

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

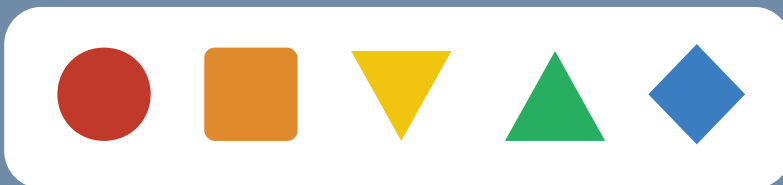
Cluster 4 - Modules 1 to 4

Module 1: Significant Inferencing Sentences Using MICE

Module 2: Significance Sentences for HOW Prompts Using MICE

Module 3: Getting SET with the Statement of Purpose

Module 4: The Yellow Sentence (Evidentiary Transition)



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 4 - Module 1

Significant Inferencing Sentences Using
MICE



Name: _____



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Grade 3 • Cluster 4 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Significant Inferencing Sentences Using MICE



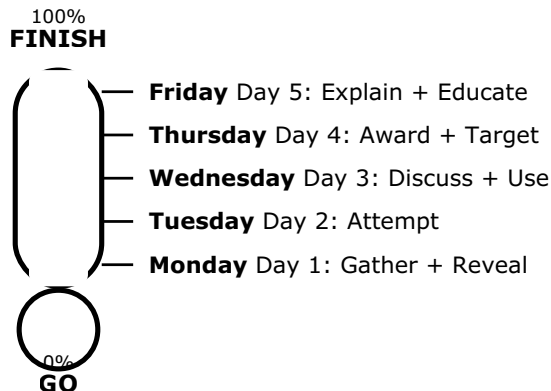
Why This Matters to Me

A body paragraph carries a reason, evidence, and an explanation. The fourth sentence, the significance sentence, goes beyond the text. MICE helps me find the bigger idea and explain why it matters for others.

Essential Question

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

My Week Tracker



Color in one section at the **END** of each day, after I finish that day's work. Watch my week rise from **GO** to **FINISH**!

My First Thinking

I Can

- I can say what MICE stands for: My Inference = Connections I have + Evidence I have found.
- I can tell the difference between an explanation and a significance sentence.
- I can use a signal phrase to start my significance sentence.
- I can combine evidence with my own connection to make a bigger idea.
- I can connect the learning to others, not just myself.

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How MICE helps me write a significance sentence that goes beyond the text.	Two nonfiction passages: Benjamin Franklin and Electricity and The Founding Fathers.	MICE cheese slices, significance sentences with signal phrases, a partner explanation, and an exit ticket.

Where We Are Going

I will move from learning MICE to writing significance sentences on my own. I will finish by teaching a partner how MICE builds a bigger idea.

I'll Know I've Got It When...

- ☐ I identify the evidence and state a personal connection.
- ☐ I combine the evidence and connection using MICE.
- ☐ I use a signal phrase such as Ultimately, or The big picture is,
- ☐ I write an inference that goes beyond the text and helps others.

Check Myself

- ☐ I combine Evidence I Found with Connection I Have to make My Inference.
- ☐ I start my significance sentence with a signal phrase like Ultimately or The big picture is.
- ☐ My bigger idea helps others, not just me.

How I Will Show What I Know

I will show what I know with MICE cheese slices, four practice prompts, a partner explanation, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I choose a fact or a lesson.
Reveal	Day 1	I learn MICE and the four sentences of a body paragraph.
Attempt	Day 2	I play BOOM BOOM GRAB with a partner.
Discuss	Day 3	I explain what makes a significance sentence strong.
Use Again	Day 3	I shape four prompts on my own.
Award	Day 4	I show my strongest significance sentence.
Target	Day 4	I choose one MICE goal.
Explain / Educate	Day 5	I teach MICE to a partner and complete the exit ticket.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I organize my writing with a clear introduction and a conclusion, and I develop my big idea with details that matter.

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I write informational text with a clear thesis (central idea), and I use the characteristics and craft of the genre.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does MICE stand for?"

Class answers: "My Inference = Connections I have + Evidence I have found!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I know the parts of a body paragraph: reason, evidence, explanation, and significance. I know a writing prompt gives me a task.

A connection I can make

Remember It!

- ☐ Evidence is proof from the text.
- ☐ An explanation is what I, the writer, add.
- ☐ A signal phrase introduces a quote or an idea.

One idea I remember

Ready Check

- ☐ I can find the solution in a passage.
- ☐ I can find a reaction in a passage.
- ☐ I can find the resolution in a passage.

Watch Out! Common Mix-Up

Watch out! Significance is not just a restated explanation. Ask: does this sentence go beyond the text to a bigger idea, or does it just repeat the evidence?

Where This Fits in My Writing

Significant inferencing is the final step in writing an ECR body paragraph. The reason identifies the support, the evidence provides proof, and the explanation connects them.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread Benjamin Franklin and Electricity in Read and Interact as often as you want.

Part 1: My Answer

Read the prompt. Write one reason the invention helps communities stay safe.

