award a specific strength and set a precise revision or curiosity target.
Day 5	20 MINUTES	E	Teach the research move, answer the exit ticket, and close the week.

43. Tiny Times Transition

Use the same quick transition each day: point to the module question, name the R, touch the source, and say the evidence job. Move from reading to selecting with, "Fact, job, proof." Move from selecting to writing with, "R, E1, E2." Move from writing to sharing with, "Source, meaning, impact." Keep each transition under one minute.

Citizenship & Content Connection

44. The Citizenship Connection

Place-Based Question	Community Example	Research Connection
What does this place provide?	Nile Valley	Water, fertile soil, fish, and a route for transportation supported many needs.
What challenge will people face?	Nile, frontier, and desert environments	Floods, harsh winters, difficult travel, and scarce water required choices.
What can people do when a resource is scarce?	Poverty Point	Trade and waterways connected people to distant materials.
How does a choice affect a community?	Plymouth and modern roads	Using timber, harbors, and travel routes helped communities connect and grow.

Students learn that geography matters and people matter too. A river alone is not a community. People use resources, solve problems, work together, and make choices about how they will live.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

PLACE Chain

Step	Question	Example
PLACE	Where did people live?	Near the Nile, at Plymouth, or at Poverty Point
RESOURCE	What did the place provide?	Water, soil, timber, shells, stone, copper, or a harbor
CHALLENGE	What difficulty did it create?	Flood, drought, distance, winter, or scarcity
CHOICE	What did people do?	Farm, trade, build, travel, store, adapt, or modify
IMPACT	What changed?	Needs were met and the community became connected or stronger

Research or Report?

Report fact	Research evidence
The Nile River provided water.	Passage 15 says the river provided water, fertile soil, fish, and transportation. This proves that people could use one place to meet several needs.
Poverty Point had seashells.	The traveling shell becomes evidence when it proves that people traveled, communicated, and exchanged resources.
Plymouth had a harbor.	The harbor is evidence when it helps prove that settlers had access to ships and distant connections.

R, E1, E2 Chart

R	E1	E2
People use place-based resources to meet needs.	Q or P with source credit	Meaning, importance, and how the detail proves the R

46. Core Research Move / Strategy Explanation

CREATE THE ANCHOR CHART

Display the five-part chain PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT. Under it, display the research move: name the R, select E1, credit the source, and write E2. Teach that a familiar fact becomes new evidence only when it proves a reason.

Students may quote exact words when the wording matters. They may paraphrase when the idea matters more than the wording or when several details need to be condensed. Both forms require source credit. After E1, students write E2: This means, This matters because, and This helps prove my R because.

47. Student Source Passage(s)

Passage use: use the research source below at low stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "A Place to Grow: How Geography Helps Build a Community" (Stamina: Low)

[1] Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges. Throughout history, people have had to ask important questions before a community could grow. Where will we get water? How will we find or grow food? What materials can we use for homes? How will we travel? What can we do if our community does not have a resource we need? The answers have been different in different places, but one idea appears again and again: where people live affects how they live.

Water Changes Everything

[2] Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals. Rivers can also provide fish and create routes for transportation. Ancient Egypt is one example. Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land. Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. For thousands of years, the Nile flooded nearby land. After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. The river also provided fish, drinking water, and a way to move people and goods. Instead of struggling across the hot desert, travelers could use boats on the Nile. Farmers, merchants, builders, and families all benefited from the river. Over time, villages and cities grew near the Nile. The Nile did not build those communities. People did. However, the river gave people resources they could use. This same pattern can be seen in many other places. Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.

People Use What the Land Provides

[3] Water is important, but communities need other resources too. People have often looked at the land around them and asked, What can we use? Forests can provide wood. Grasslands can provide space for grazing animals and growing certain crops. Rivers can provide water and transportation. Coastal areas can provide fish and access to waterways. Good soil can support farming. The Pilgrims who arrived in present-day Massachusetts in 1620 also had to think about their environment. After crossing the Atlantic Ocean on the Mayflower, they needed a place where they could establish their settlement. They eventually settled at Plymouth, an area within the homeland of the Wampanoag people and a place that had previously been home to the Patuxet people. The location offered resources the English settlers needed. Fresh water was nearby. Forests provided timber that could be used for shelters and fires. The harbor provided access for ships. Land that had previously been cleared could be used for planting. The settlers still faced enormous challenges, especially during their first winter, but geography affected the choices they made. The same idea can be seen on the American frontier many years later. Families such as the Ingalls family, whose experiences Laura Ingalls Wilder later described in her books, lived in several different environments. In forested areas, wood was available for building. On open grasslands, trees could be harder to find, so people sometimes used other materials. People adapted their homes, work, transportation, and daily routines to the environments in which they lived.

Geography Creates Challenges Too

[4] A good location does not provide everything. A river may flood. A plain may experience drought. A forest may provide timber but make travel difficult. A desert may have valuable resources but little water. Cold

climates may create short growing seasons. Hot climates may make farming difficult without enough water. Throughout history, communities have survived by learning how to respond to these challenges. Ancient Egyptian farmers learned to work with the Nile's flood cycle. Frontier families stored food and fuel for winter. Farmers in different regions selected crops that could grow in their local environments. People developed tools, shelters, farming methods, roads, boats, and other solutions because geography required them to solve problems. In other words, people do not simply live in an environment. They adapt to it. Sometimes they also modify it. Farmers dig irrigation channels to carry water toward crops. Builders construct roads and bridges. Communities clear land, build harbors, or create dams. These changes can make life easier, but they also remind us that people must think carefully about how their choices affect the environment. What Happens When a Community Does Not Have What It Needs? No place has every resource. Imagine that one community has plenty of stone but no seashells. Another has shells from the coast but needs a type of stone found far away. What can they do? They can trade. Trade allows people to exchange resources, goods, or services. Long before trucks, airplanes, or modern highways existed, people found ways to move valuable items over great distances. Poverty Point provides an excellent example. Poverty Point was an important ancient site in what is now Louisiana. Archaeologists have discovered objects there made from materials that came from distant places. One of the most interesting clues is seashells. A shell might not seem like an important historical object until someone asks a question: What is a seashell doing hundreds of miles from the coast? That question turns an ordinary object into evidence. Archaeologists have also found stone and copper from distant regions. These discoveries suggest that people were connected through long-distance networks of travel and exchange. Major rivers, including waterways connected to the Mississippi River system, helped people travel and transport goods. The traveling shell therefore tells a much larger story. It tells us that communities did not always remain isolated. People traveled. People communicated. People exchanged resources. And when something valuable was scarce in one place, trade could help people obtain it from somewhere else.

Transportation Connects Places

[5] As communities grow, people need ways to move. The type of transportation they use often depends on geography and technology. Ancient Egyptians used boats on the Nile. People connected to Poverty Point traveled along waterways. The Pilgrims crossed the Atlantic Ocean by ship. Frontier families moved by wagon. Later, automobiles changed how quickly people could travel between towns and cities. Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families. As cars became more common, communities built and improved roads. People could travel farther for work, shopping, school, and recreation. Transportation can change how communities connect. A river can become a trade route. A harbor can connect a settlement to distant places. A road can connect a small town to a larger city. New forms of transportation can make the distance between communities seem smaller.

Geography Can Influence Work

[6] Where people live can also influence the jobs they do. Near the Nile, many people became farmers, fishermen, boat workers, merchants, or builders. In forested areas, people might work with timber. In farming communities, people may grow crops or raise animals. Near waterways, people may fish, trade, transport goods, or build boats. As technology changes, new kinds of work appear. A location does not decide a person's future, but geography can create opportunities that affect how a community develops. This helps explain why communities in different places often look and operate differently.

People Turn Places Into Communities

[7] A river alone is not a community. Neither is a forest, a harbor, a plain, or a field. A place becomes a community when people begin using its resources, solving its problems, working together, building homes, creating transportation, growing food, exchanging goods, and making decisions about how they will live. Ancient Egyptians used the Nile to support a civilization. People connected to Poverty Point created networks of

travel and exchange. The settlers at Plymouth used nearby water, timber, land, and a harbor as they established their colony. Frontier families adapted to changing environments as they moved across parts of the United States. In every example, geography mattered. But people mattered too. The environment offered possibilities. People made choices about what to do with them. That pattern continues today. Modern communities still need water, food, shelter, transportation, jobs, and resources. People still consider geography when deciding where to build roads, homes, businesses, farms, and cities. The tools have changed, but many of the questions remain familiar. What does this place provide? What challenges will we face? What resources are scarce? How can we obtain what we need? How can we travel and trade? How can we use the environment responsibly? Every community has its own answers. That is why geography is more than studying maps or memorizing the names of landforms. Geography helps us understand why people settled where they did, how they met their needs, how they connected with others, and how communities changed over time. Every community begins with a place, but people decide how that place will grow.

48. Student Annotation Guide

Passage 15

Mark	Student Action	Example
P	Underline the place.	Near the Nile River
R	Box a resource.	fertile soil, fish, drinking water
C	Circle a challenge.	flood, drought, little water
Q or P	Label a sentence for evidence form.	Exact words or changed words
E2	Write the proof in your own reasoning.	This helps prove my R because...

Earlier Sources

Source	Look for	New research job
Community Quest Kids	"A place gives people resources and challenges."	Direct quotation that states the whole place pattern.
Passage B	people adapting to local conditions	Corroborate choice and impact.
Passage 1, 2, 3, or 9	a place-based detail	Return a familiar fact as new evidence for the assigned R.

49. TRACKS Evidence Highlighting

Use TRACKS to make source work visible. Students may use the same source more than once when a new R gives a familiar detail a new job.

TRACKS Move	Student Action
T: Topic	Name the research topic and weekly R.
R: Read	Reread the selected source section.
A: Annotate	Mark place, resource, challenge, choice, and impact.
C: Choose	Select relevant evidence and decide Q or P.
K: Keep credit	Record the source.
S: Show proof	Write E2 that explains how the evidence proves the R.

Use the checklist after each source read: name the R, mark the relevant detail, label Q or P, record source credit, and write E2 for meaning, importance, and proof.

STUDENT CHECK

Did I select evidence for a reason, or did I merely collect a fact? Did I use a second source to corroborate the same reason?

50. Five-Day GRADUATE Lesson

Daily block: Each day is exactly 20 MINUTES. This is the full Low energy research lesson for PLACE: From Resource to Evidence.

DAY 1 | GATHER + REVEAL | 20 MINUTES

From familiar fact to research evidence

Standard	Focus
3.13A-H	Plan research, use sources, select evidence, and explain a research move.
ELPS 2(E)	Explain information orally with increasing specificity and detail.

Purpose: Name the module question, introduce the PLACE chain, and model how a selected fact proves an R.

TEACHER SCRIPT

"Every community begins in a place. Today you will notice what a place provides, what challenge it creates, what people choose, and what impact follows. A fact becomes evidence when it proves your reason."

Display five objects or images: a water container, soil, timber, a shell, and a road. Ask what each might help a community do. Read the Passage 15 excerpt about the Nile. Students name one fact. Then model the move: the Nile provided water is a fact; it becomes evidence when it proves that people used a resource to meet needs.

CLASS SLIDE

Module Slide 3, A Place Gives Possibilities and Limits. Module Slide 4, The PLACE chain. Module Slide 5, Fact or Evidence?

Reveal: Teacher Think-Aloud

Write the R: Communities grow strong when people use place-based resources to meet needs. Select the detail that the Nile provided water, fertile soil, fish, and a travel route. Label it P because the idea is paraphrased. Give source credit: Passage 15 explains. Add E2: This means the river supported farming, movement, and daily life. This matters because people used one place to meet several needs. This helps prove my R because people made a choice to use the resource.

Check for Understanding

- Which sentence is only a fact?
- Which sentence has a research job?
- Why must E2 follow E1?

Day 1 evidence: student can name the R, identify a useful source, and explain why E2 must follow E1.

DAY 2 | ATTEMPT | 20 MINUTES

Place Evidence Expedition

Standard	Focus
3.13A-H	Collect relevant evidence, distinguish Q and P, and give source credit.
ELPS 4(C)(ii)	Write using content-area vocabulary such as resource, challenge, and impact.

Purpose: Select relevant evidence, label Q or P, give source credit, and defend the PLACE chain.

TEACHER SCRIPT

"Your team will not collect every card. Select only the cards that prove the assigned reason. The Evidence Checker will decide Q or P, and the Reason Reporter will explain the job."

Game Roles and Directions

Roles: Reader, Card Cartographer, Evidence Checker, and Reason Reporter. Place a case mat for Nile River, Plymouth, or Poverty Point. The Reader reads every card aloud. The team selects the cards that correctly build PLACE, RESOURCE, CHALLENGE, CHOICE, and IMPACT. The Evidence Checker places a Q or P token and a source-credit token. The Reason Reporter says, "This evidence helps prove our R because..." Check the answer key after the explanation.

Case	Correct chain	Model because statement
Nile River	Nile, water and fertile soil, flood cycle, farm and travel, villages grow	This evidence helps prove our R because people used water and soil to meet needs.
Plymouth	Plymouth, fresh water and timber, first winter, settle and plant, colony develops	This evidence helps prove our R because people chose how to use nearby resources.
Poverty Point	Louisiana site, shells and distant stone, scarcity, trade by waterways, communities connect	This evidence helps prove our R because people exchanged what the place did not provide.

Day 2 evidence: student rejects a distractor, labels evidence form, gives source credit, and defends a placement.

DAY 3 | DISCUSS + USE | 20 MINUTES

Corroborate and write Body Paragraph 1

Standard	Focus
3.11B(i) and 3.11B(iii)	Organize a relevant body paragraph with R, E1, and sustained E2.
3.13A-H	Synthesize evidence from at least two sources and give source credit.

Purpose: Discuss why two sources can prove one R, then write independently.

TEACHER SCRIPT

"You are a strong researcher when you ask, Which selected evidence proves your R, and what does it mean? Use a second source to corroborate the same reason."

Discuss

Ask: How does Passage 15 show a resource? How does Passage B show a resource? What do both prove? Expected response: the Nile provided water and fertile soil, while Plymouth offered fresh water, timber, a harbor, and cleared land. Together they prove that people use what a place provides to meet needs, even while facing challenges.

Independent U Product

Independently write Body Paragraph 1. Begin with the assigned R: One way communities grow strong is when people use the resources and possibilities of a place to meet their needs. Include one direct quotation and one paraphrase from at least two approved sources. After each E1, write E2 that explains meaning, importance, and proof. End with a linking sentence connecting place and human choice.

Student Planner

- ☐ My R is clear.
- ☐ My first E1 is Q or P and has source credit.
- ☐ My E2 explains meaning, importance, and proof.
- ☐ My second source corroborates the same R.
- ☐ My linking sentence connects place and human choice.

Day 3 evidence: source credit, accurate Q or P, relevant selection, and sustained E2.

DAY 4 | AWARD + TARGET | 20 MINUTES

Recognize a strength and set a next action

Standard	Focus
3.11C(i-x)	Revise sentence structure, word choice, coherence, and clarity.
3.11D(i-xxxii)	Edit the weekly writing with cumulative conventions.

Purpose: Make growth visible through evidence-based reflection and revision.

TEACHER SCRIPT

"Award yourself for one research move you can point to in your paper. Then set a target that names the exact sentence, source note, or explanation you will improve."

Award

Students choose one: I selected relevant evidence; I labeled Q or P accurately; I gave source credit; I wrote E2; I corroborated with a second source. Each student points to the evidence in the draft and completes, "I award myself for _____ because my paper shows _____."

Target

Students choose one precise action: add source credit, replace an interesting fact with relevant evidence, add a meaning sentence, add an importance sentence, add a proof sentence, or connect the two sources. Use **3.11C(i-x)** when students revise for clarity and coherence.

Teacher Conferencing Script

TEACHER SCRIPT

"Point to the sentence that proves your award. Now point to the place where your next action belongs. I will ask a question, but you remain the researcher who decides the change."

Day 4 evidence: before-and-after revision and an exact next action or curiosity.

DAY 5 | EXPLAIN + EDUCATE | 20 MINUTES

Place Expert Press Conference and exit ticket

Standard	Focus
3.13A-H	Present a researched explanation with source credit and synthesis.
ELPS 4(F)(i)	Write to describe, explain, and respond with detail in the content area.

Purpose: Teach the research move aloud, listen for E2, answer the module question, and place the paragraph in the portfolio.

TEACHER SCRIPT

"Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Point to your work and speak naturally."

Student Oral Frames

- My R states...
- One source I used was...
- I quoted the words... because...
- I paraphrased the idea that...
- This evidence means...
- The human choice was...
- Together, the evidence proves...

Listener Responsibilities

- Listen for a clear R.
- Identify Q or P.
- Listen for source credit.
- Ask one why or how follow-up question.
- Name one strength in the E2 explanation.

Module Exit Ticket

1. Write the Week 1 R from memory.
2. Name one place, one resource, and one challenge from the sources.
3. Write one sentence explaining the human choice.
4. Label one sentence Q or P and give source credit.
5. Answer the module question in one complete sentence.

Day 5 evidence: oral teaching, listener feedback, exit ticket, and module question answer.

Student Exemplars

51. Low / Developing Exemplar

Prompt: Independently write Body Paragraph 1. Begin with the assigned R. Use one direct quotation and one paraphrase from at least two approved sources. Explain what the evidence proves.

Student Response	Teacher Analysis
"Places help communities. The Nile had water. Plymouth had timber. Communities got strong."	The writer names places and resources, but the R is broad, source credit is missing, Q and P are not shown, and E2 does not explain human choice or proof.

Next move: ask the student to name the R, choose one source detail, label Q or P, and complete "This helps prove my R because..."

52. Medium / Approaching Exemplar

Student Response	Teacher Analysis
"One way communities grow strong is when people use resources in a place. Passage 15 says the Nile provided water and fertile soil. This helped people grow food. The Pilgrims used forests and a harbor at Plymouth. This shows that places can help people."	The writer has a usable R, two relevant examples, source naming, and some explanation. Add one direct quotation, one true paraphrase, deeper E2, and a clear connection to human choice.

Next move: revise the first source note into Q or P, add meaning, importance, and proof, then use a second source to corroborate the same R.

53. High / Secure Exemplar

Student Response	Teacher Analysis
"One way communities grow strong is when people use the resources and	The writer uses a clear R, a paraphrase, a short direct quotation, source credit, corroboration, and sustained E2. The researcher voice explains meaning, importance, and proof.

possibilities of a place to meet their needs. Passage 15 explains that the Nile River provided water, fertile soil, fish, and a route for transportation. This means the river supported several needs at the same time, but people still had to farm the soil, build boats, and organize life around the flood cycle. The evidence proves that a useful place becomes more powerful when people make thoughtful choices. Community Quest Kids states, \"A place gives people resources and challenges.\" This exact wording is important because it reminds us that every location has both help and difficulty. At Plymouth, settlers used timber, fresh water, land, and a harbor while also facing winter. Together, the sources show that geography can open possibilities, but people strengthen a community by deciding how to use what the place provides."

Additional Secure Exemplars

R	Evidence	E2
---	----------	----

Communities respond to place-based challenges.	Passage 15 explains that farmers worked with the Nile's flood cycle.	This proves that a resource can create a challenge, and people can adapt their choices to use it.
--	--	---

Secure Response: Corroboration

Source One	Source Two	Whole-Evidence Explanation
Passage 15: the Nile supplied water, soil, fish, and transportation.	Passage B: Plymouth supplied fresh water, timber, land, and a harbor.	Together, the sources corroborate that communities grow when people use local resources while responding to local challenges.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Expected R: Communities grow strong when people use place-based resources and possibilities to meet needs. Accept equivalent wording when the student connects place to a human choice and impact.

Acceptable evidence: Nile water or fertile soil, Plymouth timber or harbor, Poverty Point shells or distant stone, frontier wood or harsh weather, and roads or waterways as travel connections. The detail must be relevant to the assigned R.

E2 requirement: after each E1, the student explains meaning, importance, and proof. If a student names a fact without explanation, ask, "What job does this fact perform?"

55. Standards Evidence Trail

Standard	Student Artifact	Teacher Look-For
3.13A-H	Source notes, Q and P labels, source credit, corroboration, press conference	Research process is visible.
3.11B(i)	R, E1, E2 organizer and body paragraph	Purposeful organization.
3.11B(iii)	Relevant selected details and sustained E2	Details have a research job.
3.11C(i-x)	Day 4 revision	Clarity, coherence, and word choice improve.

56. Assessment Opportunities

Day	Evidence of Learning
Day 1	Fact or evidence sort, source and job identification, oral E2.
Day 2	Game placements, because statements, source-form accuracy, distractor rejection.
Day 3	Discussion reasoning, independent U writing, source credit, E2 completeness.
Day 4	Evidence-based award, precise target, before-and-after revision.
Day 5	Oral teaching, listener feedback, exit ticket, module question answer.

Check	Look or listen for	Response
Listen	because, this means, this matters, this proves	Prompt the E2 ladder.
Look	Q or P label and source credit	Ask the student to name the source.
Collect	R, E1, E2 paragraph	Use the scoring copy.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Module: PLACE: From Resource to Evidence

1. Write the Week 1 R from memory.
2. Name one place, one resource, and one challenge from the sources.
3. Write one sentence explaining the human choice.
4. Label one sentence Q or P and give source credit.
5. Answer: How does the place around a community create both opportunities and challenges?

Researcher's name: _____

58. Exit Ticket Answer Key

Item	Answer Guidance
1	R should communicate that communities grow strong when people use place-based resources and possibilities to meet needs.
2	Answers may include Nile and water or fertile soil; Plymouth and timber or harbor; Poverty Point and rivers or scarcity; frontier and wood or harsh weather; roads and travel access.
3	The choice may be using, adapting, trading, building, farming, traveling, storing, or another supported action.
4	Q uses exact words and quotation marks; P changes words and structure; both name the source.
5	The answer explains that place offers opportunities and challenges while people decide how to respond.

59. Scoring Principle

Score the research move before the surface length. A secure response selects relevant evidence, identifies Q or P, gives source credit, and writes E2 that explains meaning, importance, and proof. A response may be brief because this is Low energy, but it may not skip the evidence job.

60. Gradebook Conversion

Score	Research Description	Conversion
4	Clear R, Q and P from two sources, source credit, sustained E2, corroboration, linking sentence	Secure
3	Clear R, relevant evidence, some source credit and E2, partial corroboration	Approaching
2	R or evidence is present, but evidence form, source credit, or E2 is inconsistent	Developing
1	Facts are listed without an R or research explanation	Beginning

61. Recommended Gradebook Label

Gradebook label: G3 C8 M1 PLACE Evidence and Body Paragraph.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Requirement
Independent U Product	Write a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.
R	Begin with the assigned reason: people use place-based resources and possibilities to meet needs.
E1	Use one direct quotation and one paraphrase from at least two approved sources.
E2	After each E1, explain meaning, importance, and proof.
Close	End with a linking sentence connecting place and human choice.

Use **3.13A-H** for research planning and source use, **3.11B(i)** and **3.11B(iii)** for organized drafting, and **3.11D(i-xxxi)** for editing.

63. Student Planning Frame

1. My R is: Communities grow strong when...
2. Source one and evidence: According to _____, " _____ " or _____.
3. My E2: This means _____. This matters because _____. This helps prove my R because _____.
4. Source two and evidence: _____ explains _____.
5. My corroboration E2: Together, the sources show _____.
6. My linking sentence: Place gives possibilities, but people _____.

64. Writing Assignment Rubric

Criterion	4 Secure	3 Approaching	2 Developing	1 Beginning
R and organization	Clear R organizes the paragraph.	R is present but broad.	Topic is named without a clear R.	No R.
Evidence	Accurate Q and P from two sources.	Relevant evidence from two sources with one error.	One source or weak relevance.	No usable evidence.
Source credit	Every borrowed detail is credited.	Most credit is present.	Credit is inconsistent.	No credit.
E2	Each E1 has meaning, importance, and proof.	Most E2 is connected.	Some E2 repeats a fact.	No E2.
Whole paragraph	Corroboration and linking sentence show synthesis.	Sources are connected generally.	Connections are limited.	Ideas are listed.

65. Writing Gradebook Conversion

Total	Descriptor	Next Action
18 to 20	Secure research paragraph	Prepare to add the PROBLEM reason.
14 to 17	Approaching research paragraph	Strengthen source credit or E2.
9 to 13	Developing research paragraph	Reteach relevance and the E2 ladder.
5 to 8	Beginning research paragraph	Reduce the source set and rehearse orally.

66. Teacher Feedback Shortcuts

- "Name the R before you choose the detail."
- "Label Q or P and give the source credit."
- "Your evidence is relevant. Add what it means."
- "Add why this matters."
- "Explain how this proves your R."
- "Use a second source to corroborate the same reason."

Response to Student Need

67. Intervention: Name the Thinking

Need	Support	Keep Intact
Too many facts	Reduce the source set to two short excerpts and color-code R, E1, and E2.	Student still chooses the relevant detail.
Q and P confusion	Read one sentence aloud, let the student compare exact and changed words.	Student still labels the form and gives credit.
E2 stops early	Rehearse meaning, importance, and proof orally before writing.	Student still supplies the reasoning.
No human choice	Ask, "What did people do with the resource?"	Place does not build the community by itself.

Use sentence frames temporarily, then remove one frame at a time as independence grows.

68. Embedded Checks & Student Support

Moment	Check	Support
Before collecting evidence	Student states the R.	Point to the R card, but do not choose evidence.
Choosing Q or P	Student explains why the form fits.	Contrast exact wording with changed wording.
After E1	Student writes E2.	Ask, "What does this mean? Why does it matter? How does it prove the R?"
Before submission	Student checks source credit and corroboration.	Use the checklist, not sentence rewriting.

69. Student Support Quick Reference

Student Says	Teacher Asks	Possible Frame
I found a fact.	What job can it do?	This evidence proves...
I do not know if I should quote.	Do the exact words matter?	I chose Q or P because...
I have two sources.	What same R do they prove?	Together, the sources show...
I finished the sentence.	Did you explain the proof?	This helps prove my R because...

70. Enrichment: Connect Across Texts

Challenge	Student Task	Expected Research Move
Third source	Add a new source only if it strengthens the R.	Explain relevance.
Source form	Compare a long nonfiction source, simulated source, and earlier passage.	Explain each source's usefulness and limits.
New community	Investigate one new place.	Add it only when it corroborates the R.
Sentence craft	Integrate a quotation smoothly.	Use precise transition and source credit.

70. Enrichment (continued): Texas Connection

3.13A **3.13B** **3.13E** Research connection | **Texas history:** supports IMRA Suitability 2.1.1

Legend: " " = say word for word · ▶ = teacher direction (do not read aloud)

TEACHER SCRIPT

▶ *Display a Texas map. Point to San Antonio and trace the San Antonio River. Then read the passage aloud.*

"Let's research a community right here in Texas. Listen for the place, the resource, and how people used it to help their community grow."

READ ALOUD: A RIVER HELPS A CITY GROW

Long ago, cool, clear water bubbled up from springs in the ground in South Texas. The springs became the start of the San Antonio River. American Indian groups lived near this water for a very long time before any city was there.

In 1718, Spanish settlers built a mission called San Antonio de Valero beside the river. Today we call it the Alamo. Soon, more missions were built along the river. The people at the missions dug ditches called acequias. The acequias carried river water to fields, so farmers could grow corn, beans, and squash even when rain did not come.

The river gave people water to drink, water for crops, and water for animals. Because of that, more families moved to the area, and a small settlement grew into the city of San Antonio. One stone water bridge, the Espada Aqueduct, still carries river water today.

In 2015, the San Antonio Missions were named a World Heritage Site. People from all over the world visit to learn how a river helped build a Texas community.

TEACHER SCRIPT

▶ *Give 10 seconds of think time. Students write on a sticky note or whiteboard.*

"You are a researcher. Name the geographic feature. Then find the evidence in the text. Last, explain how it helped the community grow."

▶ *Listen for: river or springs; acequias carried water to fields; more families moved there, so the city grew.*

Geographic Feature	Evidence From the Text (E1)	How It Helped the Community Grow (E2)

TEACHER SCRIPT

"Share your E2 with a partner. Say: The river helped San Antonio grow because..."

► *Connect back: Ask how this Texas evidence corroborates the module R about place, resources, and choices.*

Write It: Use your chart to write one E1 sentence with source credit and one E2 sentence that explains how the river helped San Antonio grow.

Success Criteria: I named a geographic feature, used evidence from the read aloud, and explained how it helped a Texas community grow.

TEACHER NOTE: SOURCES

National Park Service, San Antonio Missions National Historical Park (nps.gov/saan); Texas State Historical Association, *Handbook of Texas Online*, entries "San Antonio, TX" and "San Antonio River"; UNESCO World Heritage List, "San Antonio Missions" (inscribed 2015).

71. Additional Writing Opportunity: Plan and Draft

Transfer Prompt: How does the place around a community create both opportunities and challenges? Use one new source or earlier passage not used in the independent U assignment. Include one E1 and at least two E2 sentences.

1. Name the R.
 2. Choose a new source.
 3. Select Q or P and record source credit.
 4. Write E2 for meaning, importance, and proof.
-

Success Criteria: My response answers the question, uses a new source, includes E1 with source credit, and lets the researcher voice explain the proof.

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

Revise: Improve one sentence for clarity, sentence structure, or word choice using [3.11C\(i-x\)](#). **Edit:** Check quotation marks, capitalization, punctuation, agreement, and spelling using [3.11D\(i-xxxii\)](#). **Share:** Read the paragraph to a partner. The listener identifies R, E1, E2, source credit, and corroboration.

Engagement & Home Connection**73. Auditory Engagement Moments**

Give every student a chance to hear and say the research thinking.

- Read a source statement and let students show Q, P, or E2 with a hand signal.
- Have partners say the PLACE chain before they write.
- Read an evidence card aloud and ask, "What job could this detail do?"
- Have a student read E1 while the class listens for E2.
- Invite a student to teach how a familiar fact became evidence.

74. Pause Points

Pause for a few quiet seconds at each point.

BEFORE COLLECTING EVIDENCE

What is the R I must prove? Say it in your own words before you choose.

CHOOSING Q OR P

Should I quote or paraphrase? Choose Q when exact words matter. Choose P when the idea matters more. Give source credit either way.

AFTER EVIDENCE

Evidence cannot explain itself. Write E2 for meaning, importance, and proof.

75. At-Home Connection

Ask a family member to name a familiar place. Together, identify one resource, one challenge, one choice, and one impact. The student selects one detail and explains what it proves. Family signature:

Optional question: What new curiosity did this place create? The student names the source type needed to investigate it.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own research progress tracker. Be honest about what you can do by yourself. You are the researcher in charge of your own learning."

Directions: As you research PLACE, check the box that matches your independent work.

I Can...	Not yet	Getting set	I can do it
Tell the difference between a report fact and a research move.			
Select evidence relevant to my R.			
Decide whether to use Q or P.			
Give source credit.			
Write E2 for meaning, importance, and proof.			
Use two sources to corroborate one R.			

One thing I am proud of as a researcher:

One thing I want to get better at:

77. Student Award

I award myself for: one research move I can prove with evidence in my paper.

78. Student Target

My next target: one exact action or curiosity that will improve my research.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER ENCOURAGEMENT / CLOSING SCRIPT

"This week you answered how place creates opportunities and challenges. You selected evidence from more than one source, credited the sources, and explained what the evidence proves. A familiar fact became new evidence because it had a job in your reason. Place this paragraph in your research portfolio because the next module will build on it."

80. Essential / Overarching Question, Answered

How does the place around a community create both opportunities and challenges?

A place creates opportunities by providing resources such as water, soil, forests, harbors, and travel routes, but it can also create challenges such as floods, drought, distance, scarcity, and harsh weather. Communities grow when people study those conditions and make thoughtful choices about how to use, adapt to, trade for, or protect what the place provides. The evidence from the Nile, Plymouth, Poverty Point, frontier environments, and transportation shows that geography offers possibilities, but people turn places into communities.

81. Teacher Reflection

- Which students distinguished a report fact from selected evidence?
- Which students selected relevant E1 and which selected only interesting details?
- Who still needs support with Q, P, and E2?
- Where did students stop explaining too soon?
- Which earlier source produced the strongest corroboration?
- What evidence shows students are ready for PROBLEM?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- Day 1 fact or evidence responses
- Day 2 Place Evidence Expedition cards and because statements
- Day 3 independent Body Paragraph 1 drafts
- Day 4 before-and-after revisions
- Day 5 oral teaching and exit tickets
- My Research Progress Tracker

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	PLACE: From Resource to Evidence	Grade 3, Cluster 8, Module 1, Low energy, 20-minute daily block	Cover
2	Meet Our Week	Learning destination and success criteria	Section 12
3	Every Community Begins in a Place	Source focus and module question	Day 1
4	The PLACE Chain	PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT	Day 1
5	Fact or Evidence	The Nile fact with a research job	Day 1
6	R, E1, E2	Reason, evidence, explanation, source credit	Day 1
7	Place Evidence Expedition	Case mats, cards, Q, P, E2, and source credit	Day 2
8	Talk It Over	Corroborate Nile and Plymouth evidence	Day 3
9	Write Body Paragraph 1	R, direct quotation, paraphrase, E2, linking sentence	Day 3
10	Award the Research Move	Point to evidence of strength	Day 4
11	Set a Precise Target	Before-and-after revision or new curiosity	Day 4
12	Turn and Teach	Place Expert Press Conference frames	Day 5
13	Module Exit Ticket	Five questions and module answer	Day 5
14	Build It, Fix It, Say It	Fact to evidence, E2 ladder, source credit	Intervention
15	Think Like a Researcher	Corroboration and source-form comparison	Enrichment
16	My Research Progress Tracker	Independent reflection	Section 76
17	Developing Response	Fact list without source credit or E2	Section 51
18	Approaching Response	Relevant evidence with partial explanation	Section 52
19	Secure Response	Q, P, source credit, corroboration, sustained E2	Section 53

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Display a source excerpt and let students mark PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT.
Annotation	Students label Q, P, or E2 in a shared document.
Breakout discussion	Pairs defend one card placement with a because statement.
Oral response	Students say the E2 frame aloud before typing.
Asynchronous option	Students submit one source note, one E2 explanation, and one corroboration sentence.
Digital tracking	Students update the progress tracker and save before-and-after revisions.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Write right on the page.

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

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

PROBLEM: From Question to Solution

Grade 3 | Cluster 8 | Module 2

Grade: 3

Cluster: 8, Research capstone: PLACE, PROBLEM, PEOPLE, and TRANSFER

Module: 2 of the cluster

Primary Instructional Category: Research writing and evidence synthesis

Module Title: PROBLEM: From Question to Solution

Content Connection / Source Focus: Passage 16, "People Make the Difference: How Ideas and Actions Change Communities," Small Choices, Strong Communities, Passage A, and Passages 5 through 10

Primary TEKS: [3.11B](#), [3.11C](#), and [3.13A-H](#)

Approximate Daily Instructional Time: 20 minutes per day, across 5 days

Copyright: The Writing Academy®, LLC

1. A Little Inspiration Goes a Long Way!

Research grows when a familiar fact becomes new evidence. This module asks students to notice a real need, ask a useful question, investigate with sources, choose among responses, and study the impact. The strongest fact is the fact with a clear job in the paper.

TEACHER SCRIPT

"Strong writers do not gather the most facts. They select the facts with the strongest jobs."

Connection to the research capstone: students add the PROBLEM body paragraph to one paper that proves how communities grow. The paragraph begins with a reason, uses direct quotations and paraphrases from varied sources, adds corroboration, explains every piece of evidence, and links the effects back to the central idea.

2. Why This Module Matters

Week 2 moves from the conditions of a place to the problems people notice within those conditions. Across Grade 3, students have met scientists, inventors, business leaders, lawmakers, and students who followed a repeating pattern: notice, question, investigate, choose, and create impact.

Students now use direct quotations, paraphrases, and corroborated evidence to prove that thoughtful problem solving helps communities grow. The work is one part of a monthlong research paper. Familiar facts return with new jobs, so students learn that research grows when a familiar fact becomes new evidence.

3. Module Essential / Overarching Question

How do communities become stronger when people study problems and choose solutions?

Students record an initial response, develop the answer through the NOTICE, QUESTION, ACT, IMPACT pattern, and return to the question at closure.

My First Thinking:

Evidence I expect to find:

Family Communication

4. Parent Communication Purpose

Families are partners in this research. This page gives families the module question, the weekly writing product, conversation starters, and a short turn-and-teach activity. The invitation is to listen as the student explains how a source proves a research reason.

How to Send It: share the English letter, the Spanish letter, or both according to family preference. The activities need little or no material and are not additional family assignments.

5. Family Letter (English)

Dear Families,

This week your student is beginning Module 2 of Cluster 8, **PROBLEM: From Question to Solution**. The class will investigate this question: How do communities become stronger when people study problems and choose solutions? Students are building one part of a monthlong research paper that answers what helps a community grow strong.

The independent writing product is a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities. Students will use direct quotations and paraphrases as evidence, give source credit, corroborate a pattern with a second source, and explain how each piece of evidence proves one reason in the final thesis (central idea).

Ask your student to teach the week's question and show one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your student's teacher

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

Estimadas familias:

Esta semana su estudiante comienza el Módulo 2 del Grupo 8, **PROBLEM: From Question to Solution**. La clase investigará esta pregunta: How do communities become stronger when people study problems and choose solutions? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde qué ayuda a una comunidad a crecer fuerte.

El producto de escritura independiente es un segundo párrafo completo que demuestra cómo notar, hacer preguntas, investigar y escoger soluciones fortalece a las comunidades. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes, confirmarán un patrón con una segunda fuente y explicarán cómo cada evidencia demuestra una razón de la tesis (idea central).

Pídale a su estudiante que le enseñe la pregunta de la semana y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

Atentamente, The Writing Academy®, LLC y el maestro o la maestra de su estudiante

7. Family Conversation Starters

- Enséñame la pregunta del módulo: How do communities become stronger when people study problems and choose solutions?
- Show one piece of evidence and explain why it has a job in the paper.
- What is the difference between a direct quotation, a paraphrase, and E2?
- Which earlier passage returned this week, and what new job did it perform?
- What did the student award, and what target did the student set?
- What new curiosity did the research create?

8. Simple Family Activities

Both activities end in a conversation rather than a worksheet.

Family Activity: Three-Minute Turn and Teach

The student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Family Activity: Problem-Solution Chain

Choose a familiar need at home. The student names the NOTICE, asks the QUESTION, names the ACT, and explains the IMPACT. The student adds whether the action helped, created a new challenge, or had more than one effect.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use them to read the five daily lessons at a glance.

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

10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to evidence produced in the research paper.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students notice the problem pattern and name the research reason.
Reveal	■ TEACH	The teacher makes source choice, Q or P, and E2 thinking visible.
Attempt	○ LEARN	Students build a NOTICE-QUESTION-ACT-IMPACT chain.
Discuss	○ LEARN	Students defend each placement with because reasoning.
Use	✓ ASSESS	Students draft Body Paragraph 2 independently.
Award	✓ ASSESS	Students identify a strength with evidence from the draft.
Target	✓ ASSESS	Students name one exact next revision or curiosity.
Explain / Educate	✓ ASSESS	Students teach the pattern, evidence, and impact to a listener.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 8, Module 2
Module Category	Research writing: PROBLEM, From Question to Solution
Primary TEKS	3.11B , 3.11C , 3.13A-H
Research Pattern	NOTICE, QUESTION, INVESTIGATE, CHOOSE, IMPACT
Evidence Pattern	R, direct quotation or paraphrase, source credit, E2, corroboration, and a linking sentence
Content Connection	Passage 16, Small Choices, Strong Communities, Passage A, and Passages 5 through 10
Daily Lesson Time	20 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain to Others
Student Product	Independent U Product: a complete second body paragraph proving how problem solving strengthens communities

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will answer the module question, use evidence from more than one source, and write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

I Will Statements

- I will distinguish direct quotations from paraphrases.
- I will credit borrowed information.
- I will write E2 explanations that show what evidence proves.
- I will corroborate a pattern with a second source.
- I will recognize that one solution can have more than one effect.

I Can Statements

- I can answer the module question.
- I can use evidence from more than one source.
- I can complete Body Paragraph 2.
- I can explain the problem, question, action, and impact.
- I can teach the research pattern to another person.

CLASS SLIDE

Module Slide 2: the learning destination, I Can statements, and I Will statements.

13. Success Criteria

- My R names problem solving as the second thesis (central idea) reason.
- I use a direct quotation from Passage 16 or Small Choices and a paraphrase from an earlier passage, each with source credit.
- I explain the problem, the question or investigation, the action, and at least one impact.
- My E2 explains meaning, importance, and how the evidence proves the R.
- At least one sentence recognizes that change can have more than one effect.

14. Evidence That Will Demonstrate Mastery

The products below provide visible evidence of mastery.

- Community Problem-Solution Chain Challenge placements with oral because statements.
- The independent Body Paragraph 2 draft with R, E1, E2, source credit, and corroboration.
- The Day 5 Community Solution Summit and module exit ticket.
- An accurate explanation of why one solution can have more than one effect.

15. TEKS Correlations

The following expectations are used in planning, source use, synthesis, revision, editing, and publication.

TEKS	Student Expectation	Where Applied
3.11B(i)	develop drafts into a focused, structured, and coherent piece of writing	SET introduction and purposeful organization
3.11B(ii)		

	write a conclusion that follows from the information presented	RRR conclusion and whole-paper closure
3.11B(iii)	develop drafts by developing an engaging idea with relevant details	Relevant evidence, sustained E2, and connections
3.11C(i-x)	revise drafts to improve sentence structure, word choice, coherence, and clarity	Day 4 target and revision
3.13A-H	research planning, source use, evidence collection, synthesis, citation, and presentation	All five days and Body Paragraph 2
3.11D(i-xxxii)	edit writing for conventions and publish a readable product	Weekly writing and final publication

16. Standards Coverage Matrix

Standard	Classification	Module Evidence
3.13A-H	PRIMARY	Students plan, collect, select, synthesize, credit, and present research evidence.
3.11B(i-iii)	PRIMARY	Students draft a focused body paragraph and connect evidence to a research reason.
3.11C(i-x)	RECURSIVE	Students revise E2, transitions, source credit, and clarity.
3.11D(i-xxxii)	RECURSIVE	Students edit the weekly writing and final publication.

17. ELPS Correlations

ELPS	Student Expectation	Module Use
2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions	Because statements and summit teaching
4(C)(ii)	write using content-area vocabulary	Problem, solution, evidence, impact, corroborate
4(D)(iii)	write using a variety of grade-appropriate connecting words	Because, therefore, as a result, however
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Body Paragraph 2 and transfer response

ELPS Woven Into Intervention

Support	Language Action
Oral rehearsal	Say the R, evidence, and E2 before writing.
Sentence frames	Use because, this means, this matters, and this proves.

ELPS Woven Into Enrichment

Extension	Language Action
Third source	Explain how it strengthens, changes, or qualifies the pattern.
New curiosity	State the source type needed to investigate the question.

18. ELPS Linguistic Accommodations

Need	Accommodation	Rigor Preserved
Access to source	Reread a selected excerpt aloud, provide partner reading, or provide audio.	Student still selects the evidence and source form.
Evidence language	Use Q, P, and E2 cards and the NOTICE-QUESTION-ACT-IMPACT frame.	Student still explains why the evidence proves the R.
Oral rehearsal	Rehearse a because statement before writing.	Student still writes the independent explanation.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear source statements and decide Q, P, or E2 before writing.
Speaking	Students defend game placements with because statements and teach evidence aloud.
Reading	Students reread sources to locate relevant evidence and identify source form.
Writing	Students write R, E1 with source credit, sustained E2, corroboration, and a link.

20. Rigor Safeguard

May Provide	Must Remain Student Work
Rereading, selected excerpts, anchor charts, an organizer, sentence frames, partner reading, or audio	Choosing evidence, deciding Q or P, crediting the source, writing E2, corroborating, and supplying the proof

21. Rigor & Cognitive Demand

Level	What Students Do	Evidence
Literal	Identify a source, fact, and source form.	Names the source and states a fact.
Inferential	Decide whether a detail is relevant and choose Q or P.	Selects relevant evidence and gives source credit.
Evaluative	Explain how evidence proves the R and corroborate across sources.	Writes sustained E2 and connects two sources.
Extended	Draft and revise a cross-case body paragraph.	Synthesizes cases and recognizes multiple effects.

22. The Five Thinking Levels

Level	Stage	Description
1	Foundational	Repeats a source fact or follows a taught direction.
2	Emergent	Attempts a research move with support.
3	Visible	Connects a source detail directly to the R.
4	Independent	Combines evidence with reasoning and corroboration.
5	Reflective	Connects evidence, impacts, new challenges, and the larger community.

The Progression of Thinking

Stage	Research Task	Student Product
Recall	Name a problem, source, and pattern step.	NOTICE, QUESTION, ACT, IMPACT chain.
Skill	Arrange a case and decide Q or P.	Correct card placement and source credit.
Strategic	Explain the R and corroborate with a second source.	E2 connecting the pattern and impact.
Extended	Draft and revise a body paragraph.	Cross-case synthesis with multiple effects.

23. Possible Teacher Misconceptions

Misconception	What It May Look Like	Self-Correction
More facts make a stronger paper.	Long lists of interesting details receive praise.	Ask what job each fact performs and which facts prove the R.
A quotation is always stronger than a paraphrase.	Students quote every detail.	Ask whether exact wording matters more than the idea.
Evidence speaks for itself.	E1 appears without E2.	Require meaning, importance, and proof after every E1.

24. Possible Student Misconceptions

What Students May Misunderstand	Teacher May Notice	Practical Correction
Research means copying every interesting fact.	Details appear with no R.	Point to the R and ask which sentence proves that exact reason.
The first idea is automatically the best solution.	One action appears with no question or investigation.	Ask what problem and question came before the solution.
A solution has only one effect.	Only one result is named.	Ask who else was affected and whether a new challenge appeared.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The target is research planning and source use: students select relevant evidence from varied sources, distinguish direct quotation from paraphrase, give source credit, synthesize a shared problem-solving pattern, and explain every piece of evidence.

Target standards: [3.11B\(i-iii\)](#), [3.11C\(i-x\)](#), [3.11D\(i-xxxii\)](#), and [3.13A-H](#).

26. How I Say the Standard!

TEKS says	How I say it
3.11B(i) develop drafts into a focused, structured, and coherent piece of writing	I organize my research so my ideas stay focused and make sense.
3.11B(ii) write a conclusion that follows from the information presented	I end by restating my central idea, referring to all my evidence, and reflecting on the big picture.
3.11B(iii) develop drafts by developing an engaging idea with relevant details	I choose details that have strong jobs and explain why they matter.
3.11C(i-x) revise drafts to improve sentence structure, word choice, coherence, and clarity	I revise my sentences and word choices so my proof is clear and connected.
3.13A-H research planning, source use, evidence collection, synthesis, citation, and presentation	I plan research, use more than one source, collect evidence, give source credit, and present what I learned.
3.11D(i-xxxii) edit writing for conventions and publish a readable product	I edit my writing and publish a readable research paragraph.

27. This Week I Can...

- I can name the problem before naming the solution.

- I can decide whether evidence is a direct quotation or a paraphrase.
- I can corroborate a pattern with a second source.
- I can write E2 that explains an impact and why it matters.
- I can recognize that one solution can have more than one effect.

28. Before I Can... Prerequisites

- Students can identify a main idea and relevant detail.
- Students can retell or paraphrase a source without changing its meaning.
- Students can name a source and record a short note.
- Students can explain a sentence with because or this means.
- Students know that a thesis (central idea) names the paper's central idea and three reasons.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Think back to a person or group that made a community stronger. What problem did they notice? What question did they ask? What action did they choose? What changed? Today we will turn that familiar fact into new evidence."

Students retrieve one prior case: Franklin and the lightning rod, Pasteur and pasteurization, Ford and the assembly line, Walton and retail, laws and community order, the class recess decision, or service in a community. Each student names the NOTICE, QUESTION, ACT, and IMPACT orally.

30. Vocabulary Infusion

Routine	Teacher Move	Student Move
Notice	Display a source word and place it in a problem-solution sentence.	Say the word and name the source job.
Use	Ask for the word in an E2 sentence.	Explain meaning, importance, and proof.
Transfer	Ask for one vocabulary word in the paragraph.	Use the word accurately in research writing.

31. Conventions Connection

During revision, students check complete sentences, capitalization, punctuation, subject-verb agreement, source titles, quotation marks around direct quotations, and clear connecting words. Conventions support the reader's ability to follow the evidence.