Explain why Benjamin Franklin's invention helps communities stay safe.

Part 2: Fact or Lesson?

Which sentence goes beyond the text: "The lightning rod was a metal rod" or "Ultimately, curiosity can protect a whole community"? Tell why.

My thesis (central idea)

Part 3: Reason, Evidence, Explanation, Significance

Number these sentences 1, 2, 3, 4 in the order they belong in a body paragraph.

Number	Sentence
_____	Franklin's invention helped people stay safe.
_____	The lightning rod protected buildings from fires.
_____	This shows Franklin solved a dangerous problem.
_____	Ultimately, one good idea can protect many people.

Part 4: Signal Phrase

Start a significance sentence with Ultimately, or The big picture is,

My first sentence

Part 5: Evidence and Significance

Reason: The lightning rod protected buildings from fires. Copy one sentence from the passage that proves this. Then write one sentence that goes beyond the text to a bigger idea for others.

A sentence from the passage

Ultimately, ...

Part 6: My MICE Sentence

Write the evidence I found, a connection I have, and my inference in one significance sentence.

My paragraph



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
problem	PROB-lum	Something that needs to be solved or fixed.	Franklin saw a _____ he wanted to solve.
solve	SOLV	To find an answer to a problem.	A good idea can _____ a real problem.
safe	SAYF	Free from harm or danger.	The lightning rod kept buildings _____.
help	HELP	To make something easier for someone.	A strong solution can _____ many people.
leader	LEE-der	A person who guides others.	The Founding Fathers were _____ who acted.
idea	eye-DEE-uh	A thought or plan in your mind.	One _____ can improve life for others.
protect	pruh-TEKT	To keep safe from harm.	Fair laws _____ people's freedoms.
fair	FAIR	Treating everyone the same way.	The Founding Fathers wanted _____ laws.
rights	RYTS	Things people are free to do or have.	Laws can protect people's _____.
people	PEE-pul	Human beings; a group of persons.	Good solutions help many _____.
electricity	ih-lek-TRIS-ih-tee	A form of energy that can power things or appear as lightning.	Franklin studied _____.
government	GUV-ern-munt	The group that makes and runs the laws.	They built a fair _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

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

Word	Say it	What it means	Sentence frame
prompt	PROMPT	The writing task that tells what to write about.	The _____ tells me what to prove.
analyze	AN-uh-lyze	To look closely at the parts of something.	I _____ the prompt before I write.
topic	TOP-ik	The noun of importance; what the prompt is about.	The _____ is _____.
charge	CHARJ	The verb of importance; the job the prompt gives the writer.	The _____ tells me to _____.
clue word	KLOO wurd	The word showing whether the prompt wants WHY or HOW.	The clue word is _____, so this is a _____ prompt.
thesis (central idea)	THEE-sis	The sentence that gives the answer to the prompt.	My thesis (central idea) answers the _____.
evidence	EV-uh-dens	Proof taken straight from the passage.	My _____ comes from paragraph _____.
explanation	ek-spluh-NAY-shun	Telling what the evidence shows.	This _____ means _____.
significance	sig-NIF-uh-kuns	Why something matters.	The _____ of this idea is _____.
structure	STRUK-cher	The way the parts of writing are put together.	Good _____ helps my reader.
statement	STAYT-ment	A sentence that tells rather than asks.	An ECR prompt is usually a _____.
informative	in-FOR-muh-tiv	Writing that gives true information about a topic.	This is an _____ response.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
electricity	ih-lek-TRIS-ih-tee	A form of energy that can power things or appear as lightning.	Franklin studied _____.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	The _____ kept buildings safe.
conduct	kun-DUKT	To carry or let something, like electricity, pass through.	Metal can _____ electricity.
experiments	ik-SPER-uh-ments	Tests done to learn something new.	Franklin did _____ to learn.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	The _____ wanted to be free.
British rule	BRIT-ish rool	Control of the colonies by Britain.	Colonists felt _____ was unfair.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	The _____ was written in 1776.
Constitution	kon-stih-TOO-shun	The plan for how the government works.	The _____ explained how the government would work.
liberty	LIB-er-tee	Freedom.	All people have a right to _____.
pursuit of happiness	per-SOOT uv HAP-ee-ness	The freedom to seek a good life.	All people have a right to _____.
government	GUV-ern-munt	The group that makes and runs the laws.	The _____ explained how laws would work.
invention	in-VEN-shun	A new thing someone makes for the first time.	The lightning rod was an _____.