32. Writing Connection

Students add Body Paragraph 2 to the same research paper. The paragraph begins with the second R, repeats E1 and E2 until the reason is proven, includes source credit and corroboration, and closes with a linking sentence. The final paper will use a SET introduction, three body paragraphs, and an RRR conclusion.

33. Watch Out!

- Do not name a solution before naming the problem.
- Do not copy a source without deciding whether the wording is a direct quotation or paraphrase.

- Do not let a fact stand without E2.
- Do not stop at one effect when the source shows more than one.
- Do not use one source as if it proves every part of a pattern.

34. Ready Check

- ☐ Can the student name a problem and a useful question?
- ☐ Can the student identify a source and its job?
- ☐ Can the student tell Q, P, and E2 apart?
- ☐ Can the student explain why evidence proves an R?
- ☐ Can the student name an impact and a second effect or challenge?

35. Teacher Look-Fors

Listen for precise source credit, a reason that names problem solving, the correct NOTICE-QUESTION-ACT-IMPACT order, a useful Q or P choice, and E2 that moves beyond retelling. Look for a second source that agrees with the pattern and for a sentence that recognizes multiple effects.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words. Say each word, explain it in simple language, and use the oral frame."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
problem	something that needs to be understood or improved	The problem was ____.
ask	to seek information or an answer	The person asked ____.
choose	to select among possibilities	The group chose to ____.
change	to make or become different	The solution changed ____.
help	to make something easier or better	The idea helped by ____.
safe	protected from danger	The solution made people safer because ____.
work	effort used to accomplish something	The work led to ____.
build	to make or develop	The team built ____.
idea	a thought or plan	The idea began when ____.
result	what happens because of an action	One result was ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words. They help us make research decisions, explain evidence, and talk about our writing."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
cause	why something happens	One cause of the problem was ____.
effect	what happens because of a cause or action	One effect of the solution was ____.
solution	a response intended to solve a problem	The solution addressed ____.
investigate	to study carefully to find evidence	The person investigated by ____.
corroborate	to confirm information with another source	The second source corroborates ____.
relevant	directly useful for the point being proved	This evidence is relevant because ____.
perspective	a way of seeing or understanding something	Another perspective suggests ____.
inference	a conclusion based on evidence and reasoning	I can infer that ____.
reasoning	thinking that connects evidence to a conclusion	My reasoning shows ____.
impact	the important effect of an action or idea	The impact on the community was ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words belong especially to the sources and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use."

Word	Student-Friendly Meaning	Say It This Way
lightning rod	a metal system that gives lightning electricity a safer path to the ground	LYT-ning rod
conductor	a material that allows electricity to travel	kun-DUK-ter
microorganism	a living thing too small to see without special tools	my-kroh-OR-guh-niz-um
pasteurization	heating certain foods or liquids for a specific time to reduce harmful microorganisms	pas-chur-uh-ZAY-shun
manufacturing	making products, often in large amounts	man-yuh-FAK-chur-ing
assembly line	a system in which a product moves through ordered work steps	uh-SEM-blee line
retail	selling goods directly to customers	REE-tail
law	an official rule used to organize and protect a community	LAW
democracy	a system in which citizens participate in decisions	dih-MOK-ruh-see
citizenship	membership and responsible participation in a community or country	SIT-uh-zun-ship
ballot	a way to record a vote	BAL-ut
innovation	a new or improved idea, method, or product	in-uh-VAY-shun

Teacher Resource: For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Passage 16, "People Make the Difference: How Ideas and Actions Change Communities," shows that roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves. People notice needs, ask questions, investigate, choose actions, and create change.

Use Franklin's lightning rod, Pasteur's pasteurization, Ford's assembly-line production, Walton's retail business, laws, the class recess decision, service, speeches, art, and stories as problem-solution cases. Each case must be treated as evidence with a job, not as a biography list.

The Research Habit

A familiar fact becomes new evidence when the student gives it a precise R, source credit, E2, and a connection to another source.

40. Materials Needed

Material	Use
Passage 16 and selected earlier passages	Read, reread, annotate, and cite evidence.
Small Choices, Strong Communities	Corroborate the pattern with a simulated source.
NOTICE-QUESTION-ACT-IMPACT cards	Community Problem-Solution Chain Challenge.
Q, P, and E2 cards	Identify source form and reasoning.
Research organizer and drafting paper	Plan Body Paragraph 2.
Exit ticket and progress tracker	Assess and reflect.

41. Preparation Before Day 1

1. Mark short source excerpts for Franklin, Pasteur, Ford, Walton, laws, and the recess class.
2. Prepare cards labeled NOTICE, QUESTION, ACT, and IMPACT.
3. Prepare Q, P, and E2 cards and model source credit.
4. Post the module question and the R: problem solving strengthens communities.
5. Place the paper organizer, source packet, exit ticket, and tracker where students can reach them.
6. Choose varied source combinations so students can corroborate rather than repeat one source.

42. Weekly Timing & Transition Overview

Day	Stage	Minutes	Focus
Day 1	Gather + Reveal	20	Attention hook, source jobs, Q-P-E2, and the chain
Day 2	Attempt	20	Community Problem-Solution Chain Challenge
Day 3	Discuss + Use	20	Discussion, independent Body Paragraph 2 draft
Day 4	Award + Target	20	Evidence-based award and precise revision target
Day 5	Explain to Others	20	Community Solution Summit and exit ticket

43. Tiny Times Transition

Use a short repeatable transition: notice the problem, ask the question, investigate the evidence, choose the response, study the impact. Students point to the matching card, say one sentence, and return to the research paper.

Citizenship & Content Connection**44. The Citizenship Connection**

Element	This Module
Need	People notice a danger, unfairness, unsafe condition, or missing resource.
Participation	People ask questions, listen to perspectives, and weigh more than one response.
Responsibility	People choose actions whose effects help others and study new challenges.
Community impact	Solutions can make buildings safer, food safer, travel easier, stores more accessible, or decisions more fair.
Student connection	A student can solve a problem, include someone, volunteer, preserve a story, ask a useful question, or listen before making a decision.

Citizenship is visible in ordinary moments. A strong decision does not require everyone to begin with the same opinion. People can gather information, listen to different perspectives, discuss possible solutions, and decide together.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

NOTICE-QUESTION-ACT-IMPACT Chart

Step	Question	Example
NOTICE	What real need or problem appeared?	Lightning could set buildings on fire.
QUESTION	What useful question guided the investigation?	How could electricity have a safer path?
ACT	What did the person or group investigate, make, or choose?	Franklin studied electricity and developed the lightning rod.
IMPACT	Who was affected and what changed?	Buildings had a safer response to lightning danger.

Q, P, and E2 Chart

Mark	Meaning	Model
Q	Direct quotation with source credit	Passage 16 says, "Notice a problem. Study it. Develop a possible solution."
P	Paraphrase with source credit	Passage 16 explains that Ford used moving assembly-line production to make automobiles more efficient and affordable.
E2	Researcher's own explanation	This proves that investigation came before the solution and that the effect reached daily life.

Research Body Paragraph Chart

Part	Job	Sentence Frame
R	Name the reason.	Another way communities grow strong is when people solve problems.
E1	Give Q or P and source credit.	Passage 16 says ____.
E2	Explain meaning, importance, and proof.	This matters because ____.
Corroboration	Use a second source that agrees.	Passage ____ also shows ____.
Link	Return to the R and broader community.	Together, this evidence proves ____.

46. Core Habit / Strategy Explanation

Strong research is not a pile of facts. It is a series of decisions. Students first name the R, then decide which source detail has the strongest job. A Q preserves exact words when the wording is clear or important. A P condenses an idea when the meaning matters more than the wording. E2 explains meaning, importance, and proof. Corroboration shows that a second source agrees with the pattern. Students also ask who was affected, what improved, what changed, and whether a new challenge appeared.

TEACHER SCRIPT

"The R is _____. The problem was _____. The useful question was _____. The action was _____, from _____. One impact was _____. This helps prove my R because _____."

47. Student Source Passage(s)

Passage use: use the research source below at medium stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "People Make the Difference: How Ideas and Actions Change Communities" (Stamina: Medium)

[1] A community can have roads, buildings, stores, schools, parks, and homes. But those things alone do not make a community strong. People do. Throughout history, people have strengthened communities in many different ways. Some invented tools. Some made scientific discoveries. Some created businesses. Others wrote stories, painted pictures, established laws, served their neighbors, or spoke up for changes they believed were important. Their work was different, but many of their stories followed a similar pattern. Someone noticed something. Someone asked a question. Someone made a choice. Then an idea or action created change.

Change Often Begins With a Problem

[2] Many improvements begin when somebody notices that something is not working well. Benjamin Franklin noticed a dangerous problem during thunderstorms. In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged. Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings. A metal rod and conductor could provide electricity from lightning with a safer path toward the ground. The invention did not stop storms. Instead, it helped people respond to one of the dangers storms could cause. Franklin's story shows an important pattern: Notice a problem. Study it. Develop a possible solution. Years later, a scientist named Louis Pasteur followed a similar pattern with a very different problem. Pasteur studied microorganisms and helped scientists understand that tiny living things could cause changes in food and contribute to disease. His research led to a process now called pasteurization, in which certain foods and liquids are heated for a specific amount of time to reduce harmful microorganisms. Today, people may open a carton of milk without thinking about the scientific discoveries that helped make many foods safer. That is one interesting thing about successful solutions. Sometimes they become so common that people forget there was once a problem to solve.

New Ideas Can Change Daily Life

[3] Inventors and scientists are not the only people who change communities. Business leaders can introduce ideas that affect how people work, shop, and travel. Henry Ford saw a transportation problem. Automobiles existed before Ford, but they were expensive and unavailable to many ordinary families. Ford wanted to produce a dependable automobile at a lower price. The Model T became popular, and Ford Motor Company used moving assembly-line production to manufacture automobiles more efficiently. As cars became more affordable and more common, daily life began to change. People could travel farther in less time. Roads became increasingly important. Businesses developed along travel routes. Workers could live farther from their jobs. Families could visit people and places that had once been difficult to reach. One business idea helped create changes far beyond a factory. Sam Walton also built a business around a problem he believed he could address. He wanted stores to offer many products at prices that families could more easily afford. His first Walmart store opened in Arkansas in 1962, and the company eventually expanded to many communities. Retail businesses can create jobs and provide customers with products and services. Their growth can also change the way people shop and affect other businesses in a community. That is another important lesson for researchers: Change can have more than one effect. When studying a person or idea, researchers should not stop after asking, "What happened?" They can also ask: Who was affected? What improved? What changed? Were there new challenges too? Those questions lead to deeper thinking.

Communities Also Need Rules

[4] Imagine a town full of creative inventions but no agreed-upon rules. Who decides what is fair? What happens when two people disagree? What keeps one person from simply taking what belongs to someone else? Communities need ways to solve disagreements and protect people. That is one reason laws and rules matter. Rules explain what people are expected to do. Laws can protect rights, establish responsibilities, and provide ways to settle disputes. The idea of rule by law is very old. Ancient civilizations developed written laws because growing communities needed ways to organize behavior and solve conflicts. Ancient Greece also contributed ideas about citizenship and participation in government. In some Greek city-states, certain citizens gathered to discuss issues and vote. The system was not the same as democracy in the United States today, and not everyone in ancient Greece was allowed to participate. However, Greek ideas about citizens taking part in decisions influenced later thinking about government. Modern students can practice some of the same basic civic habits on a much smaller scale. Suppose a class is deciding whether recess should be longer. One student may argue that children need more time to move. Another may point out that a longer recess could reduce time for other school subjects. Someone else may suggest an additional short movement break. A good decision does not require everyone to begin with the same opinion. Instead, people can gather information, listen to different perspectives, discuss possible solutions, and vote. That is citizenship in action.

Good Citizenship Happens in Ordinary Moments

[5] Citizenship is not only something presidents, mayors, or government officials practice. Children can demonstrate good citizenship too. A student who admits breaking something accidentally shows honesty. A volunteer who completes an important job shows responsibility. A child who notices someone sitting alone and invites that person to join a game demonstrates respect and inclusion. These actions may seem small compared with writing a law or inventing a machine. Yet communities depend on them. Imagine what would happen if nobody kept promises. What if people refused to admit mistakes? What if nobody helped when help was needed? Trust would become difficult. Cooperation would weaken. Communities become stronger when individuals understand that their actions affect other people. Being a good citizen does not mean being perfect. It means making responsible choices, correcting mistakes, treating others respectfully, and contributing when possible.

Service Can Travel Far

[6] Sometimes service begins with a small action. Sometimes an idea about service spreads across a nation. In 1961, President John F. Kennedy challenged Americans to think about what they could contribute to their country rather than only what their country could provide for them. That same year, the Peace Corps was established. Peace Corps volunteers have worked with communities in other countries in areas such as education, agriculture, health, and community development. Effective service is not simply arriving somewhere and announcing what other people need. Good service requires listening, cooperation, respect, and learning from the people being served. Service can also happen much closer to home. A child can collect supplies. A family can volunteer. A student can help a younger reader. Neighbors can clean a shared space. A person can notice a need and decide to contribute. The scale is different, but the idea is similar: What can I give?

Words Can Change Communities Too

[7] Some people influence communities through speeches and leadership. Dr. Martin Luther King Jr. used speeches, marches, writing, and nonviolent action as part of the struggle for civil rights. His words reached enormous audiences, but their importance did not end when a speech was over. Ideas can travel from one person to another. A listener remembers. A parent tells a child. A teacher shares a story. A student decides to treat someone differently. Words can become actions. This is one reason historical speeches remain important sources. They help researchers understand not only what a leader said but also what problems people were confronting and what changes they hoped to create.

Art and Stories Preserve Communities

[8] Not every person changes a community by inventing, voting, or speaking to a crowd. Some preserve experiences that might otherwise be forgotten. Carmen Lomas Garza does this through art. Her paintings show scenes from Mexican-American family and community life, cooking, celebrations, gatherings, games, and everyday activities. An ordinary family moment can become a historical record when an artist preserves it. A viewer can study clothing, food, activities, surroundings, and interactions between people. Art can become evidence about culture. Laura Ingalls Wilder preserved memories in another way. Her Little House books drew from her experiences growing up in a family that moved through several parts of the American frontier. Her writing describes transportation, homes, weather, schooling, chores, farming, and family life. Researchers must remember that personal stories present events through one person's perspective, and historical accounts should be compared with other sources. Even so, stories can provide valuable information about everyday life. Garza and Wilder remind us that history is not only about famous battles or government leaders. History also lives in kitchens, classrooms, farms, neighborhoods, family traditions, paintings, letters, objects, and memories. Someone has to preserve those stories. There Is More Than One Way to Make a Difference Benjamin Franklin used science and invention. Louis Pasteur used scientific investigation. Henry Ford changed manufacturing and transportation. Sam Walton developed a retail business. Carmen Lomas Garza preserved culture through art. Laura Ingalls Wilder preserved memories through writing. Martin Luther King Jr. used leadership and words to call for change. John F. Kennedy encouraged citizens to think about service. Children can demonstrate honesty, responsibility, cooperation, and respect in their own communities. These people did not contribute in the same way. That may be the most important idea of all. A community does not need everyone to have the same talent. It needs people who are willing to use different talents for useful purposes. One person may build. Another may teach. Another may invent. Another may paint. Another may organize. Another may volunteer. Another may speak. Another may listen.

The Question Passes to Us

[9] When researchers study history, they gather evidence about what other people did. But history can also leave us with questions. What problem did this person notice? What evidence helped that person understand the problem? What action was taken? Who was affected? How did the community change? What can we learn from the result? Those questions connect people who lived hundreds or thousands of years apart. They also connect the past to the present. A third grader may not invent a famous machine this year. A child may not create a national organization or give a speech heard by millions. But every person participates in a community. Every person makes choices. Every person has some ability to contribute. A student can solve a problem. A student can preserve a family story. A student can include someone. A student can volunteer. A student can ask a useful question. A student can listen carefully before making a decision. A student can notice that something needs to be better and begin thinking about how to improve it. Communities are shaped by geography, resources, buildings, roads, laws, and technology. But none of those things acts by itself. People decide what to build. People decide what to invent. People decide how to treat one another. People decide what stories to preserve. People decide whether to participate. That is why the story of a community is ultimately the story of its people. Places give communities somewhere to grow. People give communities a reason to grow stronger.

48. Student Annotation Guide

Passage 16

Mark	Student Action
N	Underline the need or problem.
Q	Box the question or investigation.
A	Circle the action or chosen response.
I	Star the impact, including a second effect or challenge.
Q or P	Label the evidence form and write source credit.
E2	Write what the evidence proves.

Earlier Sources

Source	Return With a New Job
Passage A	Find a problem and name how people responded.
Passage 5	Corroborate the pattern with a historical case.
Passage 6	Track the question, action, and effect.
Passage 7	Choose a relevant detail rather than a biography list.
Passage 8	Explain who was affected.
Passage 9	Use Ford's case to corroborate multiple effects.
Passage 10	Connect a choice to community growth.

49. TRACKS Evidence Highlighting

Use TRACKS to make research decisions visible: **T** target the R, **R** read for a relevant detail, **A** annotate the source, **C** cite the source, **K** keep the strongest evidence, and **S** state what it shows. This routine supports [3.13A-H](#) and keeps source use connected to the paragraph's reason.

TRACKS Move	Student Evidence	Teacher Look-For
Target	Writes the R.	R names problem solving.
Read	Finds a relevant source line.	Detail has a job.
Annotate	Marks N, Q, A, I, Q or P.	Problem comes before solution.
Cite	Names the source.	Credit is accurate.
Keep	Selects the strongest detail.	Evidence is not merely interesting.
State	Writes E2.	Explains proof and impact.

50. Five-Day GRADUATE Lesson

Use the same research reason across the five days: problem solving strengthens communities. The daily block is 20 minutes.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 20 MINUTES | ■ TEACH

Time	Move	Evidence
3 min	Gather: name a familiar problem-solution case.	Prediction about what makes a fact useful.
12 min	Reveal: model R, Q, P, E2, and corroboration with Franklin and Ford.	Students identify source jobs and chain steps.
5 min	Close: rehearse the oral frame.	NOTICE-QUESTION-ACT-IMPACT response.

GATHER

TEACHER SCRIPT

"Think of a person who helped a community. What problem did that person notice? Do not name the solution yet. Start with the need."

Read the short source statements about lightning danger, unsafe food, transportation cost, and community rules. Students hold up a hand when they hear a problem.

REVEAL

TEACHER SCRIPT

"A source fact becomes evidence only when it has a job. Our R is that problem solving strengthens communities. We will find a problem, a question, an action, an impact, and an explanation."

Model: Passage 16 says, "Notice a problem. Study it. Develop a possible solution." Mark Q, then explain that Franklin studied lightning after noticing fires and developed the lightning rod. Use a paraphrase from the Ford case to show P and credit. Add E2: the investigation came before the solution, and the impact reached daily life. Point out that Ford's case corroborates the problem-solving pattern.

Modelled Annotation

N: lightning could set wooden buildings on fire. Q: how could electricity have a safer path? A: study electricity and develop a lightning rod. I: buildings had a safer response to danger. E2: this proves a community can grow stronger when people investigate a real need before choosing an action.

Daily Check

Students turn and say one Q, one P, and one E2. Do not move on until students can state the R, identify a useful source, and explain why E2 must follow E1.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 20 MINUTES | ○ LEARN

Time	Move	Evidence
14 min	Attempt: Community Problem-Solution Chain Challenge.	Accurate card placements.
3 min	Source form check.	Q, P, or E2 shown with fingers.

3 min	Close.	Oral because statement.
-------	--------	-------------------------

ATTEMPT

TEACHER SCRIPT

"Place the cards in order. Then defend every placement with because. The problem must appear before the action so a reader can judge whether the response helped."

Pairs receive cases for Franklin, Pasteur, Ford, Walton, laws, or the recess class. They arrange NOTICE, QUESTION, ACT, and IMPACT. Each pair labels one source statement Q, one P, and one E2.

Game Routine and Sample Card

Card	Sample	Because Statement
NOTICE	Automobiles were expensive and unavailable to many ordinary families.	This is the problem because it limited travel for families.
QUESTION	How could a dependable automobile cost less?	This is the useful question because it leads to investigation.
ACT	Ford used moving assembly-line production.	This is the action because it is the chosen response.
IMPACT	Families traveled farther, roads mattered more, and businesses developed along travel routes.	This is the impact because daily life changed in more than one way.

Reject distractors that name an interesting fact but do not prove the R. Listen for a second effect or a new challenge.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 20 MINUTES | ○ LEARN then ✓ ASSESS

Time	Move	Evidence
8 min	Discuss cases and the shared pattern.	Student reasoning with because.
10 min	Use: draft Body Paragraph 2.	Independent R-E1-E2 writing.
2 min	Close.	One-sentence proof.

DISCUSS

TEACHER SCRIPT

"What repeats across Franklin, Pasteur, Ford, and the other cases? Which source detail proves the R, and which detail is only interesting?"

Press students to name the problem before the solution and to compare different effects. Ask how a source about scientific investigation corroborates a source about manufacturing. Ask what a second source adds.

USE: Independent Body Paragraph 2

Prompt: Independently write Body Paragraph 2. Begin with the assigned R: problem solving strengthens communities. Use one direct quotation from Passage 16 or Small Choices, Strong Communities and one paraphrase from an earlier passage. Explain the problem, question or investigation, action, and at least one impact. Include repeated E1-E2 sets, source credit, corroboration, and a linking sentence.

E2 LADDER

After each E1, answer: What does it mean? Why does it matter? How does it prove the R?

Independent Check

Collect the draft or read it during a conference. Look for a clear R, relevant evidence, source credit, a problem-question-action-impact chain, sustained E2, and one sentence recognizing more than one effect.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 20 MINUTES | ✓ ASSESS

Time	Move	Evidence
9 min	Award: identify a precise research strength.	Evidence-based award frame.
8 min	Target: select one exact next move.	Revision or curiosity target.
3 min	Close.	Before-and-after note.

AWARD

TEACHER SCRIPT

"Award yourself for a research move you can prove. Point to the R, a source-credit note, an E2 sentence, or a second source. Name exactly what the move did for your reader."

Students complete: I award myself for _____. I know because my paper shows _____. This helps my reader _____.

TARGET

TEACHER SCRIPT

"A target is not My paper is bad. A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it."

Offer choices: select only relevant proof, extend E2 beyond This helped, add a second source to corroborate, add a transition, or investigate a new question. Frame: My target is _____. I will make this change in _____ by _____. I will know it is complete when _____.

DAY 5 | GRADUATE STAGE: EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS, ROTATING GROUPS, OR INVITED AUDIENCE | 20 MINUTES | ✓ ASSESS

Time	Move	Evidence
10 min	Explain to Others: Community Solution Summit.	Oral teaching of the pattern and evidence.
8 min	Assessment: module exit ticket.	Independent chain, source, E2, and answer.
2 min	Close.	Portfolio bridge to Module 3.

EXPLAIN TO OTHERS

TEACHER SCRIPT

"Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Use the oral frames, but speak naturally and point to your work."

Student oral frames: The problem or need was _____. The useful question was _____. The person or group investigated or chose to _____. One direct quotation or paraphrase from my source is _____. One impact was _____. A second effect or possible challenge was _____. This pattern proves _____.

EDUCATE

Listeners identify the R, Q or P, source credit, one why or how question, and one specific strength in E2. The teacher listens for because, this means, this matters, or this proves.

TRANSFER AND MODULE EXIT

Students complete the exit ticket: place NOTICE, QUESTION, ACT, and IMPACT in order; choose Franklin, Pasteur, Ford, Walton, laws, or the recess class; name the source or sources; write one E2 sentence explaining why the impact matters; and answer the module question in one complete sentence.

Closure: Communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. One solution can create more than one effect.

Student Exemplars

51. Low / Developing Exemplar

Student Response	What Is Working	What Comes Next
People solve problems. Franklin made a lightning rod. Ford made cars. They helped communities.	The writer recognizes the topic and gives two cases.	Add a precise R, source credit, a Q or P label, the problem-question-action-impact chain, and E2.

52. Medium / Approaching Exemplar

Student Response	What Is Working	What Comes Next
Another way communities grow strong is when people solve problems. Passage 16 says, "Notice a problem. Study it." Franklin studied lightning and made a lightning rod. This helped buildings. Passage 9 explains that Ford used an assembly line so cars cost less. These solutions made life better.	Clear R, useful short quotation, two relevant cases, and basic effects.	Add full source credit after the paraphrase, more detail about questions and investigations, and E2 after each case.

53. High / Secure Exemplar

Student Response	What Is Working	What Comes Next
Another way communities grow strong is when people notice problems, ask questions, and create solutions together. Passage 16 says, "Notice a problem. Study it. Develop a possible solution." This sequence matters	Precise R, direct quotation, corroborating paraphrase, multiple effects, and sustained E2.	Study a third source or a new challenge and explain how it qualifies the pattern.

because it shows that invention begins before the object is built. Franklin studied the danger and the science, and then the lightning rod gave buildings a safer path for electricity. His action strengthened communities by helping people respond to a common threat. Passage 9 explains that Henry Ford used moving assembly-line production to make dependable cars more affordable. The solution changed more than one thing: families traveled farther, roads became more important, and businesses developed along travel routes. Together, the evidence proves that strong communities do not wait for problems to disappear. People investigate needs, choose solutions, and study the effects of those choices.		
--	--	--

Additional Secure Exemplars

Case	Research Move
Pasteur	Scientific investigation led to pasteurization, which reduced harmful microorganisms and made many foods safer.
Walton	

	A retail response to family cost concerns created jobs and services but also affected other businesses.
Laws and recess	People can listen to different perspectives, gather information, and choose a response together.

Secure Response: Evidence and Explanation

Evidence	E2
Passage 16 says, "Change can have more than one effect."	This matters because researchers must study who was affected, what improved, what changed, and whether a new challenge appeared.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept more than one case when the chain is supported by a supplied source. The order must be NOTICE, QUESTION, ACT, IMPACT. A direct quotation must preserve the source's wording and use quotation marks. A paraphrase must preserve meaning in the student's words. E2 must explain meaning, importance, and how the evidence proves the R. Award corroboration when a second source agrees with the same problem-solving pattern.

55. Standards Evidence Trail

Evidence	Standard	Teacher Record
Source notes and chain cards	3.13A-H	Planning, collection, source form, and credit
Body Paragraph 2 draft	3.11B(i-iii)	Focus, structure, relevant details, E2
Day 4 target and revision	3.11C(i-x)	Improved clarity, coherence, and word choice
Edited product	3.11D(i-xxxii)	Conventions and readable publication
Summit explanation	2(E)	Oral specificity and detail

56. Assessment Opportunities

Day	Evidence of Learning	Listen, Look, or Collect
Day 1	Prediction, source/job identification, Q-P-E2 responses, reveal checks	Listen and look
Day 2	Game placements, because statements, source-form accuracy	Look and collect
Day 3	Discussion reasoning, independent U writing, source credit, E2	Listen and collect
Day 4	Evidence-based award, precise target, revision	Look and collect
Day 5	Oral teaching, listener feedback, exit ticket	Listen and collect

Assessment Prompt Bank

Prompt	Expected Move
What problem came first?	Name NOTICE before ACT.
What makes this evidence relevant?	Connect it to the R.
Why Q instead of P?	Explain why exact wording matters.
What does the second source add?	State corroboration or a qualification.
Who was affected?	Name an impact and another effect or challenge.

57. Student Exit Ticket (Printable Page)

Name: _____ Date: _____

1. Place these in order: IMPACT, ACT, NOTICE, QUESTION.
 2. Choose Franklin, Pasteur, Ford, Walton, laws, or the recess class. Complete the NOTICE-QUESTION-ACT-IMPACT chain.
 3. Name the source or sources.
 4. Write one E2 sentence explaining why the impact matters.
 5. Answer: How do communities become stronger when people study problems and choose solutions?
-
-
-

58. Exit Ticket Answer Key

Item	Answer Guidance	Points
1	NOTICE, QUESTION, ACT, IMPACT.	1
2	Chain matches a supplied case and includes a supported action and effect.	2
3	Source matches the case; more than one source is acceptable when named accurately.	1
4	E2 states significance or connection to the community, not only the effect.	2
5	Answer explains evidence-based problem solving and useful impacts.	2

59. Scoring Principle

Score the research decision, not the number of facts. A strong response selects relevant evidence, credits the source, explains the proof, corroborates the pattern, and recognizes more than one effect. A developing response can grow through a narrower source set, oral rehearsal, and the E2 ladder.

60. Gradebook Conversion

Level	Description	Suggested Record
Secure	Complete R-E1-E2 paragraph, source credit, corroboration, and multiple effects.	3
Approaching	Clear R and some evidence, but E2, source credit, or corroboration is incomplete.	2
Developing	Names the topic or cases but does not yet prove the R.	1

61. Recommended Gradebook Label

G3 C8 M2

Record the Body Paragraph 2 product, exit ticket, and research explanation under this label.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Assignment	Requirement
Prompt	Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.
R	Begin with the assigned reason: problem solving strengthens communities.
Evidence	Use one direct quotation from Passage 16 or Small Choices and one paraphrase from an earlier passage.
Explanation	Explain the problem, question or investigation, action, impact, meaning, importance, and proof.
Research decisions	Give source credit, corroborate with a second source, and recognize more than one effect.

63. Student Planning Frame

R: Another way communities grow strong is when people _____.

NOTICE: The problem or need was _____.

QUESTION: The useful question was _____.

ACT: The person or group investigated or chose to _____.

E1 Q or P: _____ from _____.

E2: This means _____. This matters because _____.

Corroboration: A second source, _____, also shows _____.

IMPACT: One effect was _____. Another effect or challenge was _____.

Link: Together, this evidence proves _____.

64. Writing Assignment Rubric

Criteria	Secure	Approaching	Developing
R and organization	Focused R and logical chain	R present but chain is uneven	Topic named without R
Evidence and source use	Q and P are accurate, credited, and varied	Evidence is relevant but credit or form is incomplete	Evidence is copied, vague, or missing
E2 and corroboration	Sustained E2 proves R and second source corroborates	Some E2 but proof or corroboration is thin	Little or no explanation
Impact and clarity	Multiple effects and clear link	One effect or unclear link	Impact is missing

65. Writing Gradebook Conversion

Score	Meaning	Next Action
3	Secure across R, evidence, E2, source use, and impact.	Extend with a third source or new curiosity.
2	Approaching; at least one research move is secure.	Revise the weakest E2 or add corroboration.
1	Developing; topic or case is present.	Use two excerpts and oral rehearsal, then rewrite E2.

66. Teacher Feedback Shortcuts

- R: Point to the reason your paragraph proves.
- Q/P: Label the evidence form and add source credit.
- E2: Explain what the evidence means, why it matters, and how it proves the R.
- Corroborate: Add a second source that agrees with the pattern.
- Impact: Name who was affected and whether there was another effect or challenge.

Response to Student Need

67. Intervention: Name the Thinking

Need	Intervention	Independence Preserved
Too many facts	Reduce the source set to two excerpts and color-code R, E1, E2, and credit.	Student still chooses which detail proves the R.
No E2	Use oral rehearsal: say the R, evidence, then answer So what? twice.	Student writes the explanation.
Q and P confused	Provide a preselected pair and ask the student to choose Q or P.	Student explains the choice and gives credit.
No corroboration	Ask which second source agrees and what it adds.	Student selects the second source.
Only one effect	Ask who else was affected and whether a new challenge appeared.	Student supplies the reasoning.

68. Embedded Checks & Student Support

Check	When	What It Reveals
Fist to Five	Gather and Reveal	Confidence naming a report fact and a research move
Q, P, or E2 gestures	Attempt	Source-form accuracy and explanation
One-Sentence Proof	Discuss and Use	Whether E2 proves the week's R
Listen, Look, Collect	All days	Verbal, visual, and written evidence

69. Student Support Quick Reference

Student Need	Prompt	Frame
Find the problem	What was not working well?	The NOTICE was ____.
Find the question	What did the person need to understand?	The QUESTION was ____.
Find the action	What was investigated or chosen?	The ACT was ____.
Find the impact	Who was affected and what changed?	One IMPACT was ____.
Write E2	What does it prove?	This matters because ____.

70. Enrichment: Connect Across Texts

Extension	Student Task
Third source	Require a third source or a counterexample and explain how it changes or qualifies the pattern.
Source comparison	Compare a poem, fiction source, simulated source, and long nonfiction source.
New case	Investigate a new problem-solution case and add it only if it strengthens the R.
Multiple effects	Explain how one solution created more than one effect, including a new challenge.
Exhibit design	Design and defend an additional exhibit element for the final expo.

71. Additional Writing Opportunity: Plan and Draft

Transfer Prompt: How do communities become stronger when people study problems and choose solutions? Use one new source or earlier passage not used in the independent U Product. Include one E1, at least two E2 sentences, source credit, and at least one effect.

1. Name the R.
2. Choose one new source or earlier problem-solution case.
3. Select Q or P and record source credit.
4. Write at least two E2 sentences explaining the pattern, impact, and proof.

Drafting Space:

Success Criteria

- My response answers the transfer question.
- I used a new source or earlier passage.
- I included E1 with source credit and at least two E2 sentences.
- I named an impact and explained why it matters.

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

Revise. Read the response aloud and improve one sentence for clarity, sentence structure, or word choice under **[3.11C(i-x)]**.

Edit. Check complete sentences, capitalization, punctuation, quotation marks, source titles, connecting words, and grade-appropriate spelling under **[3.11D(i-xxxii)]**.

Share. A partner identifies the R, evidence, source credit, E2, corroboration, impact, and link. The writer keeps decision-making responsibility.

Engagement & Home Connection**73. Auditory Engagement Moments**

Give every learner a chance to hear and say the thinking.

- Read a source statement aloud; students show Q, P, or E2.
- Partners rehearse a because statement for each chain placement.
- A student teaches the NOTICE-QUESTION-ACT-IMPACT pattern to a listener.
- A student reads E2 aloud; the class listens for meaning, importance, and proof.

74. Pause Points

Pause the lesson and give quiet thinking time before responses.

BEFORE BUILDING A CHAIN

What is the R that must be proved? Name the problem before choosing evidence.

CHOOSING Q OR P

Should the exact words matter, or does the idea matter more? Either way, name the source.

AFTER EVIDENCE

Evidence cannot explain itself. Write E2 that explains meaning, importance, impact, and proof.

75. At-Home Connection

These at-home tasks take a few minutes and end with a conversation.

TASK CARD 1

Name a problem at home, ask a useful question, and describe one possible action.

TASK CARD 2

Teach a family member the difference between a direct quotation, a paraphrase, and E2.

TASK CARD 3

Share one solution and explain two effects or one effect and a new challenge.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own research progress tracker. As we work this week, color in how you feel about each research skill. Be honest with yourself, because this shows how much you are growing as a researcher. You are in charge of your learning."

Directions: Students color in or check one response for each skill after practice.

I Can...	Not Yet	Getting Set	I Can Do It
Name the problem before naming the solution.			
Decide whether to use a direct quotation or a paraphrase.			
Corroborate the pattern with a second source.			
Write E2 that explains an impact and why it matters.			
Recognize that one solution can have more than one effect.			

77. Student Award

One thing I am proud of as a researcher:

Evidence from my work:

78. Student Target

One thing I want to get better at:

My exact next action:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you proved that communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Place this weekly product in your research portfolio. Research is an infinity cycle: explaining what we know creates the next question."

80. Essential / Overarching Question, Answered

How do communities become stronger when people study problems and choose solutions?

Communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Strong researchers study the impact, corroborate a pattern with a second source, and remember that one solution can create more than one effect. Research grows when a familiar fact becomes new evidence.

81. Teacher Reflection

- Which misconception was most common?
- Which students still need support distinguishing Q, P, and E2?
- Which students retold cases instead of proving a pattern?
- Which earlier passage produced the strongest corroboration?
- What evidence shows students are ready for Module 3?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- NOTICE-QUESTION-ACT-IMPACT card placements and because statements
- Q, P, and E2 source notes
- Independent Body Paragraph 2 drafts
- Day 4 awards and targets
- Community Solution Summit listener feedback
- Exit tickets at developing, approaching, and secure levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

The deck follows the five-day research arc and uses the module question, chain, evidence routine, exemplars, and exit ticket.

Slide	Title	Required Content	Lesson Location
1	PROBLEM: From Question to Solution	Grade 3, Cluster 8, Module 2, research	Cover
2	Meet Our Week	I Can and I Will statements	Learning Destination
3	A Problem Is a Starting Point	Notice, question, investigate, choose, impact	Day 1 Gather
4	Source Jobs	R, Q, P, E2, corroboration	Day 1 Reveal
5	Build the Chain	Franklin, lightning rod, safer path	Day 1 Reveal
6	Community Problem-Solution Chain	NOTICE, QUESTION, ACT, IMPACT cards	Day 2 Attempt
7	Q, P, or E2	Source-form decisions	Day 2 Attempt
8	Talk It Over	Shared pattern across cases	Day 3 Discuss
9	Write Body Paragraph 2	R-E1-E2 and source credit	Day 3 Use
10	Evidence-Based Award	Point to a strength	Day 4 Award
11	Choose a Target	Exact revision or curiosity	Day 4 Target
12	Community Solution Summit	Teach the pattern and evidence	Day 5 Explain
13	Module Exit Ticket	Chain, source, E2, and answer	Day 5 Assessment
14	Build It, Fix It, Say It	Intervention and oral rehearsal	Support
15	Think Like a Researcher	Corroborate and study multiple effects	Enrichment
16	My Research Progress Tracker	Self-reflection	Student Ownership
17	Developing Response	Topic and cases without proof	Exemplars
18	Approaching Response	R and evidence with thin E2	Exemplars
19	Secure Response	R, Q, P, E2, corroboration, and multiple effects	Exemplars

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared document	Students mark N, Q, A, I, Q or P, and E2 in a shared source copy.
Small groups	Pairs arrange chain cards and explain each placement with because.
Oral response	Students say the frame aloud before typing the paragraph.
Asynchronous option	Students submit a chain, source credit, E2, and module answer.
Digital tracking	Students update the research progress tracker and save a before-and-after revision.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write directly in the open spaces.

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

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

PEOPLE: Choices, Service, and Memory

Grade 3 | Cluster 8 | Module 3

Grade: 3

Cluster: 8, Research capstone: PLACE, PROBLEM, PEOPLE, and TRANSFER

Module: 2 of the cluster

Primary Instructional Category: Research writing and evidence synthesis

Module Title: PEOPLE: Choices, Service, and Memory

Content Connection / Source Focus: Passage 16, "People Make the Difference: How Ideas and Actions Change Communities," Small Choices, Strong Communities, Passage A, and Passages 5 through 10

Primary TEKS: [3.11B](#), [3.11C](#), and [3.13A-H](#)

Approximate Daily Instructional Time: 20 minutes per day, across 5 days

Copyright: The Writing Academy®, LLC

1. A Little Inspiration Goes a Long Way!

Research grows when a familiar fact becomes new evidence. This module asks students to notice a real need, ask a useful question, investigate with sources, choose among responses, and study the impact. The strongest fact is the fact with a clear job in the paper.

TEACHER SCRIPT

"Strong writers do not gather the most facts. They select the facts with the strongest jobs."

Connection to the research capstone: students add the PEOPLE body paragraph to one paper that proves how communities grow. The paragraph begins with a reason, uses direct quotations and paraphrases from varied sources, adds corroboration, explains every piece of evidence, and links the effects back to the central idea.

2. Why This Module Matters

Week 3 turns from locations and famous solutions toward the choices people make every day. Students synthesize poetry, biography, fiction, art, history, and civic examples. They also learn an essential research habit: different source forms have different jobs. A poem can support theme and significance, fiction can illustrate a behavior or decision, and nonfiction can provide factual evidence. A strong community needs many different talents, not one kind of hero.

3. Module Essential / Overarching Question

How do people use choices, voices, talents, stories, and service to strengthen a community?

Students record an initial response, develop the answer through the source-form synthesis (poem, fiction, and nonfiction each have a job), and return to the question at closure.

My First Thinking:

Evidence I expect to find:

Family Communication

4. Parent Communication Purpose

Families are partners in this research. This page gives families the module question, the weekly writing product, conversation starters, and a short turn-and-teach activity. The invitation is to listen as the student explains how a source proves a research reason.

How to Send It: share the English letter, the Spanish letter, or both according to family preference. The activities need little or no material and are not additional family assignments.

5. Family Letter (English)

Dear Families,

This week your student is beginning Module 3 of Cluster 8, PEOPLE: Choices, Service, and Memory. The class will investigate this question: How do people use choices, voices, talents, stories, and service to strengthen a community? Students are building one part of a monthlong research paper that answers what helps a community grow strong.

The independent writing product is a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities. Students will use direct quotations and paraphrases as evidence, give source credit, corroborate a pattern with a second source, and explain how each piece of evidence proves one reason in the final thesis (central idea).

Ask your student to teach the week's question and show one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your student's teacher

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

Estimadas familias:

Esta semana su estudiante comienza el Módulo 2 del Grupo 8, PEOPLE: Choices, Service, and Memory. La clase investigará esta pregunta: How do people use choices, voices, talents, stories, and service to strengthen a community? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde qué ayuda a una comunidad a crecer fuerte.

El producto de escritura independiente es un segundo párrafo completo que demuestra cómo notar, hacer preguntas, investigar y escoger soluciones fortalece a las comunidades. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes, confirmarán un patrón con una segunda fuente y explicarán cómo cada evidencia demuestra una razón de la tesis (idea central).

Pídale a su estudiante que le enseñe la pregunta de la semana y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

Atentamente, The Writing Academy®, LLC y el maestro o la maestra de su estudiante

7. Family Conversation Starters

- Enséñame la pregunta del módulo: How do people use choices, voices, talents, stories, and service to strengthen a community?
- Show one piece of evidence and explain why it has a job in the paper.
- What is the difference between a direct quotation, a paraphrase, and E2?
- Which earlier passage returned this week, and what new job did it perform?
- What did the student award, and what target did the student set?
- What new curiosity did the research create?

8. Simple Family Activities

Both activities end in a conversation rather than a worksheet.

Family Activity: Three-Minute Turn and Teach

The student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Family Activity: Problem-Solution Chain

Choose a familiar need at home. The student names the NOTICE, asks the QUESTION, names the ACT, and explains the IMPACT. The student adds whether the action helped, created a new challenge, or had more than one effect.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use them to read the five daily lessons at a glance.

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

10. GRADUATE Evidence Alignment

This module connects each GRADUATE stage to evidence produced in the research paper.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Students notice the problem pattern and name the research reason.
Reveal	■ TEACH	The teacher makes source choice, Q or P, and E2 thinking visible.
Attempt	○ LEARN	Students build a NOTICE-QUESTION-ACT-IMPACT chain.
Discuss	○ LEARN	Students defend each placement with because reasoning.
Use	✓ ASSESS	Students draft Body Paragraph 2 independently.
Award	✓ ASSESS	Students identify a strength with evidence from the draft.
Target	✓ ASSESS	Students name one exact next revision or curiosity.
Explain / Educate	✓ ASSESS	Students teach the pattern, evidence, and impact to a listener.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 8, Module 3
Module Category	Research writing: PEOPLE, Choices, Service, and Memory
Primary TEKS	3.11B , 3.11C , 3.13A-H
Research Pattern	choices, voices, talents, stories, and service
Evidence Pattern	R, direct quotation or paraphrase, source credit, E2, corroboration, and a linking sentence
Content Connection	Passage 16, Small Choices, Strong Communities, Passage A, and Passages 5 through 10
Daily Lesson Time	20 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather and Reveal; Day 2 Attempt; Day 3 Discuss and Use; Day 4 Award and Target; Day 5 Explain to Others
Student Product	Independent U Product: a complete second body paragraph proving how problem solving strengthens communities

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will answer the module question, use evidence from more than one source, and write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

I Will Statements

- I will distinguish direct quotations from paraphrases.
- I will credit borrowed information.
- I will write E2 explanations that show what evidence proves.
- I will corroborate a pattern with a second source.
- I will recognize that one solution can have more than one effect.

I Can Statements

- I can answer the module question.
- I can use evidence from more than one source.
- I can complete Body Paragraph 2.
- I can explain the problem, question, action, and impact.
- I can teach the research pattern to another person.

CLASS SLIDE

Module Slide 2: the learning destination, I Can statements, and I Will statements.

13. Success Criteria

- My R names problem solving as the second thesis (central idea) reason.
- I use a direct quotation from Passage 16 or Small Choices and a paraphrase from an earlier passage, each with source credit.
- I explain the problem, the question or investigation, the action, and at least one impact.
- My E2 explains meaning, importance, and how the evidence proves the R.
- At least one sentence recognizes that change can have more than one effect.

14. Evidence That Will Demonstrate Mastery

The products below provide visible evidence of mastery.

- Community Problem-Solution Chain Challenge placements with oral because statements.
- The independent Body Paragraph 2 draft with R, E1, E2, source credit, and corroboration.
- The Day 5 Community Solution Summit and module exit ticket.
- An accurate explanation of why one solution can have more than one effect.

15. TEKS Correlations

The following expectations are used in planning, source use, synthesis, revision, editing, and publication.

TEKS	Student Expectation	Where Applied
3.11B(i)	develop drafts into a focused, structured, and coherent piece of writing	SET introduction and purposeful organization
3.11B(ii)		

	write a conclusion that follows from the information presented	RRR conclusion and whole-paper closure
3.11B(iii)	develop drafts by developing an engaging idea with relevant details	Relevant evidence, sustained E2, and connections
3.11C(i-x)	revise drafts to improve sentence structure, word choice, coherence, and clarity	Day 4 target and revision
3.13A-H	research planning, source use, evidence collection, synthesis, citation, and presentation	All five days and Body Paragraph 2
3.11D(i-xxxii)	edit writing for conventions and publish a readable product	Weekly writing and final publication

16. Standards Coverage Matrix

Standard	Classification	Module Evidence
3.13A-H	PRIMARY	Students plan, collect, select, synthesize, credit, and present research evidence.
3.11B(i-iii)	PRIMARY	Students draft a focused body paragraph and connect evidence to a research reason.
3.11C(i-x)	RECURSIVE	Students revise E2, transitions, source credit, and clarity.
3.11D(i-xxxii)	RECURSIVE	Students edit the weekly writing and final publication.

17. ELPS Correlations

ELPS	Student Expectation	Module Use
2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions	Because statements and summit teaching
4(C)(ii)	write using content-area vocabulary	Problem, solution, evidence, impact, corroborate
4(D)(iii)	write using a variety of grade-appropriate connecting words	Because, therefore, as a result, however
4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Body Paragraph 2 and transfer response

ELPS Woven Into Intervention

Support	Language Action
Oral rehearsal	Say the R, evidence, and E2 before writing.
Sentence frames	Use because, this means, this matters, and this proves.

ELPS Woven Into Enrichment

Extension	Language Action
Third source	Explain how it strengthens, changes, or qualifies the pattern.
New curiosity	State the source type needed to investigate the question.

18. ELPS Linguistic Accommodations

Need	Accommodation	Rigor Preserved
Access to source	Reread a selected excerpt aloud, provide partner reading, or provide audio.	Student still selects the evidence and source form.
Evidence language	Use Q, P, and E2 cards and the NOTICE-QUESTION-ACT-IMPACT frame.	Student still explains why the evidence proves the R.
Oral rehearsal	Rehearse a because statement before writing.	Student still writes the independent explanation.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear source statements and decide Q, P, or E2 before writing.
Speaking	Students defend game placements with because statements and teach evidence aloud.
Reading	Students reread sources to locate relevant evidence and identify source form.
Writing	Students write R, E1 with source credit, sustained E2, corroboration, and a link.

20. Rigor Safeguard

May Provide	Must Remain Student Work
Rereading, selected excerpts, anchor charts, an organizer, sentence frames, partner reading, or audio	Choosing evidence, deciding Q or P, crediting the source, writing E2, corroborating, and supplying the proof

21. Rigor & Cognitive Demand

Level	What Students Do	Evidence
Literal	Identify a source, fact, and source form.	Names the source and states a fact.
Inferential	Decide whether a detail is relevant and choose Q or P.	Selects relevant evidence and gives source credit.
Evaluative	Explain how evidence proves the R and corroborate across sources.	Writes sustained E2 and connects two sources.
Extended	Draft and revise a cross-case body paragraph.	Synthesizes cases and recognizes multiple effects.

22. The Five Thinking Levels

Level	Stage	Description
1	Foundational	Repeats a source fact or follows a taught direction.
2	Emergent	Attempts a research move with support.
3	Visible	Connects a source detail directly to the R.
4	Independent	Combines evidence with reasoning and corroboration.
5	Reflective	Connects evidence, impacts, new challenges, and the larger community.