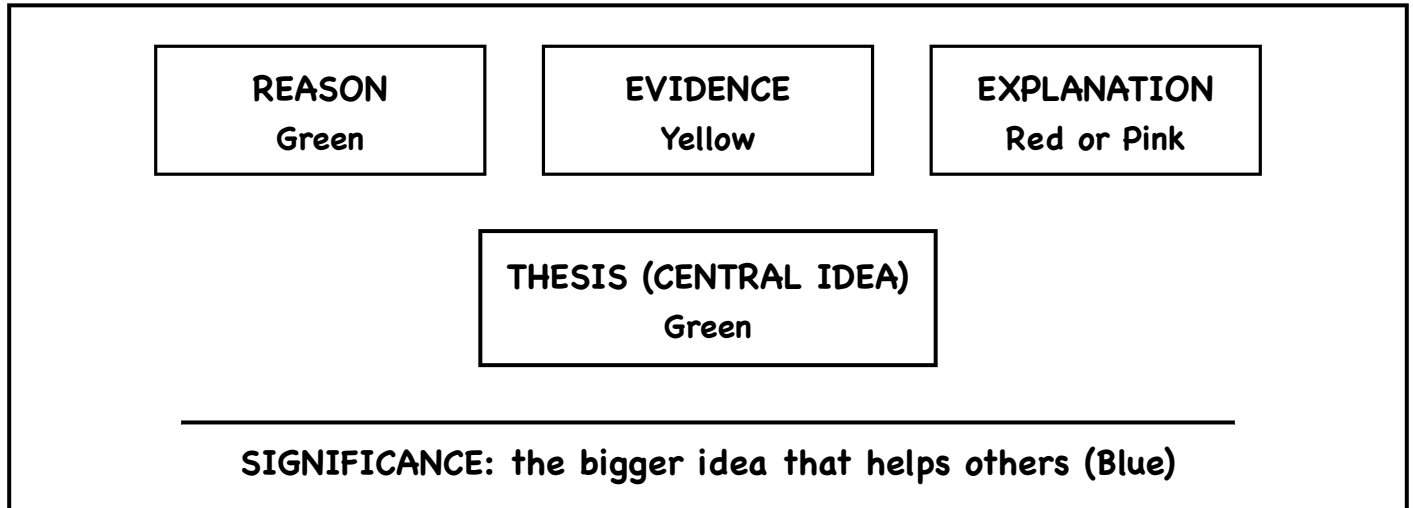
Use one Tier 3 word in a sentence

My Strategy Tools

MICE for Significance



A body paragraph is usually four sentences: reason, evidence, explanation, and significance. MICE builds the fourth sentence.



The significance sentence is the fourth sentence of the body paragraph. It reflects on how others can benefit from the lesson.

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

Mark	What it means
Evidence I have found	The specific proof from Benjamin Franklin and Electricity or The Founding Fathers that supports the inference.
Connections I have	Personal or global connections that help explain why the idea matters for others.
My Inference	The bigger lesson or takeaway that goes beyond the text.
Signal Phrase	Ultimately, / The big picture is,

Keep the significance sentence distinct from the reason, evidence, and explanation. It must grow out of the evidence, not float free of it.

How I stack my MICE

Evidence I Found and Connection I Have

Evidence I Found	Connection I Have	My Inference
The lightning rod conducted electricity safely into the ground to keep buildings safe.	I know people use tools to stay safe in storms.	Ultimately, a good idea can protect many people.

Evidence + Connection = My Inference.

How I Say the Standard!

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I organize my writing with a clear introduction and a conclusion, and I develop my big idea with details that matter.

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I write informational text with a clear thesis (central idea), and I use the characteristics and craft of the genre.

Check My Writing

- ☐ My significance sentence starts with a signal phrase.
- ☐ My bigger idea grows out of the evidence.
- ☐ My sentence tells how others can benefit.

Why this inference goes beyond the text

The Five Thinking Levels

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

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

Each level has a color label and a symbol: Blue diamond, Green triangle, Yellow inverted triangle, Orange square, Red circle.

A thinking level I understand

The Progression of Thinking

Module focus: identify the kind of thinking a clue word demands. WHY asks about reasons, purpose, or importance; HOW asks about methods or relationships.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Reflective (Level 5)		Why is it important to everyone?	Student explains a universal lesson.	Curiosity and science can solve problems that protect communities.
Independent (Level 4)		Why is it important to the reader?	Student explains personal meaning or application.	Franklin's experiments show that testing ideas leads to safety for others.
Visible (Level 3)		Why is it important in the passage?	Student explains significance within the text.	The lightning rod prevented fires and saved buildings from damage.
Emergent (Level 2)		Why was it done?	Student explains purpose.	The Founding Fathers wanted fair laws for all citizens.
Foundational (Level 1)		Why did it happen?	Student explains cause.	Unfair British rule led the colonies to seek independence.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why Benjamin Franklin's invention helped protect buildings.
HOW	Analyze how parts work together or how something happens.	Explain how the Founding Fathers created a fair government.

A fact stays on the page, but a lesson goes beyond it to help others. Significance must grow out of the reason and evidence.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Franklin invented the lightning rod to protect buildings from fires. The Founding Fathers built a fair government based on liberty and rights. How do inventions and fair laws help a community stay safe and free?

Background I Need

Benjamin Franklin studied electricity and invented the lightning rod. Some of the Founding Fathers wrote the Declaration of Independence and the Constitution to create a fair government.

Words I dotted while reading

Benjamin Franklin and Electricity

Two nonfiction passages at Low Stamina. Dot, Discover, Drop unfamiliar words. Mark TRACKS details as possible evidence.