The Progression of Thinking

Stage	Research Task	Student Product
Recall	Name a problem, source, and pattern step.	NOTICE, QUESTION, ACT, IMPACT chain.
Skill	Arrange a case and decide Q or P.	Correct card placement and source credit.
Strategic	Explain the R and corroborate with a second source.	E2 connecting the pattern and impact.
Extended	Draft and revise a body paragraph.	Cross-case synthesis with multiple effects.

23. Possible Teacher Misconceptions

Misconception	What It May Look Like	Self-Correction
More facts make a stronger paper.	Long lists of interesting details receive praise.	Ask what job each fact performs and which facts prove the R.
A quotation is always stronger than a paraphrase.	Students quote every detail.	Ask whether exact wording matters more than the idea.
Evidence speaks for itself.	E1 appears without E2.	Require meaning, importance, and proof after every E1.

24. Possible Student Misconceptions

What Students May Misunderstand	Teacher May Notice	Practical Correction
Research means copying every interesting fact.	Details appear with no R.	Point to the R and ask which sentence proves that exact reason.
The first idea is automatically the best solution.	One action appears with no question or investigation.	Ask what problem and question came before the solution.
A solution has only one effect.	Only one result is named.	Ask who else was affected and whether a new challenge appeared.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

The target is research planning and source use: students select relevant evidence from varied sources, distinguish direct quotation from paraphrase, give source credit, synthesize a shared problem-solving pattern, and explain every piece of evidence.

Target standards: [3.11B\(i-iii\)](#), [3.11C\(i-x\)](#), [3.11D\(i-xxii\)](#), and [3.13A-H](#).

26. How I Say the Standard!

TEKS says	How I say it
3.11B(i) develop drafts into a focused, structured, and coherent piece of writing	I organize my research so my ideas stay focused and make sense.
3.11B(ii) write a conclusion that follows from the information presented	I end by restating my central idea, referring to all my evidence, and reflecting on the big picture.
3.11B(iii) develop drafts by developing an engaging idea with relevant details	I choose details that have strong jobs and explain why they matter.
3.11C(i-x) revise drafts to improve sentence structure, word choice, coherence, and clarity	I revise my sentences and word choices so my proof is clear and connected.
3.13A-H research planning, source use, evidence collection, synthesis, citation, and presentation	I plan research, use more than one source, collect evidence, give source credit, and present what I learned.
3.11D(i-xxii) edit writing for conventions and publish a readable product	I edit my writing and publish a readable research paragraph.

27. This Week I Can...

- I can name the problem before naming the solution.

- I can decide whether evidence is a direct quotation or a paraphrase.
- I can corroborate a pattern with a second source.
- I can write E2 that explains an impact and why it matters.
- I can recognize that one solution can have more than one effect.

28. Before I Can... Prerequisites

- Students can identify a main idea and relevant detail.
- Students can retell or paraphrase a source without changing its meaning.
- Students can name a source and record a short note.
- Students can explain a sentence with because or this means.
- Students know that a thesis (central idea) names the paper's central idea and three reasons.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"Think back to a person or group that made a community stronger. What problem did they notice? What question did they ask? What action did they choose? What changed? Today we will turn that familiar fact into new evidence."

Students retrieve one prior case: Franklin and the lightning rod, Pasteur and pasteurization, Ford and the assembly line, Walton and retail, laws and community order, the class recess decision, or service in a community. Each student names the NOTICE, QUESTION, ACT, and IMPACT orally.

30. Vocabulary Infusion

Routine	Teacher Move	Student Move
Notice	Display a source word and place it in a problem-solution sentence.	Say the word and name the source job.
Use	Ask for the word in an E2 sentence.	Explain meaning, importance, and proof.
Transfer	Ask for one vocabulary word in the paragraph.	Use the word accurately in research writing.

31. Conventions Connection

During revision, students check complete sentences, capitalization, punctuation, subject-verb agreement, source titles, quotation marks around direct quotations, and clear connecting words. Conventions support the reader's ability to follow the evidence.

32. Writing Connection

Students add Body Paragraph 2 to the same research paper. The paragraph begins with the second R, repeats E1 and E2 until the reason is proven, includes source credit and corroboration, and closes with a linking sentence. The final paper will use a SET introduction, three body paragraphs, and an RRR conclusion.

33. Watch Out!

- Do not name a solution before naming the problem.
- Do not copy a source without deciding whether the wording is a direct quotation or paraphrase.

- Do not let a fact stand without E2.
- Do not stop at one effect when the source shows more than one.
- Do not use one source as if it proves every part of a pattern.

34. Ready Check

- ☐ Can the student name a problem and a useful question?
- ☐ Can the student identify a source and its job?
- ☐ Can the student tell Q, P, and E2 apart?
- ☐ Can the student explain why evidence proves an R?
- ☐ Can the student name an impact and a second effect or challenge?

35. Teacher Look-Fors

Listen for precise source credit, a reason that names problem solving, the correct NOTICE-QUESTION-ACT-IMPACT order, a useful Q or P choice, and E2 that moves beyond retelling. Look for a second source that agrees with the pattern and for a sentence that recognizes multiple effects.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words. Say each word, explain it in simple language, and use the oral frame."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
problem	something that needs to be understood or improved	The problem was ____.
ask	to seek information or an answer	The person asked ____.
choose	to select among possibilities	The group chose to ____.
change	to make or become different	The solution changed ____.
help	to make something easier or better	The idea helped by ____.
safe	protected from danger	The solution made people safer because ____.
work	effort used to accomplish something	The work led to ____.
build	to make or develop	The team built ____.
idea	a thought or plan	The idea began when ____.
result	what happens because of an action	One result was ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words. They help us make research decisions, explain evidence, and talk about our writing."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
cause	why something happens	One cause of the problem was ____.
effect	what happens because of a cause or action	One effect of the solution was ____.
solution	a response intended to solve a problem	The solution addressed ____.
investigate	to study carefully to find evidence	The person investigated by ____.
corroborate	to confirm information with another source	The second source corroborates ____.
relevant	directly useful for the point being proved	This evidence is relevant because ____.
perspective	a way of seeing or understanding something	Another perspective suggests ____.
inference	a conclusion based on evidence and reasoning	I can infer that ____.
reasoning	thinking that connects evidence to a conclusion	My reasoning shows ____.
impact	the important effect of an action or idea	The impact on the community was ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words belong especially to the sources and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use."

Word	Student-Friendly Meaning	Say It This Way
lightning rod	a metal system that gives lightning electricity a safer path to the ground	LYT-ning rod
conductor	a material that allows electricity to travel	kun-DUK-ter
microorganism	a living thing too small to see without special tools	my-kroh-OR-guh-niz-um
pasteurization	heating certain foods or liquids for a specific time to reduce harmful microorganisms	pas-chur-uh-ZAY-shun
manufacturing	making products, often in large amounts	man-yuh-FAK-chur-ing
assembly line	a system in which a product moves through ordered work steps	uh-SEM-blee line
retail	selling goods directly to customers	REE-tail
law	an official rule used to organize and protect a community	LAW
democracy	a system in which citizens participate in decisions	dih-MOK-ruh-see
citizenship	membership and responsible participation in a community or country	SIT-uh-zun-ship
ballot	a way to record a vote	BAL-ut
innovation	a new or improved idea, method, or product	in-uh-VAY-shun

Teacher Resource: For more practice with academic words, see the Teach BIG Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Passage 16, "People Make the Difference: How Ideas and Actions Change Communities," shows that roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves. People notice needs, ask questions, investigate, choose actions, and create change.

Use Franklin's lightning rod, Pasteur's pasteurization, Ford's assembly-line production, Walton's retail business, laws, the class recess decision, service, speeches, art, and stories as problem-solution cases. Each case must be treated as evidence with a job, not as a biography list.

The Research Habit

A familiar fact becomes new evidence when the student gives it a precise R, source credit, E2, and a connection to another source.

40. Materials Needed

Material	Use
Passage 16 and selected earlier passages	Read, reread, annotate, and cite evidence.
Small Choices, Strong Communities	Corroborate the pattern with a simulated source.
NOTICE-QUESTION-ACT-IMPACT cards	Community Problem-Solution Chain Challenge.
Q, P, and E2 cards	Identify source form and reasoning.
Research organizer and drafting paper	Plan Body Paragraph 2.
Exit ticket and progress tracker	Assess and reflect.

41. Preparation Before Day 1

1. Mark short source excerpts for Franklin, Pasteur, Ford, Walton, laws, and the recess class.
2. Prepare cards labeled NOTICE, QUESTION, ACT, and IMPACT.
3. Prepare Q, P, and E2 cards and model source credit.
4. Post the module question and the R: problem solving strengthens communities.
5. Place the paper organizer, source packet, exit ticket, and tracker where students can reach them.
6. Choose varied source combinations so students can corroborate rather than repeat one source.

42. Weekly Timing & Transition Overview

Day	Stage	Minutes	Focus
Day 1	Gather + Reveal	20	Attention hook, source jobs, Q-P-E2, and the chain
Day 2	Attempt	20	Community Problem-Solution Chain Challenge
Day 3	Discuss + Use	20	Discussion, independent Body Paragraph 2 draft
Day 4	Award + Target	20	Evidence-based award and precise revision target
Day 5	Explain to Others	20	Community Solution Summit and exit ticket

43. Tiny Times Transition

Use a short repeatable transition: notice the problem, ask the question, investigate the evidence, choose the response, study the impact. Students point to the matching card, say one sentence, and return to the research paper.

Citizenship & Content Connection**44. The Citizenship Connection**

Element	This Module
Need	People notice a danger, unfairness, unsafe condition, or missing resource.
Participation	People ask questions, listen to perspectives, and weigh more than one response.
Responsibility	People choose actions whose effects help others and study new challenges.
Community impact	Solutions can make buildings safer, food safer, travel easier, stores more accessible, or decisions more fair.
Student connection	A student can solve a problem, include someone, volunteer, preserve a story, ask a useful question, or listen before making a decision.

Citizenship is visible in ordinary moments. A strong decision does not require everyone to begin with the same opinion. People can gather information, listen to different perspectives, discuss possible solutions, and decide together.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

NOTICE-QUESTION-ACT-IMPACT Chart

Step	Question	Example
NOTICE	What real need or problem appeared?	Lightning could set buildings on fire.
QUESTION	What useful question guided the investigation?	How could electricity have a safer path?
ACT	What did the person or group investigate, make, or choose?	Franklin studied electricity and developed the lightning rod.
IMPACT	Who was affected and what changed?	Buildings had a safer response to lightning danger.

Q, P, and E2 Chart

Mark	Meaning	Model
Q	Direct quotation with source credit	Passage 16 says, "Notice a problem. Study it. Develop a possible solution."
P	Paraphrase with source credit	Passage 16 explains that Ford used moving assembly-line production to make automobiles more efficient and affordable.
E2	Researcher's own explanation	This proves that investigation came before the solution and that the effect reached daily life.

Research Body Paragraph Chart

Part	Job	Sentence Frame
R	Name the reason.	Another way communities grow strong is when people solve problems.
E1	Give Q or P and source credit.	Passage 16 says ____.
E2	Explain meaning, importance, and proof.	This matters because ____.
Corroboration	Use a second source that agrees.	Passage ____ also shows ____.
Link	Return to the R and broader community.	Together, this evidence proves ____.

46. Core Habit / Strategy Explanation

Strong research is not a pile of facts. It is a series of decisions. Students first name the R, then decide which source detail has the strongest job. A Q preserves exact words when the wording is clear or important. A P condenses an idea when the meaning matters more than the wording. E2 explains meaning, importance, and proof. Corroboration shows that a second source agrees with the pattern. Students also ask who was affected, what improved, what changed, and whether a new challenge appeared.

TEACHER SCRIPT

"The R is _____. The problem was _____. The useful question was _____. The action was _____, from _____. One impact was _____. This helps prove my R because _____."

47. Student Source Passage(s)

Passage use: use the research source below at high stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "What Helps a Community Grow?" (Stamina: High)

[1] Communities can be found near rivers, forests, plains, coastlines, and many other places. Where people live affects how they meet their needs.

Water Matters

[2] People need water for drinking, cooking, farming, and caring for animals. Rivers can also help people travel. Ancient Egyptians built many communities near the Nile River. The Nile provided water and fish. Floodwaters also left behind fertile soil that helped farmers grow crops.

People Use Nearby Resources

[3] People often use resources found in their environment. Forests can provide wood for homes and fires. Rich soil can help farmers grow food. Rivers can provide water and transportation. People sometimes change the way they live depending on the resources around them. What If Something Is Missing? No community has every resource it needs. When a resource is scarce, people may trade with another community. At Poverty Point, archaeologists discovered seashells and other materials that came from faraway places. These objects are evidence that people traveled and traded with other groups.

People Make Communities Stronger

[4] A good location is helpful, but people make communities work. People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors. Even small actions can improve a community.

Community Quest Research Clue

[5] When collecting evidence, ask: What did the place provide? What problem did people face? What did people do about it? Big Idea: A place gives people resources and challenges. People decide how to use what they have to build a community.

48. Student Annotation Guide

Passage 16

Mark	Student Action
N	Underline the need or problem.
Q	Box the question or investigation.
A	Circle the action or chosen response.
I	Star the impact, including a second effect or challenge.
Q or P	Label the evidence form and write source credit.
E2	Write what the evidence proves.

Earlier Sources

Source	Return With a New Job
Passage A	Find a problem and name how people responded.
Passage 5	Corroborate the pattern with a historical case.
Passage 6	Track the question, action, and effect.
Passage 7	Choose a relevant detail rather than a biography list.
Passage 8	Explain who was affected.
Passage 9	Use Ford's case to corroborate multiple effects.
Passage 10	Connect a choice to community growth.

49. TRACKS Evidence Highlighting

Use TRACKS to make research decisions visible: **T** target the R, **R** read for a relevant detail, **A** annotate the source, **C** cite the source, **K** keep the strongest evidence, and **S** state what it shows. This routine supports [3.13A-H](#) and keeps source use connected to the paragraph's reason.

TRACKS Move	Student Evidence	Teacher Look-For
Target	Writes the R.	R names problem solving.
Read	Finds a relevant source line.	Detail has a job.
Annotate	Marks N, Q, A, I, Q or P.	Problem comes before solution.
Cite	Names the source.	Credit is accurate.
Keep	Selects the strongest detail.	Evidence is not merely interesting.
State	Writes E2.	Explains proof and impact.

50. Five-Day GRADUATE Lesson

Module 3 turns the research lens to PEOPLE: the choices, service, voices, talents, and memories that help a community grow strong. Across five high-stamina days, students synthesize poem, fiction, biography, and nonfiction, learning that each source form has a different job. They build a thesis (central idea) with three reasons, support it with direct quotations and paraphrases, corroborate evidence across sources, and close with an RRR conclusion. The weekly reason is that responsible choices, service, voice, art, and stories strengthen and preserve communities. The research source for the week is *What Helps a Community Grow?*

DAY 1 | GATHER + REVEAL | 20 MINUTES

G + R

Standard	Student Expectation, verbatim
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
TEKS 11(B)(iii)	develop drafts by developing an engaging idea with relevant details
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Purpose: Gather an initial prediction about what people give a community, then reveal the Module 3 research task and model how source forms carry different kinds of evidence. Students begin a source notebook for the thesis (central idea), three reasons, quotation or paraphrase, source credit, corroboration, and RRR conclusion.

TEACHER SCRIPT

"Look at a town with roads, homes, schools, parks, and no people. Is it already a strong community? Turn your prediction into a reason. What can people give that buildings and resources cannot give by themselves? As you listen, decide what job each source can do in your research."

Display the empty town and collect predictions before teaching the background. Reveal that people give communities honesty, responsibility, service, voice, creativity, memory, cooperation, and care. Introduce the week reason: people make responsible choices, serve others, and preserve important stories and traditions. Read selected lines from *What Helps a Community Grow?* and model a thesis (central idea) with three reasons: people strengthen trust through choices, meet needs through service, and preserve belonging through art, writing, and memory. Compare three source forms. A poem can support theme and significance, fiction can illustrate a decision and consequence, and nonfiction can provide factual evidence. Model the sequence R, source, direct quotation or paraphrase, source credit, E2, and corroboration. Say aloud that E2 explains what the evidence means, why it matters, and how it proves the reason. Students show Q, P, or E2 with fingers, then write one source job and one possible reason in their notebooks.

DAY 2 | ATTEMPT | 20 MINUTES

A

Standard	Student Expectation, verbatim
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

ELPS 4(C)(ii)	write using content-area vocabulary
----------------------	-------------------------------------

Purpose: Attempt the source-form decisions with a team so every choice is visible. Students sort contributions by community strength, identify the source form, label the evidence job, and defend each placement with a complete explanation.

TEACHER SCRIPT

"Today you will attempt the research decisions with other researchers. Read every card, identify its source form, and decide whether it works as a fact, example, theme, or significance. Do not place a card because one word feels familiar. Place it only when you can explain how it helps prove the reason."

Run a Community Contribution Museum Match with teams of three or four. Provide exhibit mats for hope and voice, service, art and culture, writing and memory, honesty, dependability, and inclusion and decision making. Give teams contribution cards, source-form badges, and use labels: FACT, EXAMPLE, THEME, or SIGNIFICANCE. The curator reads a card, the source specialist names poem, fiction, biography, or nonfiction, the evidence writer adds the use label, and the docent explains the community impact. Include a service poem card about ordinary hands helping, a fiction card showing responsibility, a nonfiction card about Carmen Lomas Garza preserving culture, and a card from *What Helps a Community Grow?* about many kinds of contribution. Require a because statement for every point. Ask teams to reject distractors that are interesting but do not match the reason. High-stamina students add one quotation or paraphrase with credit and a corroborating card from another source form. Close by having each student write: This evidence helps prove my reason because _____. Collect the explanation, not only the sort.

DAY 3 | DISCUSS + USE | 20 MINUTES
D + U

Standard	Student Expectation, verbatim
TEKS 11(B)(iii)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Purpose: Discuss why the museum decisions work, then use the reasoning independently in a high-stamina Body Paragraph 3. Students combine a short poetic quotation with a credited paraphrase from nonfiction, biography, or clearly labeled fiction.

TEACHER SCRIPT

"Yesterday you made source decisions visible. Today explain why they work. Why can a poem support theme without proving every historical detail? How can fiction illustrate a choice without becoming a factual record? What does nonfiction add? Then write your own paragraph. The evidence may be yours only when your explanation proves the reason."

Discuss how poetry uses voice and image to support theme and significance, how fiction illustrates choices and consequences, and how nonfiction and biography support factual claims. Ask how art and writing preserve memory, how service requires listening and respect, and how different talents corroborate the thesis (central idea). Press students beyond lists with the prompts, This means, This matters because, and This helps prove. For the independent task, students begin with the reason that

responsible choices, service, voice, art, and stories strengthen or preserve communities. They use one short quotation from a poem and one paraphrase from *What Helps a Community Grow?*, Passage 3, Passage 4, Passage 11, Passage 12, or Passage A. They identify each source form, give source credit, explain meaning, importance, and community impact, then add a corroborating sentence. Require a linking sentence that reconnects the reason to the thesis (central idea) and previews the RRR conclusion. Confer by asking students to point to the R, E1, source form, E2, and corroboration without supplying words. Collect the independent paragraph as the primary formative product.

Source Form	Its Job in Research	Example This Week
Poem	Supports theme and significance	A poem shows why service and hope matter to a community.
Fiction	Illustrates a behavior or a decision	A story shows a character making an honest, responsible choice.
Nonfiction	Provides factual evidence	An article gives facts about how people helped a community grow.
Art or Memory	Preserves stories and traditions	A painting or a recorded memory keeps an important story alive.

DAY 4 | AWARD + TARGET | 20 MINUTES
A + T

Standard	Student Expectation, verbatim
TEKS 11(C)(i-x)	revision for sentence structure, word choice, coherence, and clarity
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail

Purpose: Award precise evidence of research growth, then set one exact revision target. Students inspect their own paragraph for source-form accuracy, sustained E2, corroboration, and clear significance rather than accepting vague praise or vague criticism.

TEACHER SCRIPT

"Award yourself for a research move you can prove. Point to the thesis (central idea), a quotation, a paraphrase, a source credit, an E2 sentence, or a corroborating source. Now choose one target that will improve your proof. Name exactly what you will change, where you will change it, and how you will know it is complete."

Students complete an evidence-based award: I award myself for _____. The evidence on my paper is _____. This improved my research because _____. Accept awards for correctly identifying a poem, fiction, or nonfiction source; using a quotation for theme or significance; using nonfiction for factual support; labeling fiction as an example; or explaining how a choice affects trust, service, memory, fairness, or belonging. Then students choose one target: name the source form clearly, extend E2 beyond a summary, add a second source to corroborate, improve a transition, clarify a quotation, or explain a new curiosity. Partners may point to the checklist and ask a question, but the writer remains the decision maker. Students revise one selected passage and write a before-and-after note. Listen for researcher voice that is stronger than the source voice. Finish with a quick oral rehearsal of the RRR conclusion: restate the thesis (central idea), review the three reasons, and reflect on why a strong community needs many different talents.

DAY 5 | EXPLAIN TO OTHERS | 20 MINUTES
E

Standard	Student Expectation, verbatim
TEKS 13(A-H)	research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas

Purpose: Explain the synthesis to an audience and complete the module exit ticket. Students teach the job of each source form, connect choices and service to community memory, and transfer the week's research habits into a concise RRR conclusion.

TEACHER SCRIPT

"Today you will teach the learning rather than simply show the paper. Your listener should understand your thesis (central idea), reason, source form, quotation or paraphrase, source credit, and E2. Explain what the evidence proves, then connect it to another contribution. Speak naturally, point to your work, and let your researcher's voice lead."

Host a Living Community Contribution Gallery in pairs or rotating groups. Each student explains an exhibit or paragraph using the frames, My exhibit represents _____. The source form is _____. I can use it as a fact, example, theme, or significance because _____. One quotation or paraphrase is _____. This contribution strengthens or preserves the community by _____. A different contribution is _____. Together, these examples prove _____. Listeners identify the thesis (central idea), one of the three reasons, Q or P, source credit, and one specific E2 strength, then ask one why or how question. In the final eight minutes, students complete the exit ticket: match poem, fiction, biography, and nonfiction to appropriate evidence jobs; name one service example and one preservation example; explain why children can be community contributors; connect a poem or fiction example to *What Helps a Community Grow?*; and answer the module question in one complete sentence. Require an RRR conclusion that restates the thesis (central idea), reviews the three reasons, and reflects on the big idea: a strong community needs many different talents, not one kind of hero. Close by placing the revised paragraph, source notes, corroboration, and exit ticket in the research portfolio.

Student Exemplars

51. Low / Developing Exemplar

Student Response	What Is Working	What Comes Next
People solve problems. Franklin made a lightning rod. Ford made cars. They helped communities.	The writer recognizes the topic and gives two cases.	Add a precise R, source credit, a Q or P label, the problem-question-action-impact chain, and E2.

52. Medium / Approaching Exemplar

Student Response	What Is Working	What Comes Next
Another way communities grow strong is when people solve problems. Passage 16 says, "Notice a problem. Study it." Franklin studied lightning and made a lightning rod. This helped buildings. Passage 9 explains that Ford used an assembly line so cars cost less. These solutions made life better.	Clear R, useful short quotation, two relevant cases, and basic effects.	Add full source credit after the paraphrase, more detail about questions and investigations, and E2 after each case.

53. High / Secure Exemplar

Student Response	What Is Working	What Comes Next
Another way communities grow strong is when people notice problems, ask questions, and create solutions together. Passage 16 says, "Notice a problem. Study it. Develop a possible solution." This sequence matters	Precise R, direct quotation, corroborating paraphrase, multiple effects, and sustained E2.	Study a third source or a new challenge and explain how it qualifies the pattern.

because it shows that invention begins before the object is built. Franklin studied the danger and the science, and then the lightning rod gave buildings a safer path for electricity. His action strengthened communities by helping people respond to a common threat. Passage 9 explains that Henry Ford used moving assembly-line production to make dependable cars more affordable. The solution changed more than one thing: families traveled farther, roads became more important, and businesses developed along travel routes. Together, the evidence proves that strong communities do not wait for problems to disappear. People investigate needs, choose solutions, and study the effects of those choices.		
--	--	--

Additional Secure Exemplars

Case	Research Move
Pasteur	Scientific investigation led to pasteurization, which reduced harmful microorganisms and made many foods safer.
Walton	

	A retail response to family cost concerns created jobs and services but also affected other businesses.
Laws and recess	People can listen to different perspectives, gather information, and choose a response together.

Secure Response: Evidence and Explanation

Evidence	E2
Passage 16 says, "Change can have more than one effect."	This matters because researchers must study who was affected, what improved, what changed, and whether a new challenge appeared.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept more than one case when the chain is supported by a supplied source. The order must be NOTICE, QUESTION, ACT, IMPACT. A direct quotation must preserve the source's wording and use quotation marks. A paraphrase must preserve meaning in the student's words. E2 must explain meaning, importance, and how the evidence proves the R. Award corroboration when a second source agrees with the same problem-solving pattern.

55. Standards Evidence Trail

Evidence	Standard	Teacher Record
Source notes and chain cards	3.13A-H	Planning, collection, source form, and credit
Body Paragraph 2 draft	3.11B(i-iii)	Focus, structure, relevant details, E2
Day 4 target and revision	3.11C(i-x)	Improved clarity, coherence, and word choice
Edited product	3.11D(i-xxxii)	Conventions and readable publication
Summit explanation	2(E)	Oral specificity and detail

56. Assessment Opportunities

Day	Evidence of Learning	Listen, Look, or Collect
Day 1	Prediction, source/job identification, Q-P-E2 responses, reveal checks	Listen and look
Day 2	Game placements, because statements, source-form accuracy	Look and collect
Day 3	Discussion reasoning, independent U writing, source credit, E2	Listen and collect
Day 4	Evidence-based award, precise target, revision	Look and collect
Day 5	Oral teaching, listener feedback, exit ticket	Listen and collect

Assessment Prompt Bank

Prompt	Expected Move
What problem came first?	Name NOTICE before ACT.
What makes this evidence relevant?	Connect it to the R.
Why Q instead of P?	Explain why exact wording matters.
What does the second source add?	State corroboration or a qualification.
Who was affected?	Name an impact and another effect or challenge.

57. Student Exit Ticket (Printable Page)

Name: _____ Date: _____

1. Place these in order: IMPACT, ACT, NOTICE, QUESTION.
 2. Choose Franklin, Pasteur, Ford, Walton, laws, or the recess class. Complete the NOTICE-QUESTION-ACT-IMPACT chain.
 3. Name the source or sources.
 4. Write one E2 sentence explaining why the impact matters.
 5. Answer: How do people use choices, voices, talents, stories, and service to strengthen a community?
-
-
-

58. Exit Ticket Answer Key

Item	Answer Guidance	Points
1	NOTICE, QUESTION, ACT, IMPACT.	1
2	Chain matches a supplied case and includes a supported action and effect.	2
3	Source matches the case; more than one source is acceptable when named accurately.	1
4	E2 states significance or connection to the community, not only the effect.	2
5	Answer explains evidence-based problem solving and useful impacts.	2

59. Scoring Principle

Score the research decision, not the number of facts. A strong response selects relevant evidence, credits the source, explains the proof, corroborates the pattern, and recognizes more than one effect. A developing response can grow through a narrower source set, oral rehearsal, and the E2 ladder.

60. Gradebook Conversion

Level	Description	Suggested Record
Secure	Complete R-E1-E2 paragraph, source credit, corroboration, and multiple effects.	3
Approaching	Clear R and some evidence, but E2, source credit, or corroboration is incomplete.	2
Developing	Names the topic or cases but does not yet prove the R.	1

61. Recommended Gradebook Label

G3 C8 M3

Record the Body Paragraph 2 product, exit ticket, and research explanation under this label.

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Assignment	Requirement
Prompt	Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.
R	Begin with the assigned reason: problem solving strengthens communities.
Evidence	Use one direct quotation from Passage 16 or Small Choices and one paraphrase from an earlier passage.
Explanation	Explain the problem, question or investigation, action, impact, meaning, importance, and proof.
Research decisions	Give source credit, corroborate with a second source, and recognize more than one effect.

63. Student Planning Frame

R: Another way communities grow strong is when people _____.

NOTICE: The problem or need was _____.

QUESTION: The useful question was _____.

ACT: The person or group investigated or chose to _____.

E1 Q or P: _____ from _____.

E2: This means _____. This matters because _____.
 _____ This proves my R because _____.

Corroboration: A second source, _____, also shows
 _____.

IMPACT: One effect was _____. Another effect or challenge was
 _____.

Link: Together, this evidence proves _____.

64. Writing Assignment Rubric

Criteria	Secure	Approaching	Developing
R and organization	Focused R and logical chain	R present but chain is uneven	Topic named without R
Evidence and source use	Q and P are accurate, credited, and varied	Evidence is relevant but credit or form is incomplete	Evidence is copied, vague, or missing
E2 and corroboration	Sustained E2 proves R and second source corroborates	Some E2 but proof or corroboration is thin	Little or no explanation
Impact and clarity	Multiple effects and clear link	One effect or unclear link	Impact is missing

65. Writing Gradebook Conversion

Score	Meaning	Next Action
3	Secure across R, evidence, E2, source use, and impact.	Extend with a third source or new curiosity.
2	Approaching; at least one research move is secure.	Revise the weakest E2 or add corroboration.
1	Developing; topic or case is present.	Use two excerpts and oral rehearsal, then rewrite E2.

66. Teacher Feedback Shortcuts

- R: Point to the reason your paragraph proves.
- Q/P: Label the evidence form and add source credit.
- E2: Explain what the evidence means, why it matters, and how it proves the R.
- Corroborate: Add a second source that agrees with the pattern.
- Impact: Name who was affected and whether there was another effect or challenge.

Response to Student Need

67. Intervention: Name the Thinking

Need	Intervention	Independence Preserved
Too many facts	Reduce the source set to two excerpts and color-code R, E1, E2, and credit.	Student still chooses which detail proves the R.
No E2	Use oral rehearsal: say the R, evidence, then answer So what? twice.	Student writes the explanation.
Q and P confused	Provide a preselected pair and ask the student to choose Q or P.	Student explains the choice and gives credit.
No corroboration	Ask which second source agrees and what it adds.	Student selects the second source.
Only one effect	Ask who else was affected and whether a new challenge appeared.	Student supplies the reasoning.

68. Embedded Checks & Student Support

Check	When	What It Reveals
Fist to Five	Gather and Reveal	Confidence naming a report fact and a research move
Q, P, or E2 gestures	Attempt	Source-form accuracy and explanation
One-Sentence Proof	Discuss and Use	Whether E2 proves the week's R
Listen, Look, Collect	All days	Verbal, visual, and written evidence

69. Student Support Quick Reference

Student Need	Prompt	Frame
Find the problem	What was not working well?	The NOTICE was ____.
Find the question	What did the person need to understand?	The QUESTION was ____.
Find the action	What was investigated or chosen?	The ACT was ____.
Find the impact	Who was affected and what changed?	One IMPACT was ____.
Write E2	What does it prove?	This matters because ____.

70. Enrichment: Connect Across Texts

Extension	Student Task
Third source	Require a third source or a counterexample and explain how it changes or qualifies the pattern.
Source comparison	Compare a poem, fiction source, simulated source, and long nonfiction source.
New case	Investigate a new problem-solution case and add it only if it strengthens the R.
Multiple effects	Explain how one solution created more than one effect, including a new challenge.
Exhibit design	Design and defend an additional exhibit element for the final expo.

71. Additional Writing Opportunity: Plan and Draft

Transfer Prompt: How do people use choices, voices, talents, stories, and service to strengthen a community? Use one new source or earlier passage not used in the independent U Product. Include one E1, at least two E2 sentences, source credit, and at least one effect.

1. Name the R.
2. Choose one new source or earlier problem-solution case.
3. Select Q or P and record source credit.
4. Write at least two E2 sentences explaining the pattern, impact, and proof.

Drafting Space:

Success Criteria

- My response answers the transfer question.
- I used a new source or earlier passage.
- I included E1 with source credit and at least two E2 sentences.
- I named an impact and explained why it matters.

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

Revise. Read the response aloud and improve one sentence for clarity, sentence structure, or word choice under **[3.11C(i-x)]**.

Edit. Check complete sentences, capitalization, punctuation, quotation marks, source titles, connecting words, and grade-appropriate spelling under **[3.11D(i-xxxii)]**.

Share. A partner identifies the R, evidence, source credit, E2, corroboration, impact, and link. The writer keeps decision-making responsibility.

Engagement & Home Connection**73. Auditory Engagement Moments**

Give every learner a chance to hear and say the thinking.

- Read a source statement aloud; students show Q, P, or E2.
- Partners rehearse a because statement for each chain placement.
- A student teaches the NOTICE-QUESTION-ACT-IMPACT pattern to a listener.
- A student reads E2 aloud; the class listens for meaning, importance, and proof.

74. Pause Points

Pause the lesson and give quiet thinking time before responses.

BEFORE BUILDING A CHAIN

What is the R that must be proved? Name the problem before choosing evidence.

CHOOSING Q OR P

Should the exact words matter, or does the idea matter more? Either way, name the source.

AFTER EVIDENCE

Evidence cannot explain itself. Write E2 that explains meaning, importance, impact, and proof.

75. At-Home Connection

These at-home tasks take a few minutes and end with a conversation.

TASK CARD 1

Name a problem at home, ask a useful question, and describe one possible action.

TASK CARD 2

Teach a family member the difference between a direct quotation, a paraphrase, and E2.

TASK CARD 3

Share one solution and explain two effects or one effect and a new challenge.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own research progress tracker. As we work this week, color in how you feel about each research skill. Be honest with yourself, because this shows how much you are growing as a researcher. You are in charge of your learning."

Directions: Students color in or check one response for each skill after practice.

I Can...	Not Yet	Getting Set	I Can Do It
Name the problem before naming the solution.			
Decide whether to use a direct quotation or a paraphrase.			
Corroborate the pattern with a second source.			
Write E2 that explains an impact and why it matters.			
Recognize that one solution can have more than one effect.			

77. Student Award

One thing I am proud of as a researcher:

Evidence from my work:

78. Student Target

One thing I want to get better at:

My exact next action:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"This week you proved that communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Place this weekly product in your research portfolio. Research is an infinity cycle: explaining what we know creates the next question."

80. Essential / Overarching Question, Answered

How do people use choices, voices, talents, stories, and service to strengthen a community?

People strengthen communities when they act with honesty and responsibility, serve needs they notice, use their voices for fairness and hope, and preserve important stories and traditions through art and writing. A strong community needs many different talents, not one kind of hero. Strong researchers study the impact, corroborate a pattern with a second source, and remember that one solution can create more than one effect. Research grows when a familiar fact becomes new evidence.

81. Teacher Reflection

- Which misconception was most common?
- Which students still need support distinguishing Q, P, and E2?
- Which students retold cases instead of proving a pattern?
- Which earlier passage produced the strongest corroboration?
- What evidence shows students are ready for Module 3?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- NOTICE-QUESTION-ACT-IMPACT card placements and because statements
- Q, P, and E2 source notes
- Independent Body Paragraph 2 drafts
- Day 4 awards and targets
- Community Solution Summit listener feedback
- Exit tickets at developing, approaching, and secure levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

The deck follows the five-day research arc and uses the module question, chain, evidence routine, exemplars, and exit ticket.

Slide	Title	Required Content	Lesson Location
1	PEOPLE: Choices, Service, and Memory	Grade 3, Cluster 8, Module 3, research	Cover
2	Meet Our Week	I Can and I Will statements	Learning Destination
3	A Problem Is a Starting Point	Notice, question, investigate, choose, impact	Day 1 Gather
4	Source Jobs	R, Q, P, E2, corroboration	Day 1 Reveal
5	Build the Chain	Franklin, lightning rod, safer path	Day 1 Reveal
6	Community Problem-Solution Chain	NOTICE, QUESTION, ACT, IMPACT cards	Day 2 Attempt
7	Q, P, or E2	Source-form decisions	Day 2 Attempt
8	Talk It Over	Shared pattern across cases	Day 3 Discuss
9	Write Body Paragraph 2	R-E1-E2 and source credit	Day 3 Use
10	Evidence-Based Award	Point to a strength	Day 4 Award
11	Choose a Target	Exact revision or curiosity	Day 4 Target
12	Community Solution Summit	Teach the pattern and evidence	Day 5 Explain
13	Module Exit Ticket	Chain, source, E2, and answer	Day 5 Assessment
14	Build It, Fix It, Say It	Intervention and oral rehearsal	Support
15	Think Like a Researcher	Corroborate and study multiple effects	Enrichment
16	My Research Progress Tracker	Self-reflection	Student Ownership
17	Developing Response	Topic and cases without proof	Exemplars
18	Approaching Response	R and evidence with thin E2	Exemplars
19	Secure Response	R, Q, P, E2, corroboration, and multiple effects	Exemplars

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method.

Element	Adaptation
Shared document	Students mark N, Q, A, I, Q or P, and E2 in a shared source copy.
Small groups	Pairs arrange chain cards and explain each placement with because.
Oral response	Students say the frame aloud before typing the paragraph.
Asynchronous option	Students submit a chain, source credit, E2, and module answer.
Digital tracking	Students update the research progress tracker and save a before-and-after revision.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after teaching the module. Write directly in the open spaces.

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

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

TRANSFER: One Paper, One Proof, One Community

Grade 3 | Cluster 8 | Module 4

Grade: 3

Cluster: 8, RESEARCH, the capstone that closes Grade 3

Module: 4 of the cluster

Primary Instructional Category: Research Writing and Transfer

Module Title: TRANSFER: One Paper, One Proof, One Community

Signature Idea: Research grows when a familiar fact becomes new evidence.

Research Product: A published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.

Primary TEKS: [3.11B\(i\)](#), [3.11B\(ii\)](#), [3.11B\(iii\)](#), [3.13A-H](#), [3.11C\(i-x\)](#), and [3.11D\(i-xxii\)](#)

Approximate Daily Instructional Time: 20 minutes per day, across 5 days

Source Focus: All Cluster 8 sources, at least three earlier Grade 3 passages, and student notes and source logs.

Copyright: The Writing Academy®, LLC

1. A Little Inspiration Goes a Long Way!

This is the convergence point. Students do not begin a new topic; they assemble, revise, and publish the thinking built during the first three weeks and across the Grade 3 passage sequence. One familiar fact becomes new evidence when a researcher gives it a new job inside one organized proof.

TEACHER SCRIPT

"Your three weekly paragraphs are not three separate assignments. They are three reasons under one thesis (central idea), and your job is to make them work together as one proof."

Module focus: link PLACE, PROBLEM, and PEOPLE into a simple thesis (central idea), direct quotations and paraphrases from varied sources, an explanation of every piece of evidence, and an RRR conclusion.

2. Why This Module Matters

Week 4 is the convergence point. Students assemble, revise, and publish the thinking built during the first three weeks and across the entire Grade 3 passage sequence. The research paper shows that narrative, informational, opinion/argumentative, compare-contrast, cause-effect, problem-solution, procedural, poetic, descriptive, and reflective thinking can work together inside one sustained product.

Where it fits into writing: the SET introduction previews PLACE, PROBLEM, and PEOPLE. Three body paragraphs each begin with one clear reason and repeat evidence and explanation until the reason is proven. The RRR conclusion restates the thesis (central idea), refers to the evidence as a whole, and reflects on the big picture.

Why it matters beyond this assignment: a researcher can answer one prompt with a simple thesis (central idea), organize three reasons, use direct quotations and paraphrases from varied sources, explain every piece of evidence, revise for cohesion, edit carefully, and publish for a real audience.

3. Module Essential / Overarching Question

How can a researcher combine a year of reading and writing into one clear, organized proof?

Answer by the End: A researcher combines the year by answering one prompt with a simple thesis (central idea), organizing three reasons, using direct quotations and paraphrases from varied sources, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience.

My First Thinking:

My Final Thinking:

Family Communication

4. Parent Communication Purpose

Families are partners in this work. The letter below provides a clear picture of the weekly question, research skill, and home conversation. It is an invitation to talk rather than an additional family assignment.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activity can be shared at dinner, in the car, at bedtime, in a class stream, or during a family conference.

Family conversation goal: the student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves.

5. Family Letter (English)

Dear Families,

This week your student is beginning Module 4 of Cluster 8, TRANSFER: One Paper, One Proof, One Community. The class will investigate this question: How can a researcher combine a year of reading and writing into one clear, organized proof? Students are building one part of a monthlong research paper that answers, What helps a community grow strong?

The independent writing product for this week is a published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection. Students will use direct quotations and paraphrases as evidence, give source credit, and explain how the evidence proves one reason in the final thesis (central idea). The research project is also a celebration of the entire Grade 3 year. Familiar passages will return as evidence, so students may remember reading about the Nile, Plymouth, the traveling shell, Laura Ingalls Wilder, Carmen Lomas Garza, laws, scientific discoveries, inventors, businesses, honesty, service, Dr. Martin Luther King Jr., and President John F. Kennedy.

Ask your student to teach you the week's question and show you one Q note, one P note, and one E2 explanation. Q means a direct quotation, P means a paraphrase, and E2 is the student's own reasoning.

Sincerely, The Writing Academy®, LLC and your student's teacher.

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

Estimadas familias:

Esta semana su hijo o hija comienza el Módulo 4 del Grupo 8, TRANSFER: One Paper, One Proof, One Community. La clase investigará esta pregunta: How can a researcher combine a year of reading and writing into one clear, organized proof? El alumnado está construyendo una parte de un trabajo de investigación de un mes que responde: What helps a community grow strong?

El producto de escritura independiente de esta semana es: A published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection. Los estudiantes usarán citas directas y paráfrasis como evidencia, darán crédito a las fuentes y explicarán

cómo la evidencia comprueba una razón de la tesis (idea central). Este proyecto también celebra todo el año de tercer grado. Los textos conocidos regresarán como evidencia para que los estudiantes conecten lo aprendido durante el año.

Pídale a su hijo o hija que le enseñe la pregunta de la semana y que le muestre una nota Q, una nota P y una explicación E2. Q significa una cita directa, P significa una paráfrasis y E2 es el razonamiento propio del estudiante.

Atentamente, The Writing Academy®, LLC y el maestro o la maestra de su hijo o hija.

7. Family Conversation Starters

- Enséñame la pregunta del módulo: How can a researcher combine a year of reading and writing into one clear, organized proof?
- Muéstrame una evidencia y explica qué trabajo hace en tu investigación.
- ¿Cuál es la diferencia entre una cita directa, una paráfrasis y E2?
- ¿Qué pasaje anterior regresó esta semana y qué trabajo nuevo realizó?
- ¿Por qué te reconoces y qué meta precisa elegiste?
- ¿Qué nueva curiosidad creó tu investigación?

8. Simple Family Activities

Three-Minute Turn and Teach: the student teaches the module question, names one source, shares one short piece of evidence, and explains what the evidence proves. The family member asks one follow-up question beginning with why or how.

Evidence conversation: ask, "Is that a direct quotation or a paraphrase?" Then ask, "What does your E2 explanation prove about the reason?" Keep the conversation short and focused on the researcher's decisions.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. Use the key to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the standard
 - **LEARN** : student practices or develops the standard
 - ✓ **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 connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the capstone question and gathers the year's research.
Reveal	■ TEACH	Makes the paper architecture, source decisions, and modeling visible.
Attempt	○ LEARN	Teams sort paragraph mats, model sentence cards, evidence, and distractors.
Discuss	○ LEARN	Students justify source credit, evidence, explanation, transitions, and cohesion.
Use	✓ ASSESS	Each student assembles an independent five-paragraph research paper.
Award	✓ ASSESS	Students name evidence of growth in their own paper.
Target	✓ ASSESS	Students identify one precise next move or curiosity.
Explain / Educate	✓ ASSESS	Students teach a real audience how evidence proves a reason.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 8, Module 4
Module Category	RESEARCH and transfer: one paper, one proof, one community
Primary Standards	3.11B(i) , 3.11B(ii) , 3.11B(iii) , 3.13A-H , 3.11C(i-x) , and 3.11D(i-xxxii)
Language Standards	ELPS 2(E) , ELPS 4(C)(ii) , ELPS 4(D)(iii) , and ELPS 4(F)(i)
Content Framework	PLACE, PROBLEM, PEOPLE, and TRANSFER; thesis (central idea) plus three reasons
Daily Lesson Time	20 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 to Others
Student Product	

	Published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection
Final Audience	Strong Community Research Museum and Community Builders Expo

Standards, Learning & Rigor

12. Learning Destination

I Can Statement: I can answer the module question, use evidence from more than one source, and complete a published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.

I Will Statement: I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

Destination in teacher language: students will combine a year of reading and writing into one clear, organized proof with a SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion.

13. Success Criteria

- I answer one research prompt with a simple thesis (central idea).
- I organize PLACE, PROBLEM, and PEOPLE as three reasons that match the thesis (central idea).
- I use direct quotations and paraphrases from varied sources.
- I give source credit every time words or ideas are borrowed.
- I explain every piece of evidence with my own E2 reasoning.
- I revise across paragraphs so the paper reads as one proof.
- I edit carefully and publish for a real audience.

14. Evidence That Will Demonstrate Mastery

Mastery appears in the assembled five-paragraph research paper, the source list, the multimodal exhibit, the oral presentation, and the final reflection. The paper must include a simple thesis (central idea), three reasons, direct quotations and paraphrases from varied sources, source credit, an explanation of every piece of evidence, and an R1-R2-R3 conclusion.

Additional evidence includes the Day 2 assembly race, Day 3 independent writing, Day 4 award and target, Day 5 oral teaching, the exit ticket, and the final publication checklist.

15. TEKS Correlations

The following correlations use the module's research and publication work.

TEKS	Where It Is Applied in This Module
3.11B(i)	SET introduction and purposeful organization
3.11B(ii)	R1-R2-R3 conclusion and whole-paper closure
3.11B(iii)	Relevant evidence, sustained E2, and engaging connections
3.13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation
3.11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity
3.11D(i-xxxii)	Cumulative editing of weekly writing and final publication

16. Standards Coverage Matrix

Classification	Standard	Student Evidence	Where It Occurs
PRIMARY	3.11B(i)	SET introduction and purposeful organization	Days 1, 2, and 3
PRIMARY	3.11B(ii)	R1-R2-R3 conclusion and whole-paper closure	Days 1, 3, and 5
PRIMARY	3.11B(iii)	Relevant evidence, sustained E2, and engaging connections	Days 3, 4, and 5
PRIMARY	3.13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation	All five days
RECURSIVE	3.11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity	Days 3 and 4
RECURSIVE	3.11D(i-xxii)	Editing the weekly writing and final publication	Days 3, 4, and 5

17. ELPS Correlations

ELPS	Student Expectation	Application
ELPS 2(E)	use comprehensible language to explain information orally with increasing specificity and detail during classroom interactions	Assembly race and expo
ELPS 4(C)(ii)	write using content-area vocabulary	Research paper and source list
ELPS 4(D)(iii)	write using a variety of grade-appropriate connecting words	Transitions and cohesion
ELPS 4(F)(i)	write to narrate, describe, explain, respond, or persuade with detail in the content areas	Published research paper

ELPS	Language Move	Student Evidence
ELPS 2(E)	Explain with specificity	Because statements defend card placement and oral frames explain proof.
ELPS 4(C)(ii)	Use content-area vocabulary	Students use thesis (central idea), evidence, paraphrase, citation, synthesis, and cohesion.

ELPS	Language Support	Student Evidence
ELPS 4(D)(iii)	Connect ideas	Students place transition strips and revise paragraph boundaries.
ELPS 4(F)(i)	Explain in writing	Students write R-E1-E2 paragraphs and an R1-R2-R3 conclusion.

18. ELPS Linguistic Accommodations

Every task is open to English learners at any proficiency level. The supports are built in, and the research decisions remain with the student.

Language Need	Accommodation That Preserves Rigor
Listening	Hear model sentences read aloud and decide Q, P, or E2 while listening for source credit and paper jobs.
Speaking	Use the frame, "This helps prove the reason because..." before expanding the explanation.
Reading	Reread selected sections, use partner reading or audio, and select the smallest set of strongest evidence.
Writing	Use planners and sentence frames for R, E1, E2, linking sentences, R1, R2, and R3, then remove one support at a time.
Vocabulary	Point to the three tier tables, rehearse the oral frame, and use content-area vocabulary in the paper.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear model sentences, decide Q, P, or E2, and listen for source credit and paper jobs.
Speaking	Students defend every card placement with a because statement and teach the finished paper at the Community Builders Expo.
Reading	Students reread poetry, fiction, and nonfiction sources to select the smallest set of strongest evidence for each reason.
Writing	Students write or revise the SET introduction, three R-E1-E2 body paragraphs, and an R1-R2-R3 conclusion, then edit the whole publication.