My
marks

1 Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways. He was born in 1706 in Boston and grew up curious about how things worked. Franklin believed that learning and experimenting could help improve people's lives. Throughout his life, he created many inventions and ideas that helped communities.

2 One of Benjamin Franklin's most famous inventions was the lightning rod. During Franklin's time, lightning strikes often caused serious damage to buildings. When lightning hit houses or churches, it could start fires that destroyed entire buildings. People did not fully understand why lightning struck or how to protect their homes.

3 Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground. Through experiments, he learned that metal could conduct electricity. He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building.

4 This invention helped protect homes, barns, and churches from fires caused by lightning. Many buildings began adding lightning rods to their rooftops.

5 Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers

Two nonfiction passages at Low Stamina. Dot, Discover, Drop unfamiliar words. Mark TRACKS details as possible evidence.

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Benjamin Franklin and Electricity

Look for the problem, the solution, the reaction, and the resolution. Mark TRACKS details that prove how the lightning rod helped communities.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: The Founding Fathers

Look for the problem, the solution, the reaction, and the resolution. Mark TRACKS details that prove how fair laws protect people's rights.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which detail shows the solution in each passage? Which detail shows how people were helped?

My thinking

My Prompt Marking Notes

Before I write a significance sentence, I stack my MICE.

Shape	Word	Question I ask myself
E: Evidence I have found	Evidence	What proof from the passage supports my idea?
C: Connections I have	Connection	What do I already know or remember that links to the evidence?
M: My Inference	Inference	What bigger lesson can others learn?

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's invention helped protect buildings.

My three marks in words

STUDENT WORKBOOK

DAY 1 | GATHER + REVEAL | 15 MINUTES



A fact or a lesson?

Day 1: Gather + Reveal

Would you rather have a fact or a lesson? A fact stays on the page, but a lesson goes beyond it to help others.

I choose a fact or a lesson because...

1. The Four Sentences of a Body Paragraph

Sentence	Job
1. Reason	Names the support.
2. Evidence	Gives proof from the text.
3. Explanation	Connects the proof to the idea.
4. Significance (MICE)	Goes beyond the text to a bigger idea for others.

2. Watch the Model Prompt

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's invention helped protect buildings.

Explain is the direction to the writer. The invention helps, so help is the charge. Why asks for a reason.

? STOP & THINK

Which mark belongs on the verb of importance?

My answer

STUDENT WORKBOOK



BOOM BOOM GRAB

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Put the 3 ECR cards face up between you and your partner. Keep the 5 sentence cards in a stack. Store all cards in your Pocket Practice.

THESIS (CENTRAL IDEA)	EVIDENCE
EXPLANATION	Benjamin Franklin used his experiments to create a device that protected buildings from lightning fires.
This shows that Franklin wanted to solve a dangerous problem for the community.	Benjamin Franklin's invention helped people stay safe by using science to protect their homes.
The text states that the lightning rod conducted electricity away from buildings into the ground.	This helps people understand how a simple invention can prevent serious damage.

Self-Check (back of cards)

This page prints on the back of the card page. Flip a card over to check yourself.

EVIDENCE comes straight from the passage.	THESIS (CENTRAL IDEA) answers the prompt.
Evidence	EXPLANATION tells what the evidence shows.
Thesis (central idea)	Explanation
Explanation	Evidence

STUDENT WORKBOOK

DAY 2 | ATTEMPT | 15 MINUTES



Partners classify, then shape a HOW prompt

Day 2: Attempt, continued

Our Question for Today: Is this sentence a thesis (central idea), evidence, or explanation?

1. Play BOOM BOOM GRAB

- Put the three ECR cards face up where you and your partner can reach them.
- Read the entire sentence before the BOOM BOOM GRAB signal.
- The first correct grab earns one point. A wrong grab gives your partner the point.
- Explain your choice.
- Play all five sentences, check the key, and return the cards to your Pocket Practice.

Round	1	2	3	4	5
My partner					
My point					

2. Partner Prompt

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain how the Founding Fathers created a fair government.

The type of this prompt is _____ because...

STUDENT WORKBOOK

DAY 3 | DISCUSS + USE | 15 MINUTES



What makes a significance sentence strong?

Day 3: Discuss + Use

Question	My thinking
How do you know a sentence is significance?	
What does your thesis (central idea) do?	
Which prompt would need a word like because?	
How does your clue word tell you?	

Connect a family memory or tradition to one of the passages. Tell which detail made you think of it.

My connection



Use: Try It On Your Own!

Work alone. Red circle, yellow box, green triangle, then write WHY or HOW.

1

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's invention helped protect buildings.

WHY or HOW: _____

2

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain how the Founding Fathers created a fair government.

WHY or HOW: _____

3

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin became an important inventor.

WHY or HOW: _____

4

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain how the Founding Fathers protected people's rights through laws.

WHY or HOW: _____

One prompt I marked and how the clue word helped me



Retell and Compare

Retell how Franklin and the Founding Fathers solved problems.