20. Rigor Safeguard

Support May Include	Decision Must Remain With the Student
Reread a source aloud, provide selected excerpts, allow anchor charts, organizers, sentence frames, partner reading, audio, or excerpts.	Choose evidence, decide relevance, choose Q or P, give source credit, write E2, assemble paragraphs, revise for cohesion, and edit the publication.

The student must still select evidence that matches each reason, decide Q or P, give source credit, revise for cohesion, and publish the final proof.

21. Rigor & Cognitive Demand

Level	What Students Must Do	Expected Independence	Evidence of Thinking
Literal	Name the five paragraphs and identify S, E, T, R, E1, E2, R1, R2, and R3.	Supported with an anchor chart.	Labels each paper part and its job.

Inferential	Decide which evidence belongs, choose Q or P, and place transitions where cohesion improves.	Guided on Days 1 and 2, independent by Day 3.	Assembles paragraphs under one thesis (central idea) and removes irrelevant facts.
Evaluative	Revise across paragraph boundaries, edit conventions, and reflect on a global lesson.	Partner discussion on Day 3, independent on Days 4 and 5.	Publishes a cohesive paper and writes a reflective R3.

22. The Five Thinking Levels

Level	Thinking Stage	Description	Module Evidence
1	Foundational	Repeats information exactly as taught with little independent thinking.	Names paper parts and source forms.
2	Emergent	Begins trying ideas independently but may be uncertain.	Sorts cards and removes a distractor with support.
3	Visible	Connects ideas directly to textual evidence or proof from a source.	Uses because to connect E1 to the reason.
4	Independent	Combines evidence with personal reasoning and applies understanding to a claim.	Writes sustained E2 and revises for cohesion.
5	Reflective	Connects evidence to the world, lessons, themes, or broader understanding.	Writes R3 and proposes a community action.

Thinking Move	Student Task	Teacher Look-For
Recall	Identify each paper part and its purpose.	Accurate labels for S, E, T, R, E1, E2, R1, R2, R3.
Skill	Categorize model sentence cards and place them correctly.	Source, evidence, explanation, choice, impact, theme, or structure is named.
Strategic	Align every R beneath one thesis (central idea), add source credit, and revise cohesion.	Every piece of evidence has a job and an explanation.
Extended	Publish a cohesive, edited paper and reflect on a global lesson.	R3 reaches the larger lesson without adding new evidence.

23. Possible Teacher Misconceptions

Misconception	What It Looks Like	Teacher Correction
A decorative exhibit can replace research proof.	The display is attractive but the paper, source list, or E2 is missing.	Require the paper, source list, and E2 explanation as the core of the exhibit.
More evidence is always better.	The student includes every available fact.	Ask for the smallest set of strongest evidence that matches the reason.
Direct quotation is always stronger than paraphrase.	The student copies long source language.	Choose Q or P according to the job of the evidence.
Revising and editing are the same process.	The student fixes spelling and calls the paper revised.	Revise ideas, order, cohesion, details, sentences, and word choice first; edit conventions last.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	Practical Reteach
The introduction is a place for all the best evidence.	Detailed proof is crowded into SET.	Remind the student that S, E, and T promise the answer; detailed proof belongs in the body.
The body paragraphs may remain three separate weekly assignments.	There are no transitions or shared thesis (central idea).	Align every R beneath one thesis (central idea) and add transitions.
R1 copies the thesis (central idea), R2 lists every fact, and R3 adds new evidence.	The conclusion repeats, lists, or introduces a fact.	Teach R1 restate, R2 refer collectively, and R3 reflect with no new evidence.
Source credit is optional when the idea is paraphrased.	Borrowed ideas have no attribution.	Require source credit every time words or ideas are borrowed.

TEACHER SCRIPT

"Misconceptions are clues showing which part of the research process needs to become visible. Name the exact confusion, model one decision, and return the student to the source and the paper job."

Student-Friendly Standards & Tools

25. TEKS Target

The main writing target is a focused, structured, and coherent research paper. The introduction and conclusion give the paper purposeful organization, each body paragraph uses relevant evidence and sustained E2, the source record supports research decisions, and revision and editing prepare the final publication.

Target standards: **3.11B(i)**, **3.11B(ii)**, **3.11B(iii)**, **3.13A-H**, **3.11C(i-x)**, and **3.11D(i-xxxii)**.

26. How I Say the Standard!

TEKS says	How I say it
3.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion	I organize one paper with an introduction, connected body paragraphs, transitions, and a conclusion.
3.11B(ii) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details	I use specific facts, quotations, paraphrases, and explanations to develop my idea.
3.11B(iii) develop drafts into a focused, structured, and coherent piece of writing by using relevant evidence and making engaging connections	I choose relevant evidence and explain how it connects to my reason.
3.13A-H research planning, source use, evidence collection, synthesis, citation, and presentation	I plan research, use varied sources, give credit, combine evidence with my thinking, and present my proof.
3.11C(i-x) revise drafts to improve sentence structure, word choice, coherence, and clarity	I revise ideas, order, connections, sentences, and word choice so my paper is clear.
3.11D(i-xxxii) edit drafts for grammar, punctuation, capitalization, spelling, and other conventions	I edit conventions carefully before I publish.

27. This Week I Can...

- I can answer one prompt with a simple thesis (central idea).
- I can organize three reasons: PLACE, PROBLEM, and PEOPLE.
- I can use a direct quotation or paraphrase from a varied source.
- I can explain every piece of evidence in my own voice.
- I can write an R1-R2-R3 conclusion that reflects the big picture.

28. Before I Can... Prerequisites

Before this module, students have practiced several writing modes during the year. Students know that a thesis (central idea) answers a prompt, evidence comes from a source, and explanation comes from the writer. Students can locate details in numbered or titled passage sections and have encountered earlier passages in the yearlong connection map.

Students bring weekly body paragraphs, source records, Q and P evidence cards, notes, and source logs. A strong researcher does not use every prior passage; a strong researcher selects the smallest set of strongest evidence.

29. Remember This! (60-Second Retrieval)

Say the paper architecture aloud: SET introduction, PLACE reason with E1 and E2, PROBLEM reason with E1 and E2, PEOPLE reason with E1 and E2, and R1-R2-R3 conclusion. Then say the research move: reason, source, Q or P, source credit, E2.

TEACHER SCRIPT

"Name the R. Name the source. Decide Q or P. Give source credit. Add E2 because evidence cannot explain itself."

30. Vocabulary Infusion

Use the three tier tables as oral rehearsal before students assemble, revise, and publish. Each vocabulary word has a student-friendly meaning and a sentence frame so the language stays connected to the research decision.

Tier	Purpose	Use in This Module
Tier 1	Everyday words	Begin, middle, end, order, read, write, check, fix, share, explain.
Tier 2	Academic research and writing words	Thesis (central idea), cohesion, transition, revise, edit, conventions, citation, source list, publish, presentation.
Tier 3	Passage-specific and concept-specific words	SET, R-E1-E2, R1-R2-R3, direct quotation, paraphrase, source credit, synthesis, multimodal, exhibition, bibliography, publication.

31. Conventions Connection

Editing is the last pass. Students check grammar, agreement, tense, capitalization, punctuation, spelling, quotation marks, and paragraphing after revising ideas, order, cohesion, sentence structure, and word choice. The final publication must be readable and ready for an audience.

32. Writing Connection

The research paper gathers the year's writing. Narrative, informational, opinion/argumentative, compare-contrast, cause-effect, problem-solution, procedural, poetic, descriptive, and reflective thinking can work together inside one sustained product. The researcher's voice remains louder than the source voices.

33. Watch Out!

- Do not put detailed proof in the SET introduction.
- Do not leave the three body paragraphs as separate weekly pieces.
- Do not copy the thesis (central idea) word for word in R1.
- Do not list every fact in R2 or introduce new evidence in R3.
- Do not replace the paper, source list, or E2 with decoration.
- Do not use a borrowed idea without source credit.

34. Ready Check

Before Day 1, gather student research notebooks, weekly body paragraphs, source records, Q and P evidence cards, the Community Strength Research Paper Assembly Race cards, paragraph mats, labels, distractors, SET, R-E1-E2, and R1-R2-R3 planners, the final rubric, revision stations, editing checklist, source-list builder, Expo materials, visitor passports, Community Builder Tokens, Daily Deck, and the Student Interactive Research Notebook.

Prepare colored pencils or highlighters for Q, P, E1, E2, source credit, and thesis (central idea) connections. Keep timers, envelopes, scissors, reusable game pieces, and virtual copies ready.

35. Teacher Look-Fors

- The student names the exact R before choosing evidence.
- The student identifies a source form and uses it for an appropriate job.
- The student distinguishes exact words from a source idea in new words and structure.
- The student gives source credit every time words or ideas are borrowed.
- The student uses E2 to explain meaning, importance, and proof.
- The student revises across paragraph boundaries for cohesion.
- The student writes R3 as a larger lesson without adding new evidence.

Vocabulary & Context

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you may already know, but we will make them precise enough for research. Say each word, explain it in simple language, and use the oral frame."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
begin	to start	My introduction begins with ____.
middle	the central part	The middle proves ____.
end	the final part	My conclusion ends with ____.
order	the arrangement of parts	The best order is ____.
read	to understand written words	I read my draft to check ____.
write	to communicate with written language	I write to prove ____.
check	to examine for accuracy	I check my source credit for ____.
fix	to correct or improve	I fixed the sentence by ____.
share	to communicate with others	I will share my research by ____.
explain	to make meaning clear	My explanation shows ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words. They help us make research decisions, explain evidence, and talk about the structure of our writing. Say each word and use it in a sentence about this module."

Word	Student-Friendly Meaning	Oral Rehearsal Frame
thesis (central idea)	the simple answer the entire paper will prove	My thesis (central idea) states ____.
cohesion	the quality of ideas fitting and flowing together	I improved cohesion by ____.
transition	a word or phrase that connects ideas	The transition connects ____.
revise	to improve ideas, organization, sentences, or word choice	I revised ____.
edit	to correct grammar, punctuation, capitalization, and spelling	I edited ____.
conventions	the agreed rules of written language	I checked the conventions in ____.
citation	information that gives credit to a source	My citation identifies ____.
source list	an organized record of sources used	My source list includes ____.
publish	to prepare and share final work	I will publish by ____.
presentation	an organized explanation shared with an audience	My presentation teaches ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words belong especially to the passages and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use."

Word	Student-Friendly Meaning	Say It This Way
SET	Statement of Purpose, Evidence-Reference Transition, and thesis (central idea)	S-E-T
evidence-reference transition	the E sentence naming the broad evidence areas used in the paper	EV-uh-dens REF-er-ens tran-ZISH-un
R-E1-E2	Reason or Way, Evidence, and Explanation	R - E one - E two
R1-R2-R3	Restate, Reference evidence collectively, and Reflect	R one - R two - R three
direct quotation	a source's exact words inside quotation marks	dy-REKT kwoh-TAY-shun
paraphrase	a source idea expressed with new words and sentence structure	PAIR-uh-frayz
source credit	language naming where borrowed information came from	sors KRED-it
synthesis	a new understanding created by combining evidence and thinking	SIN-thuh-sis
multimodal	communicating through more than one form, such as writing, speaking, maps, images, or models	mul-tee-MOH-dul
exhibition	a public display of completed work	ek-suh-BISH-un
bibliography	a list of sources used in research	bib-lee-OG-ruh-fee
publication	the final prepared version shared with readers	pub-lih-KAY-shun

39. Background Knowledge & Teacher Context

Student background: students have practiced several writing modes during the year, know that a thesis (central idea) answers a prompt, know that evidence comes from a source and explanation comes from the writer, can locate details in numbered or titled passage sections, and have encountered the earlier passages listed in the yearlong connection map.

Teacher context: the supplied Cluster 8 passages are evidence banks, not single-sitting read-aloud requirements. Use selected sections strategically and provide access through rereading, partner reading, audio, or excerpts as needed. The two simulated sources must remain labeled simulated. Strong research selects the smallest set of strongest evidence.

Source understanding: a direct quotation is not automatically better than a paraphrase. The writer chooses based on the job of the evidence. E2 should normally continue for multiple sentences until meaning, importance, and proof are clear.

40. Materials Needed

Materials	Purpose
Research notebooks, weekly body paragraphs, source records, Q and P evidence cards	Gather the year's research and source decisions.
Assembly Race cards, paragraph mats, labels, distractors, transition strips, Fact Filter tokens	Make paper jobs, evidence, and cohesion visible.
SET, R-E1-E2, and R1-R2-R3 planners; rubric; revision stations; editing checklist; source-list builder	Assemble, revise, edit, and publish.
Expo materials, visitor passports, Community Builder Tokens, Daily Deck, and notebook reproducibles	Teach a real audience and collect evidence-based feedback.
Colored pencils, timer, envelopes, scissors, reusable game pieces, and virtual copies	Support Q, P, E1, E2, source credit, and remote access.

41. Preparation Before Day 1

- ☐ Collect the student's weekly body paragraphs, source records, Q and P notes, and source logs.
- ☐ Prepare the five paragraph mats: SET, PLACE, PROBLEM, PEOPLE, and R1-R2-R3.
- ☐ Copy twenty-eight model sentence cards, eight structure labels, six distractor cards, transition strips, Fact Filter tokens, the answer key, and challenge-question cards.
- ☐ Place the final research prompt where students can see it: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.
- ☐ Prepare the Strong Community Research Museum and Community Builders Expo audience, visitor passports, and presentation frames.

42. Weekly Timing & Transition Overview

Day	Stage	Stage Minutes	Focus
Day 1	G + R	3 + 12, closing 5	Attention hook, background, model, and checks
Day 2	A	14, opening 3 and closing 3	Community Strength Research Paper Assembly Race
Day 3	D + U	8 + 10, closing 2	Discussion and independent writing
Day 4	A + T	9 + 8, closing 3	Evidence-based award and precise target
Day 5	E	10, assessment 8 and closing 2	Strong Community Research Museum, Community Builders Expo, and module check

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine used to move students between activities while reinforcing the research practice: research uses selected evidence, from the right source form, to prove an answer.

TEACHER SCRIPT

"Tiny Time! I will name a paper part. Freeze and show it. Make a roof over your head for the SET introduction, build blocks in front of you for a BODY paragraph, and close your hands like a book for the R1-R2-R3 conclusion. Then whisper the job that part performs."

Signal the class, name a paper part, have students freeze in the matching pose, and call two or three parts in a row. Vary the part each time so the routine stays fresh.

Research Sources & Core Strategy

44. The Citizenship Connection

Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and students who are willing to help. Each action begins with a choice. People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

Community Lens	Research Connection	Student Question
PLACE	A place gives people resources and challenges. The Nile provided water, fertile soil, fish, and transportation.	How do people understand and use the possibilities of a place?
PROBLEM	Change often follows NOTICE, QUESTION, ACT, IMPACT. Benjamin Franklin, Louis Pasteur, and Henry Ford show different responses to needs.	What did a person notice, ask, do, and change?
PEOPLE	Carmen Lomas Garza preserved memories, and ordinary contributors welcome, serve, listen, clean, and help.	What responsible choice helps others or preserves what matters?

45. Anchor Charts / Core Strategy Visuals

Anchor Chart	Student-Facing Content
One Paper, One Proof	SET introduction; three R-E1-E2 body paragraphs; R1-R2-R3 conclusion.
Research Move	R, source, Q or P, source credit, E2.
Evidence Jobs	Q is exact source language; P is the source idea in new words and structure; E2 is the student's own reasoning.

Paper Part	Job	Model
S	State the large purpose.	Communities do not become strong by accident.
E	Name broad evidence areas.	Research from geography, history, science, civic life, art, and biography reveals a repeated pattern.
T	State a simple thesis (central idea) with three reasons.	Communities grow strong when people use a place, solve problems, and make choices that help others.
R-E1-E2	Prove one reason with evidence and explanation.	Place, source, Q or P, source credit, and E2 repeat until proven.
R1-R2-R3	Close the proof.	Restate, refer to evidence as a whole, reflect on the big picture.

Four-Step Change	Example
NOTICE	Benjamin Franklin noticed lightning could damage buildings and start fires.
QUESTION	He studied electricity and the danger.
ACT	He helped develop the lightning rod.
IMPACT	His work gave people a way to better protect buildings during storms.

46. Core Research Practice / Strategy Explanation

Model the decision sequence: R, source, Q or P, source credit, E2. First name the reason to prove. Next ask whether the detail is relevant. Then decide whether the source's exact words deserve a quotation or whether the idea should be paraphrased. Finally, add E2 because evidence cannot explain itself.

TEACHER SCRIPT

"Keep your researcher voice louder than the source voices. Assemble the year into one clear, organized proof. Useful places, thoughtful solutions, and caring people all belong under one thesis (central idea)."

Revising improves ideas, order, cohesion, details, sentences, and word choice. Editing corrects grammar, punctuation, capitalization, and spelling. Revise the ideas first; edit the conventions last.

47. Student Source Passage(s)

Passage use: use the research source below at very high stamina. Keep the numbered paragraphs for discussion and for citing evidence.

Source: "Small Choices, Strong Communities" (Stamina: Very High)

[1] Every community has problems to solve. Sometimes the problems are large. Sometimes they begin with something small that one person notices. Change often follows four steps: NOTICE → QUESTION → ACT → IMPACT Benjamin Franklin noticed that lightning could damage buildings and start fires. He studied electricity and helped develop the lightning rod. His work gave people a way to better protect buildings during storms. Scientists can make a difference too. Louis Pasteur studied tiny microorganisms. His research helped people understand more about germs and led to a process called pasteurization. His work helped make certain foods and drinks safer. Artists can strengthen communities in a different way. Carmen Lomas Garza painted scenes of Mexican- American family life. Her artwork preserved memories of celebrations, foods, traditions, and everyday experiences. Her paintings help future generations learn about culture. People do not have to become famous to make a difference. A student might welcome someone who is new. A volunteer might help at an animal shelter. Neighbors might work together to clean a park. Citizens might listen to different ideas before voting on a community question. Each action begins with a choice. Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.

Questions for Young Researchers

[2] When you study someone who helped a community, ask: What did the person notice? What problem or need existed? What action did the person take? How did that action help others? Big Idea: People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

48. Student Annotation Guide

Students annotate for a paper job, not for decoration. Mark the reason, source, evidence form, source credit, and explanation.

Mark	What to Find	Question to Ask
R	The reason or way this paragraph must prove.	Which part of the thesis (central idea) does this serve?
Q	Exact source words inside quotation marks.	Why are these exact words worth keeping?
P	A source idea in new words and structure.	Did I change words and sentence structure while keeping meaning?
E2	The researcher's meaning, importance, and proof.	What does this mean, why does it matter, and how does it prove R?
Credit	Language naming where borrowed information came from.	Can the reader identify the source?

Annotation Step	Student Action
1. Read	Reread the selected source section and name the source form.
2. Select	Choose the smallest set of strongest evidence for the R.
3. Label	Mark Q or P, then add source credit.
4. Explain	Write E2 until meaning, importance, and proof are clear.
5. Connect	Place the evidence beneath the thesis (central idea) and paragraph reason.

49. Source Evidence Highlighting

Use one consistent color for each research job across the source notes, organizer, draft, and Daily Deck. The goal is to make the chain from source to proof visible.

Highlight	Meaning	Example from the Module
R	Reason	People notice problems, ask questions, and create solutions together.
Q	Direct quotation	"Notice a problem. Study it. Develop a possible solution."
P	Paraphrase	Pasteur's research helped people understand germs and make certain foods safer.
E2	Researcher's explanation	This shows that investigation can lead to a solution that helps others.
Credit	Source identity	Source Passage 1 explains...

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day, Stage, Group, Minutes, Purpose, Teacher Script, student task, expected thinking, embedded check, access without lowering rigor, teacher move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 20 MINUTES | ■ TEACH

Day Purpose: gather the year's thinking, reveal the final research prompt, and model how SET, repeated R-E1-E2, and R1-R2-R3 work together.

Standard	Focus
3.11B(i)	SET introduction and purposeful organization
3.13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 4(F)(i)	Write to narrate, describe, explain, respond, or persuade with detail in the content areas

GATHER + REVEAL

DAILY DECK

One Strong Fact Is Not a Paper. Display one excellent quotation alone. Ask whether it is already a research paper. Reveal the full paper architecture around it.

TEACHER SCRIPT

"This quotation is accurate, memorable, and useful. Is it a complete research paper? No. Today we will see how every part of the paper has a job and how our three weekly paragraphs become one proof."

Write the final Cluster 8 prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

ANCHOR CHART

SET introduction: S states the large purpose; E references broad evidence areas; T gives a simple thesis (central idea) with a noun, verb, and clear answer.

ANCHOR CHART

Body paragraphs: each paragraph begins with one R and repeats E1-E2 until the reason is thoroughly proven and explained.

ANCHOR CHART

R1-R2-R3 conclusion: R1 restates the thesis (central idea) in new words; R2 references the evidence collectively; R3 reflects on the global theme or big takeaway.

TEACHER SCRIPT

"Watch my research decisions. First I name the R I must prove. Next I ask whether the detail is relevant. Then I decide whether the source's exact words deserve a quotation or whether I should paraphrase the idea. Finally, I add E2 because evidence cannot explain itself."

Auditory engagement: read one exact source sentence, one paraphrase, and one E2 statement. Students show Q with two fingers, P with one open palm, or E2 by pointing to their head. The answers

are Q for exact source words, P for the source idea in new words and structure, and E2 for student reasoning.

Check: Ask which introduction sentence states the global purpose, which body part is borrowed knowledge, which body part is the student's reasoning, and which conclusion part states the big takeaway. **Product:** one prediction, one paper architecture note, and one expected source.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: TEAMS OF FOUR | 20 MINUTES | ○ LEARN

Day Purpose: practice research decisions through the Community Strength Research Paper Assembly Race.

Standard	Focus
3.11B(i)	SET introduction and purposeful organization
3.13A-H	Source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	Use comprehensible language to explain information orally with increasing specificity and detail

TEACHER SCRIPT

"The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement."

Roles: Structure Captain, Evidence Auditor, Cohesion Coach, and Reader-Defender. **Game pieces:** five paragraph mats, twenty-eight model sentence cards, eight structure labels, six distractor cards, transition strips, Fact Filter tokens, answer key, and challenge questions.

Directions: spread the mats in order; shuffle cards and distractors; build SET; build each body paragraph with R, E1, E2, E1, E2, and a linking sentence; build R1-R2-R3 without copying the thesis (central idea) exactly or adding new evidence; remove irrelevant, repeated, or uncredited facts; read aloud and add transitions; answer one challenge question before checking the key.

Card	Model Sentence	Job
S	Communities do not become strong by accident; they grow through the relationship between places, problems, and people.	Statement of Purpose
E	Research from geography, history, science, civic life, art, and biography helps reveal the repeated pattern.	Evidence-Reference Transition
T	Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.	thesis (central idea)
R-PLACE	One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.	PLACE reason

TEACHER SCRIPT

"No card earns a point until someone explains why it belongs and how it helps prove the weekly R."

Check: before touching a card, students repeat the first three steps. A student who changes a placement because the evidence no longer fits is demonstrating research growth.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 20 MINUTES | ○ LEARN THEN ✓ ASSESS

Day Purpose: discuss why the assembly works, then independently assemble and complete the full research paper.

Standard	Focus
3.11B(iii)	Relevant evidence, sustained E2, and engaging connections
3.11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity
ELPS 4(F)(i)	Write with detail in the content areas

TEACHER SCRIPT

"Yesterday the cards made our decisions visible. Today I want to hear your reasoning, not only the answer. Use the source, the R, and the paper job in your response."

Discuss: one prompt, one thesis (central idea), aligned R sentences, transitions, repeated concepts, and a conclusion that gathers the whole proof make one paper. Source credit appears whenever exact words or borrowed ideas are used. The researcher voice explains meaning, importance, relationships, limitations, and significance.

Use: independently assemble the full research paper. Write or revise the SET introduction, add the three revised body paragraphs, write the R1-R2-R3 conclusion, complete the source list, revise across paragraph boundaries for cohesion, and edit the entire publication.