My retell

Compare a scientific invention with government laws. How does each help people?

My comparison

Embedded Check

- ☐ I marked the topic, charge, and clue word on every prompt.
- ☐ I labeled each prompt WHY or HOW.
- ☐ I used topic, charge, and clue word to explain my marks.

STUDENT WORKBOOK

DAY 4 | AWARD + TARGET | 15 MINUTES



I go beyond the text

Day 4: Award + Target

1. Award

Look at what your brain can do now. Point to one sentence that shows your strongest work. Label the evidence you used, the connection you made, and the inference you wrote.

My strongest significance sentence

My evidence, connection, and inference work together because...

2. Target

Choose one goal: finding the evidence, making a clear connection, using a strong signal phrase, or making sure my inference helps others.

My next step goal is...

STUDENT WORKBOOK

DAY 5 | EXPLAIN + EDUCATE | 15 MINUTES



I teach MICE

Day 5: Explain + Educate

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

My partner taught me...

Writing Process Poem

Read with prosody, leave some tracks.
Find the reason and answer back.
Write the thesis (central idea), then convince,
Show them proof called evidence.
Bring together, signals find,
From the text and from my mind!
Relate it to all who read.
Let my writing meet a need!

Transfer

Explain why Benjamin Franklin's lightning rod was significant for communities.

Evidence I Found, Connection I Have, My Inference



Return to the Citizenship Connection

How do Franklin's inventions and the Founding Fathers' laws help communities solve problems and protect rights?

My thinking

Return to the Essential Question

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

On Monday I thought...

Now I know...

- ☐ I can name Evidence I Found, Connection I Have, and My Inference.
- ☐ I start my significance sentence with a signal phrase.
- ☐ My bigger idea helps others.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's invention of the lightning rod helps communities stay safe.

My Plan

- Use Dot, Discover, Drop, then mark the topic, charge, and clue word.
- Label the prompt WHY. It asks for a reason.
- List two details from Benjamin Franklin and Electricity that could become reasons.
- Circle the stronger reason, then draft a thesis (central idea) that answers the prompt.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My thesis (central idea) starter

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My thesis (central idea) answers the prompt.
- ☐ My proof comes from the passage and I explain it.
- ☐ Every sentence is complete with capital letters for names like Benjamin Franklin and Philadelphia.

Edit

- ☐ Every sentence is complete.
- ☐ Benjamin Franklin and Philadelphia begin with capital letters.
- ☐ Lightning rod and electricity are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Prompt shapes	All three marks are correct and I named WHY.	
Thesis (central idea)	I clearly explain why Franklin's invention helps.	
Evidence	A passage detail directly supports my answer.	
Explanation	I explain how the detail supports my answer.	
Conventions and vocabulary	Complete sentences, capitals, and module words.	

Study the Samples

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

Explain why Benjamin Franklin's lightning rod was significant.

Low

Example analysis: the student circles Benjamin Franklin and boxes Evidence, then states that the prompt is about the lightning rod.

What is missing: The charge should be solved. The green triangle is absent, and the explanation names only the topic.

Medium

Topic: Benjamin Franklin. Charge: became. Clue: why. The student explains only that the writing is about why he is important.

What is missing: The final sentence does not explicitly identify the task as giving a reason. Ask which word could connect a reason to the answer. Guide oral rehearsal toward because.

High

Topic: Benjamin Franklin. Charge: invented. Clue: why. WHY; the answer must give a reason. The student explains that the prompt requires a reason and predicts a connector such as because.

Why it works: The analysis names the topic, charge, clue word, answer type, and required thinking. This student is ready for the MICE Challenge.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
State what MICE stands for.	☐	☐	☐
Tell an explanation from a significance sentence.	☐	☐	☐
Use a signal phrase to start my significance sentence.	☐	☐	☐
Combine evidence with a personal connection using MICE.	☐	☐	☐
Write a significance sentence that goes beyond the text.	☐	☐	☐
Connect the learning to how others can benefit.	☐	☐	☐
Find solution, reaction, and resolution as evidence.	☐	☐	☐
Tell thesis (central idea), reason, evidence, explanation, and significance apart.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new detail from either passage. Stack your MICE and write a significance sentence.

My new prompt

Take It Further! The MICE Challenge

Use MICE with this Founding Fathers prompt: Explain how the Founding Fathers created a fair government.

- Find the Evidence I have found in The Founding Fathers.
- Write a Connection I have.
- Combine them into My Inference.
- Start with Ultimately, or The big picture is,
- Tell how the idea helps others.

My significance sentence

My MICE Cheese Stack

Draw your cheese stack: Evidence I Found, Connection I Have, My Inference.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Teach the MICE Acronym

Teach My Inference = Connections I have + Evidence I have found to someone at home. Ask about a problem Benjamin Franklin solved. Write a sentence naming one connection you made.

Ask them: what problem would you like to solve for others?

Family member signature: _____

Fairness Detective

Choose an ordinary detail about fair rules worth remembering. Write two sentences with a capitalized proper noun like Constitution or Liberty. Read them to a family member.

Ask them: what fair rule helps our family most?

Family member signature: _____

Say It, Then Write It

Use the word bank: evidence, connection, inference, signal phrase, bigger idea. Talk in any language you speak at home first. Then write or draw a significance sentence using MICE. Drawing the cheese stack counts.

Ask them: what bigger lesson can others learn from a good idea?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I go beyond the text to a bigger idea that helps others.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 4 - Module 2

Significance Sentences for HOW Prompts
Using MICE



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Significance Sentences for HOW Prompts Using MICE



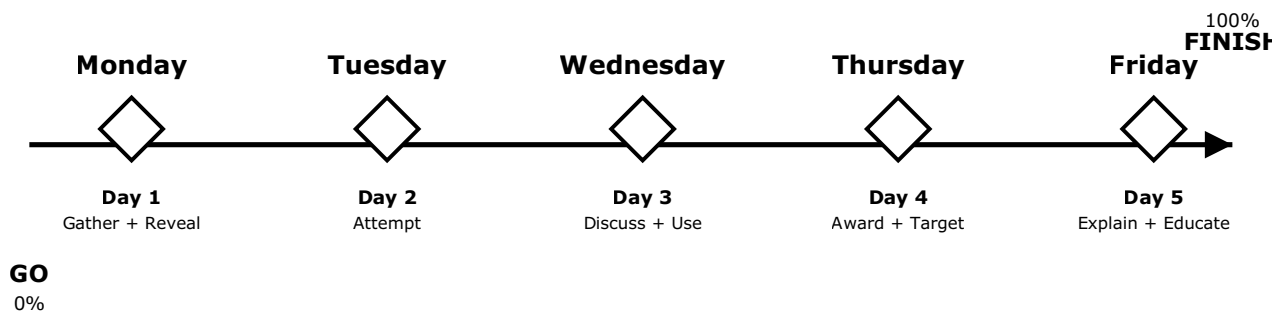
Why This Matters to Me

The thesis (central idea) is the first sentence of a HOW response. I keep the prompt's noun and verb, then add a preposition like by or through so my reader sees exactly how the process works.

Essential Question

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

My Week Tracker



Color in one section at the **END** of each day, after I finish that day's work. Watch my week rise from **GO** to **FINISH**!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to build a HOW body paragraph from thesis (central idea) to MICE significance.	Two Medium stamina passages: Benjamin Franklin and Electricity and The Founding Fathers.	Pathway Builders game pieces, HOW body paragraphs, a Strong Pathway Award, and an exit ticket.

Where We Are Going

I will move from teacher models and Pathway Builders to HOW body paragraphs on my own. I will finish by teaching a partner how to build a strong HOW response.

I'll Know I've Got It When...

- ☐ My thesis (central idea) has the noun and verb of importance.
- ☐ A HOW thesis (central idea) uses a preposition to explain a method.
- ☐ My way sentence adds one clear step, and my quoted evidence supports it.
- ☐ My significance sentence uses MICE to share a bigger lesson.

Check Myself

- ☐ My HOW thesis (central idea) uses a preposition such as by or through.
- ☐ My way sentence names one step, and my quoted evidence proves it.
- ☐ My significance sentence uses MICE to go beyond the text.

How I Will Show What I Know

I will show what I know with matched pairs, two independent theses, a Strong Pathway Award, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I stand tall like a tree and learn why a trunk matters.
Reveal	Day 1	I learn the three parts of a HOW thesis (central idea).
Attempt	Day 2	I play Thesis (Central Idea)/Prompt Memory Match.
Discuss	Day 3	I compare HOW thinking and WHY thinking.
Use Again	Day 3	I write two theses on my own.
Award	Day 4	I earn a Strong Pathway Award.
Target	Day 4	I choose one next step.
Explain + Educate	Day 5	I teach a partner and complete the exit ticket.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I organize my HOW paragraph from thesis to significance.

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I write an informational response with a clear thesis and significance.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does a HOW thesis (central idea) need?"

Class answers: "A preposition like by or through!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can write a simple thesis (central idea). I can find the solution, reaction, and resolution in a text.

A connection I can make

Remember It!

- ☐ MICE: My Inference = Connections I have + Evidence I have found.
- ☐ Evidence supports an answer.
- ☐ Evidence leads to a significance sentence.

One idea I remember

Ready Check

- ☐ I can write a complete sentence.
- ☐ I can find the solution in a passage.
- ☐ I can find a reaction in a passage.

Watch Out! Common Mix-Up

Watch out! A sentence that repeats the evidence is not finished. Ask what the reader still needs to learn, and add an answer from the passage.

Where This Fits in My Writing

The thesis (central idea) is the foundation of the HOW response. The way sentence and evidence develop the answer, and explanation connects their meaning.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread Benjamin Franklin and Electricity in Read and Interact as often as you want.

Part 1: My HOW Thesis (Central Idea)

Read the prompt. Write a thesis (central idea) with by or through.

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

Part 2: Restatement or Answer?

Which sentence adds an answer from the passage: "The Founding Fathers created fair laws" or "The Founding Fathers created a fair government by writing new laws that replaced unfair British rule"? Tell why.