Independent checklist: five organized paragraphs; SET introduction with a student-friendly thesis (central idea); three R-E1-E2 body paragraphs with repeated E1-E2 sets; R1-R2-R3 conclusion; at least four approved sources, including at least two Cluster 8 research sources and two earlier passages; at least two direct quotations and at least four paraphrases; source credit every time words or ideas are borrowed; complete source list and final revision and editing pass.

Conference: ask the student to tell the R without reading, point to one E1, identify Q or P and source credit, show the first E2 sentence, and point to the sentence that connects evidence back to the R. **Product:** independent draft and source list.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 20 MINUTES | ✓ ASSESS

Day Purpose: award specific evidence of growth and target one precise next move or curiosity.

Standard	Focus
3.11C(i-x)	Revision for sentence structure, word choice, coherence, and clarity
3.11D(i-xxxii)	Cumulative editing of weekly writing and final publication
ELPS 4(C)(ii)	Write using content-area vocabulary

TEACHER SCRIPT

"An award is not vague praise. Point to evidence on your own paper and name the research behavior it proves."

Award choices: answered the prompt; organized ideas so they flow; revised and edited carefully; used quotations and paraphrases ethically; explained more than the sources say alone; or wrote a conclusion that reflects on a larger lesson.

Award frame: I award myself for _____. The evidence on my paper is _____. This improved my research because _____.

TEACHER SCRIPT

"A target is not 'My paper is bad.' A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it."

Target choices: strengthen the thesis (central idea), fill missing evidence, reorder or connect ideas, improve sentence structure or word choice, repair quotation marks or source-list information, or identify a new community question.

Target frame: My target is _____. I will make this change in _____ by _____. I will know the target is complete when _____.

Product: evidence-based award, precise target, before-and-after revision, and curiosity question.

DAY 5 | GRADUATE STAGE: EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS AND INVITED AUDIENCE | 20 MINUTES | ✓ ASSESS

Day Purpose: teach a real audience what makes communities strong and how the research proves it.

Standard	Focus
3.11B(iii)	R1-R2-R3 conclusion and whole-paper closure
3.13A-H	Research planning, source use, evidence collection, synthesis, citation, and presentation
ELPS 2(E)	Explain information orally with specificity and detail

TEACHER SCRIPT

"Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Use the oral frames, but speak naturally and point to your work."

Student oral frames: My research question was... My thesis (central idea) was... My PLACE reason was... and one strong piece of evidence was... My PROBLEM reason was... and the impact I explained was... My PEOPLE reason was... and the source form I used was... My strongest direct quotation was... because... My strongest paraphrase was... My largest takeaway is... One action students can take is...

Listener responsibilities: listen for a clear R or thesis (central idea), identify Q or P, listen for source credit, ask one why or how follow-up question, and name one specific strength in the E2 explanation.

Module exit ticket: submit the published paper and source list; complete one oral presentation; teach one visitor how Q, P, and E2 differ; collect evidence-based visitor feedback; complete the final research reflection and answer the cluster question.

Answer key: Q is exact words with quotation marks and source credit; P is the source idea in new words and structure with credit; E2 is the student's explanation. The final answer explains that place, problem solving, and people's responsible choices work together to build, strengthen, and remember communities. **Product:** publication, presentation, visitor feedback, and final reflection.

Exemplars & Evidence Notes

51. Low / Developing Exemplar

Student Response	What Is Working	What Comes Next
Communities are strong. They have rivers and roads. Franklin made a lightning rod. People should help. The end.	Touches PLACE, PROBLEM, and PEOPLE.	Write a clear thesis (central idea), use SET and R-E1-E2, give source credit, and explain evidence. R1-R2-R3 must close the proof.

Use this exemplar after students have attempted the independent draft. Ask the student to name which parts are facts and which parts are still missing a paper job.

52. Medium / Approaching Exemplar

Student Response	What Is Working	What Comes Next
Communities grow strong because they have good places, solve problems, and have helpful people. The Nile gave Egypt water, and Plymouth had fresh water and a harbor. Franklin studied lightning and made a lightning rod. The source What Will You Give? asks people to help. These things made communities stronger. Place, solutions, and people are important.	Answers the prompt and includes three reasons in a logical order. Uses PLACE, PROBLEM, and PEOPLE ideas.	Build a complete SET introduction, separate body paragraphs, accurate source credit, quotation punctuation, repeated E1-E2 explanation, and a reflective R3.

Ask the student to revise one sentence into a direct quotation, one sentence into a paraphrase, and one sentence into E2. Then place each sentence under the correct reason.

53. High / Secure Exemplar

Paper Part	Annotated Model	Why It Works
SET	Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.	Simple thesis (central idea) previews three reasons.
PLACE	Passage 15 explains that the Nile provided water, fertile soil, fish, and transportation. These resources supported several needs, but people still had to farm, travel, build, and organize their lives around the river. Community Quest Kids states, "A place gives people resources and challenges." The exact words show that geography provides help and difficulty at the same time.	Uses a paraphrase, a direct quotation, source credit, and E2.
PROBLEM	Passage 1 explains that Franklin noticed lightning, studied electricity, and helped develop the lightning rod. This sequence shows that an invention begins with investigation rather than a lucky guess. The work gave people a way to better protect buildings during storms.	Uses NOTICE, QUESTION, ACT, IMPACT as a source-supported explanation.

PEOPLE	Passage 1 explains that Carmen Lomas Garza's paintings preserved memories of celebrations, foods, traditions, and everyday experiences. Her art becomes community memory because later viewers can study culture that might otherwise be lost.	Shows how a person's action serves a community and preserves what matters.
R1-R2-R3	Strong communities depend on useful places, thoughtful solutions, and caring people. Evidence from rivers, inventors, scientists, artists, and ordinary contributors shows that resources and choices work together. The largest lesson is that every student can strengthen a community by noticing a need and choosing to act responsibly.	Restates, refers collectively, and reflects without adding new evidence.

Model Evidence	Source Form	Researcher Explanation
"A place gives people resources and challenges."	Direct quotation from Community Quest Kids, labeled simulated	The exact words show both help and difficulty, so human choices determine how a community responds.
The Nile provided water, fertile soil, fish, and transportation.	Paraphrase from an earlier passage	These resources supported several needs, but people still had to organize their lives around the river.
Franklin noticed lightning, studied electricity, and helped develop the lightning rod.	Paraphrase from Source Passage 1	The action followed a question and helped protect buildings during storms.

Teacher Prompt	Expected Student Response
What is the thesis (central idea)?	Communities grow strong through place, problem solving, and responsible people.
Where is source credit?	Passage 1, earlier passage, and Community Quest Kids name where information came from.
What makes the paper cohesive?	Every paragraph aligns with the same thesis (central idea), uses a reason, connects evidence with E2, and transitions to the next reason.

Assessment & Evidence Trail

54. Teacher Answer Guidance & Evidence Notes

The assembly race answer key is S to E to T; R-PLACE to E1-PLACE-1 to E2-PLACE-1 to E1-PLACE-2 to E2-PLACE-2 to LINK-PLACE; R-PROBLEM to E1-PROBLEM-1 to E2-PROBLEM-1 to E1-PROBLEM-2 to E2-PROBLEM-2 to LINK-PROBLEM; R-PEOPLE to E1-PEOPLE-1 to E2-PEOPLE-1 to E1-PEOPLE-2 to E2-PEOPLE-2 to LINK-PEOPLE; and R1 to R2 to R3.

Accept a student's evidence when it is relevant to the reason, accurately credited, clearly marked Q or P, and followed by E2. A fact can be true and still be a distractor if it does not prove the current reason.

55. Standards Evidence Trail

Evidence	Student Action	Standards
First prediction	Distinguishes an early idea from a conclusion supported by evidence.	3.11B(iii)
Assembly race	Sorts paper jobs, chooses evidence, rejects distractors, and defends choices.	3.11B(i) , 3.13A-H , ELPS 2(E)
Independent paper	Writes SET, three R-E1-E2 bodies, R1-R2-R3, source list, and publication.	3.11B(i) , 3.11B(ii) , 3.11B(iii) , 3.13A-H
Revision target	Revises across paragraphs and identifies a precise next action.	3.11C(i-x) , 3.11D(i-xxxii)
Oral expo	Explains question, thesis (central idea), evidence, source credit, and takeaway.	3.13A-H , ELPS 2(E)

56. Assessment Opportunities

Day	Evidence of Learning
Day 1	Prediction, source and job identification, Q-P-E2 responses, and reveal checks.
Day 2	Card placements, oral because statements, source-form accuracy, and distractor rejection.
Day 3	Discussion reasoning, independent paper, source credit, and E2 completeness.
Day 4	Evidence-based award, precise target, and before-and-after revision.
Day 5	Oral teaching, listener feedback, exit ticket, published paper, source list, and module answer.

Check the Learning	How to Gather Evidence
Verbal	Gather and Reveal: students use Fist to Five to show how sure they are they can name each paper part and its job.
Visual and physical	Attempt: students show SET, BODY, or CONCLUSION with the class pose and whisper the job.
Written	Discuss and Use: students write one sentence explaining how the three body paragraphs work together as one proof under one thesis (central idea).
Listen, Look, Collect	Listen to discussion, look at a card placement or revision mark, and collect a Q or P note, body paragraph, or full draft.

Student Assessment & Writing Product

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

1. Research question: How can a researcher combine a year of reading and writing into one clear, organized proof?

2. Show the evidence jobs: Label each sentence Q, P, or E2.

A. The source says, "A place gives people resources and challenges." _____

B. A location can offer help and difficulty at the same time. _____

C. This matters because people must decide how to use the help and respond to the difficulty.

3. Finish the answer: A researcher combines a year of reading and writing by
_____.

4. One proof from my paper: My evidence proves my reason because
_____.

5. Reflection: One choice I made while revising was
_____.

58. Exit Ticket Answer Key

Item	Expected Answer
2A	Q, exact source words inside quotation marks and source credit
2B	P, source idea in new words and structure
2C	E2, the student's reasoning about why the evidence matters
3	Answering one prompt with a simple thesis (central idea), organizing three reasons, using direct quotations and paraphrases from varied sources, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing for a real audience.
4 and 5	Accept a relevant, source-connected explanation and a specific revision decision.

59. Scoring Principle

Score the paper for answering the prompt and completing the assignment, organization and cohesiveness, and editing, revising, grammar, spelling, and vocabulary. A strong paper proves one simple thesis (central idea) with three aligned reasons, varied sources, direct quotations, paraphrases, source credit, sustained E2, cohesion, and an R1-R2-R3 conclusion.

Do not score decoration in place of proof. A multimodal exhibit adds audience access, but the paper, source list, and E2 remain the core research evidence.

60. Gradebook Conversion

Score Area	Evidence	Points
		0 to 3

Answering the prompt and completing the assignment	Thesis (central idea), three reasons, source use, evidence, explanation, conclusion, source list, and project components	
Organization and cohesiveness	SET, focused body paragraphs, transitions, paragraph relationships, and R1-R2-R3	0 to 3
Editing, revising, grammar, spelling, and vocabulary	Revision, sentence clarity, word choice, conventions, quotation marks, spelling, and paragraphing	0 to 3
Total	Three areas combined	0 to 9

61. Recommended Gradebook Label

G3 C8 M4 TRANSFER: One Paper, One Proof, One Community
--

Writing Assignment & Rubric

62. Writing Assignment (Teacher Scoring Copy)

Assignment Field	Teacher Scoring Copy
Prompt	Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.
Required product	Published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.
Introduction	SET: Statement of Purpose, Evidence-Reference Transition, and thesis (central idea).
Body	Three R-E1-E2 paragraphs: PLACE, PROBLEM, and PEOPLE. Use direct quotations and paraphrases from varied sources and explain every piece of evidence.
Conclusion	R1 restate, R2 refer to the evidence as a whole, R3 reflect on the big picture. Add no new evidence.
Source requirement	At least four approved sources, including at least two Cluster 8 research sources and two earlier passages; at least two direct quotations and at least four paraphrases; source credit every time.
Publication	Revise for ideas, order, cohesion, sentence structure, and word choice. Edit conventions and complete an honest source list.

63. Student Planning Frame

Final research prompt in my own words:

My thesis (central idea):

PLACE R and evidence: One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.

PROBLEM R and evidence: Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

PEOPLE R and evidence: A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.

R1: Restate the thesis (central idea) in new words. _____

R2: Refer to the evidence collectively. _____

R3: Reflect on the global lesson without adding new evidence. _____

64. Writing Assignment Rubric

Scoring Area	3 - Strong	2 - Developing	1 - Beginning	0 - Not Demonstrated
Answering the Prompt and Completing the Assignment	Fully answers the prompt and proves a simple thesis (central idea). Includes SET, three R-E1-E2 paragraphs, R1-R2-R3, quotations, paraphrases, source credit, source list, and project components.	Answers most of the prompt and completes most required parts. One section, source requirement, or explanation may be incomplete.	Partially answers the prompt but often reports or lists facts. Several required sections, source requirements, or explanations are weak or missing.	Does not answer the prompt or complete enough of the assignment to demonstrate understanding.
Organization and Cohesiveness	Ideas are organized from SET through R1-R2-R3. Each body paragraph stays focused on one R, repeats E1-E2 logically, and connects to the thesis (central idea).	Organization is generally clear. Beginning, body, and conclusion are identifiable. Some transitions or connections may be weak.	Organization is inconsistent. Paragraphs may mix reasons, evidence may appear without a clear job, or weekly pieces may feel separate.	Little or no recognizable organization is present.
Editing, Revising, Grammar, Spelling, and Vocabulary	Demonstrates careful revising and editing. Sentences are clear, vocabulary is precise, and conventions are mostly correct.	Shows evidence of revising and editing. Some errors remain, but meaning is clear.	Shows limited revising or editing. Frequent errors sometimes interfere with understanding.	Shows little or no evidence of revising or editing.

65. Writing Gradebook Conversion

Score	Gradebook Description	Suggested Mark
8 to 9	Secure transfer: one cohesive research paper, accurate source use, sustained E2, careful revision and editing, and a reflective conclusion.	Exceeds or meets
5 to 7	Approaching transfer: the paper answers the prompt and uses evidence, but one or more jobs need deeper explanation, cohesion, source credit, or editing.	Developing
0 to 4	Beginning transfer: the paper is incomplete or does not yet organize a thesis (central idea), reasons, evidence, explanation, and conclusion.	Beginning

66. Teacher Feedback Shortcuts

- **Source:** Name the source form and what it can safely prove.
- **R:** Point to the reason. Which sentence proves this exact R?
- **Q or P:** Is this exact source language or a source idea in new words and structure?
- **Credit:** Where did the borrowed words or idea come from?
- **E2:** Add, "This means...", "This matters because...", and "This helps prove my R because..."
- **Cohesion:** How does this paragraph connect to the thesis (central idea) and next reason?

- **Revision:** Improve the thinking and flow before editing conventions.

Support, Enrichment & Transfer

67. Intervention: Name the Thinking

Need	Support	Rigor Remains
Too many sources	Reduce the source set to two carefully chosen excerpts.	The student still distinguishes quotation, paraphrase, and explanation.
Unclear paper jobs	Color-code R, E1, E2, and source credit across organizer and draft.	The student still chooses the evidence and writes E2.
Stops explaining	Rehearse orally: say the R, say the evidence, answer "So what?" twice.	The student still explains meaning, importance, and proof.
Needs language support	Provide a preselected evidence pair and a temporary sentence frame.	The student still chooses Q or P and writes E2 independently.
Needs release	Remove one frame at a time as independence grows.	The final product remains the student's decision.

68. Embedded Checks & Student Support

Look For	Teacher Response
Can the student name the card or token job?	Prompt with: Is this source, evidence, explanation, choice, impact, theme, or structure?
Can the student cite the source form accurately?	Ask: What kind of source is this, and what can it safely prove?
Can the student connect the card to the R?	Require: This helps prove the R because...
Can the student reject a distractor?	Ask the student to name why the fact is interesting but irrelevant to the current reason.
Can the student explain evidence?	Ask for meaning, importance, and proof before allowing the next card.

69. Student Support Quick Reference

If You Need Help With...	Try This
Choosing evidence	Point to the R and select the smallest set of strongest evidence.
Quotation	Keep exact source words inside quotation marks and add source credit.
Paraphrase	Change words and sentence structure while keeping the source meaning, then add source credit.
E2	Write: This means... This matters because... This helps prove my R because...
Transitions	Try: For example, A second source confirms this pattern, In a different way, Together, the evidence shows...
Conclusion	R1 restate, R2 refer to the evidence as a whole, R3 reflect. Add no new evidence.

70. Enrichment: Connect Across Texts

Enrichment Move	Student Task
Extend the source set	Require a third source or a counterexample and explain how it changes or qualifies the claim.
Compare source forms	Compare the usefulness and limits of a poetry source, fiction passage, simulated source, and long nonfiction source.
Investigate a new example	Study a new community example and add it only if it strengthens the existing R.
Strengthen craft	Vary sentence structure, integrate a quotation smoothly, and create a more precise transition.
Defend the exhibit	Design and defend an additional exhibit element for the final expo.

Expert Reflection: have students explain how the source, evidence form, and E2 explanation create one new understanding.

71. Additional Writing Opportunity: Plan and Draft

Transfer Prompt: Write a brief response answering: How can a researcher combine a year of reading and writing into one clear, organized proof? Use one new source or earlier passage not used in the independent assignment. Include one E1 and at least two E2 sentences.

1. Write the final prompt in your own words.
2. State a simple thesis (central idea) and choose one R.
3. Select one E1 and identify it as Q or P.
4. Give source credit.
5. Write E2 for meaning, importance, and proof.
6. Revise one sentence for cohesion and edit the complete response.

WRITING REQUIREMENT

Use content-area vocabulary, source credit, one direct quotation or paraphrase, and two E2 explanations.

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

Revise: read the response aloud and improve one sentence for clarity, sentence structure, word choice, or cohesion.

Edit: check grammar, agreement, tense, capitalization, punctuation, spelling, quotation marks, and paragraphing.

Share: read the response to a partner. The partner identifies the thesis (central idea), R, evidence, source credit, explanation, and significance without rewriting the student's sentence.

Engagement & Home Connection

73. Auditory Engagement Moments

Use Listen, Decide, Retrieve. Read each statement without writing. Students show Q with two fingers, P with one open palm, or E2 by pointing to their head, then explain why and name the paper job.

- The source says, "A place gives people resources and challenges." Q, exact source words.
- The simulated website explains that every location offers useful resources and difficulties. P, source idea in new words and structure.
- This matters because people must decide how to use the help and respond to the difficulty. E2, student reasoning.

Use the same routine with model sentences from the assembly race. Require a one-sentence reason that names the paper job the sentence performs.

74. Pause Points

BEFORE ASSEMBLING

What is the thesis (central idea) my whole paper will prove? Say it in your own words before you place any paragraph.

PLACING EVIDENCE

Does this sentence do a paper job: S, E, T, R, E1, E2, or a link? A fact with no job is a distractor, even when it is true.

AFTER EVIDENCE

Evidence cannot explain itself. After each E1, write E2 that explains meaning, importance, and how the evidence proves the R.

REVISE BEFORE YOU EDIT

Revise ideas, order, and cohesion first. Then edit grammar, punctuation, capitalization, and spelling.

75. At-Home Connection

Ask the student to teach the module question, name one source, share one short piece of evidence, and explain what the evidence proves. The family member asks one follow-up question beginning with why or how.

At-home conversation: What is the difference between a direct quotation, a paraphrase, and E2? Which earlier passage returned this week, and what new job did it perform? What new curiosity did your research create?

Three-Minute Turn and Teach: the student points to one Q note, one P note, and one E2 explanation. The family listens for source credit and the connection to the reason.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own research progress tracker. As you assemble, revise, and publish your research paper, color in or check how you feel about each skill. Be honest with yourself. This helps you see how much you are growing as a researcher."

I Can...	Not Yet	Getting Set	I Can Do It
Write a SET introduction with S, E, and a simple thesis (central idea).			
Begin each body paragraph with one clear R and repeat E1-E2.			
Give source credit for each quotation and paraphrase.			
Write an R1-R2-R3 conclusion that adds no new evidence.			
Revise across paragraphs so my paper reads as one proof.			
Edit conventions and complete an honest source list.			

One thing I am proud of as a researcher:

One thing I want to get better at:

77. Student Award

I award myself for:

The evidence on my paper is:

This improved my research because:

78. Student Target

My target is:

I will make this change in: _____ by:

I will know the target is complete when:

A new question this research created is:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER ENCOURAGEMENT / CLOSING SCRIPT

"You combined a year of reading and writing into one clear, organized proof. You answered one prompt with a simple thesis (central idea), organized three reasons, used direct quotations and paraphrases from varied sources, explained every piece of evidence, revised for cohesion, edited carefully, and published for a real audience. Your paper is proof that familiar facts can become new evidence. Carry this practice with you: notice, question, research, prove, explain, and choose how you will help."

80. Essential / Overarching Question, Answered

How can a researcher combine a year of reading and writing into one clear, organized proof?

A researcher combines the year by answering one prompt with a simple thesis (central idea), organizing PLACE, PROBLEM, and PEOPLE as three reasons, using direct quotations and paraphrases from varied sources, giving source credit, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience. The evidence shows that useful places, thoughtful problem solving, and responsible people work together to build, strengthen, and remember communities.

81. Teacher Reflection

- Which misconception was most common?
- Which students still need support distinguishing Q, P, and E2?
- Where did students stop explaining too soon?
- Which earlier passage produced the strongest transfer?
- What evidence shows students are ready for the next module?

Teacher notes:

82. Teacher Artifacts of Effectiveness

- Prediction, source and paper-job identification, and reveal checks
- Assembly Race card placements, because statements, and rejected distractors
- Independent five-paragraph draft with Q, P, source credit, and E2
- Evidence-based award, precise target, and before-and-after revision
- Published paper, source list, oral presentation, visitor feedback, and final reflection
- Completed My Research Progress Tracker and exit ticket

Production & Implementation Support

83. Module Slide Deck Build Sheet

The slide numbers restart in every module. This storyboard previews the instructional sequence for TRANSFER: One Paper, One Proof, One Community.

Slide	Title	Student-Facing Content or Visual	Lesson Location
1	Module 4: TRANSFER	How can a researcher combine a year of reading and writing into one clear, organized proof?	Cover and Day 1
2	Learning Destination	I can use evidence from more than one source to complete a published paper, source list, exhibit, oral presentation, and reflection.	Section 12
3	GATHER + REVEAL	One Strong Fact Is Not a Paper.	Day 1
4	Final Cluster Prompt	Explain what helps a community grow strong. Use evidence to prove how place, problem solving, and people's choices work together.	Day 1
5	SET Introduction	S states purpose; E names broad evidence areas; T states a simple thesis (central idea).	Day 1
6	Body Paragraphs	Each paragraph begins with R and repeats E1-E2 until the reason is proven.	Day 1
7	R1-R2-R3	Restate, refer to evidence collectively, and reflect.	Day 1
8	ATTEMPT	Community Strength Research Paper Assembly Race.	Day 2
9	Paper Jobs	R, source, Q or P, source credit, E2.	Day 2
10	DISCUSS + USE	How can I assemble, revise, and edit one cohesive paper?	Day 3
11	Independent Checklist	Five paragraphs, four sources, quotations, paraphrases, source list, revision, and editing.	Day 3
12	AWARD + TARGET	Name evidence of growth and one exact next move.	Day 4
13	EXPLAIN TO OTHERS	Strong Community Research Museum and Community Builders Expo.	Day 5
14	Q, P, and E2	Teach one visitor how quotation, paraphrase, and explanation differ.	Day 5
15	Exit Ticket	A researcher combines the year with a thesis (central idea), three reasons,	Day 5

		varied sources, explanation, revision, editing, and publication.	
--	--	---	--

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only delivery and access.

Element	Adaptation
Shared screen	Display one team's paper assembly and ask students to defend each card placement with a because statement.
Breakout rooms	Use the same roles. Students place digital cards and submit a screenshot before the answer key is shown.
Annotation	Students highlight R, Q, P, E2, and source credit on a shared document.
Independent writing	Provide a fillable organizer, but lock the model and answer key so each student completes an independent paper.
Expo	Students screen-share a paragraph, source note, or exhibit while teaching. Listeners submit one evidence-based compliment and one why or how question.
Reflection	Students update the progress tracker digitally and submit the paper, source list, presentation, and final reflection.

Teacher Reflection**85. Teacher Reflection (This Module)**

Fill this in after you teach the module. 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	