My thesis (central idea)

Part 3: Thesis, Way, Evidence, Significance

Number these sentences 1, 2, 3, 4 in the order they belong in a HOW body paragraph.

Number	Sentence
_____	Benjamin Franklin's invention helps protect buildings from lightning by guiding electricity safely into the ground.
_____	Franklin invented the lightning rod, a metal rod placed on top of a building.
_____	The text states that the electricity travels safely through the wire.
_____	Ultimately, curiosity and science can protect others.

Part 4: Signal Phrase

Start a significance sentence with Ultimately, or The big picture is,

My first sentence

Part 5: Evidence and Significance

Reason: The lightning rod guided electricity safely into the ground. Copy one sentence from the passage that proves this way. Then write one sentence that goes beyond the text to a bigger idea for others.

A sentence from the passage

Ultimately, ...

Part 6: My MICE Sentence

Combine the evidence I found and a connection I have into one significance sentence.

My paragraph



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
help	HELP	To make something easier for someone.	A strong solution can _____ many people.
build	BILD	To make something by putting parts together.	The Founding Fathers _____ a new government.
solve	SOLV	To find an answer to a problem.	Franklin worked to _____ the lightning problem.
safe	SAYF	Free from harm or danger.	The lightning rod kept buildings _____.
fair	FAIR	Treating everyone the same way.	They wanted _____ laws for the people.
change	CHAYNJ	To make something different.	Their actions created _____ for others.
plan	PLAN	A set of steps to reach a goal.	The Constitution was a _____ for the government.
lead	LEED	To guide others.	The Founding Fathers chose to _____.
protect	pruh-TEKT	To keep safe from harm.	The rod helped _____ buildings.
idea	eye-DEE-uh	A thought or plan for doing something.	Franklin had a great _____ for safety.
work	WURK	Effort to do or make something.	It took hard _____ to solve the problem.
people	PEE-pul	More than one person.	The Founding Fathers helped all _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic thinking words help you understand questions and explain answers. Say each word, then say it to your partner and point to the MICE anchor chart.

Word	Say it	What it means	Sentence frame
thesis (central idea)	THEE-sis	The main answer to the prompt.	My HOW thesis (central idea) is a simple sentence with a _____.
way	WAY	One step or method in the process.	My _____ sentence shows one step.
evidence	EV-uh-dens	Proof quoted from the text.	My _____ proves the way.
explanation	ek-spluh-NAY-shun	Words that tell how the evidence proves the way.	My _____ begins with This.
significance	sig-NIF-uh-kuns	The bigger idea beyond the text.	The _____ sentence tells why it matters.
inference	IN-fer-ens	A conclusion drawn from clues, not stated directly.	I make an _____ using MICE.
solution	suh-LOO-shun	A way a problem is fixed.	The lightning rod was a _____.
connection	kuh-NEK-shun	How two ideas relate to each other.	My _____ helps build the inference.
signal phrase	SIG-nul frayz	Words that introduce a quote or idea.	A _____ like Ultimately, starts significance.
preposition	prep-uh-ZISH-un	A word like by, through, or with that shows movement.	My HOW thesis (central idea) uses a _____.
resolution	rez-uh-LOO-shun	How a problem is finally worked out.	The resolution shows how _____ ended.
reaction	ree-AK-shun	How someone responds to a problem.	Their _____ was to take action.
process	PRAH-ses	The steps used to do something.	HOW writing shows the _____.
reflect	ri-FLEKT	To think deeply about meaning.	I _____ on what the process teaches.
takeaway	TAYK-uh-way	The lasting idea you carry away.	One _____ is that action creates change.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
electricity	ih-lek-TRIS-ih-tee	A form of energy that can power things or appear as lightning.	Franklin studied _____.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	The _____ kept buildings safe.
conduct	kun-DUKT	To carry or let something, like electricity, pass through.	Metal can _____ electricity.
experiments	ik-SPER-uh-ments	Tests done to learn something new.	Franklin did _____ to learn.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	The _____ wanted to be free.
British rule	BRIT-ish rool	Control of the colonies by Britain.	Colonists felt _____ was unfair.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	The _____ was written in 1776.
Constitution	kon-stih-TOO-shun	The plan for how the government works.	The _____ explained how the government would work.
liberty	LIB-er-tee	Freedom.	All people have a right to _____.
freedoms	FREE-dumz	The rights people are free to have.	Fair laws protect people's _____.
government	GUV-ern-munt	The group that makes and runs the laws.	The _____ makes the laws.
invention	in-VEN-shun	A new thing someone makes for the first time.	Franklin's _____ was the lightning rod.

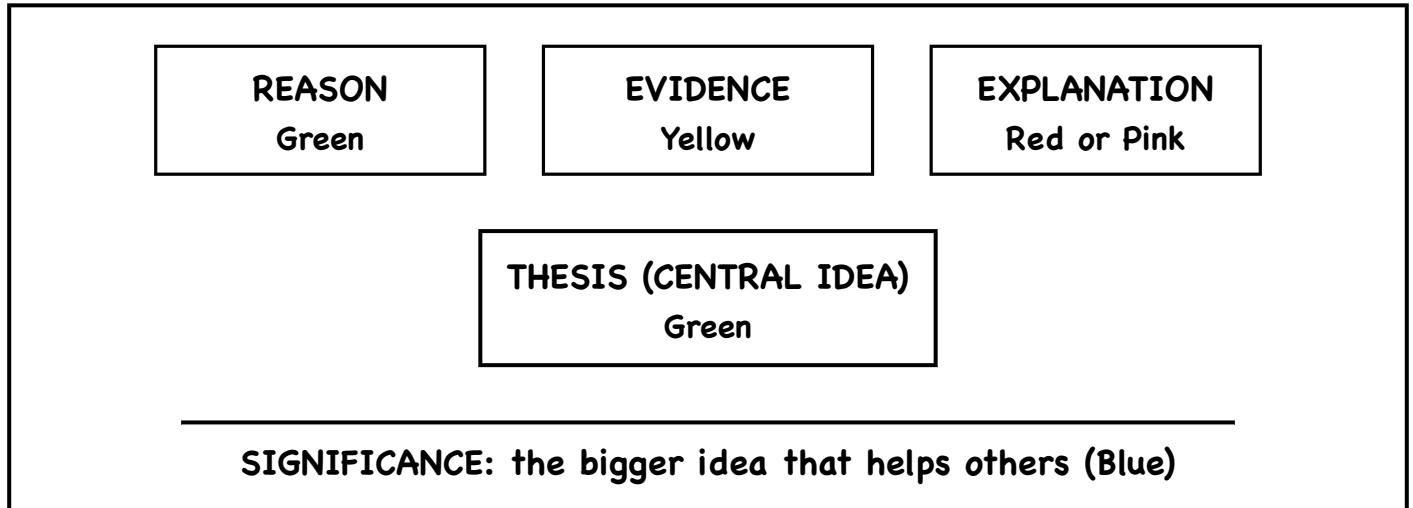
Use one Tier 3 word in a sentence

My Strategy Tools

HOW Needs a Preposition



A thesis (central idea) has three parts: the noun of importance, the verb of importance, and my own answer from the passage.



The significance sentence is the fourth sentence of a body paragraph. It combines evidence and connection to teach others.

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

Mark	What it means
Evidence I have found	The specific proof from Benjamin Franklin and Electricity or The Founding Fathers that supports the inference.
Connections I have	Personal or global connections that help explain why the idea matters for others.
My Inference	The bigger lesson or takeaway that goes beyond the text.
Signal Phrase	Ultimately, / The big picture is,

Keep the significance sentence distinct from the reason, evidence, and explanation. It must grow out of the evidence, not float free of it.

How I stack my MICE

Thinking Type and Clue Words

Thinking Type	Clue Words	Model
WHY	because, since, when, so that	Benjamin Franklin's experiments helped protect buildings because they proved how to safely conduct electricity.
HOW	through, by, with, during	The Founding Fathers created fair laws through the writing of the Constitution and Declaration of Independence.

WHY needs a subordinator. HOW needs a preposition.

How I Say the Standard!

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I organize my HOW paragraph from thesis to significance.

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I write an informational response with a clear thesis and significance.

Check My Writing

- ☐ My thesis (central idea) keeps the prompt's noun and verb.
- ☐ My answer comes from the passage, not the prompt.
- ☐ My HOW thesis (central idea) uses by, through, or with.

A HOW thesis (central idea) I can write

The Five Thinking Levels

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

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

Each level has a color label and a symbol: Red circle, Orange square, Yellow inverted triangle, Green triangle, Blue diamond.

A thinking level I understand

The Progression of Thinking

HOW asks about methods or relationships.

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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain how Benjamin Franklin's invention helps protect buildings from lightning.
HOW	Analyze how parts work together or how something happens.	Explain how The Founding Fathers share the idea of liberty with others.

WHY needs a subordinator such as because. HOW needs a preposition such as through, by, or with.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Both texts show how people use curiosity or action to solve problems that help the whole community. How do inventions and fair laws help a community stay safe and free?

Background I Need

Benjamin Franklin experimented with electricity and invented the lightning rod. The Founding Fathers responded to British rule with the Declaration of Independence and the Constitution.

Words I dotted while reading

Benjamin Franklin and Electricity

Two nonfiction passages at Medium Stamina. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply an answer to a thesis (central idea) prompt.

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

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

3 Franklin wanted to understand why lightning behaved the way it did. He spent time studying electricity and conducting experiments. He wondered if there was a way to guide lightning safely into the ground. Through his research, he learned that metal could conduct electricity. This knowledge helped him develop an invention that could protect buildings from lightning strikes.

4 Franklin invented the lightning rod, a metal rod placed on top of a building. The rod connects to a wire that runs into the ground. When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building. This simple invention helped solve a problem that many communities faced for years.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Benjamin Franklin and Electricity (continued)

Two nonfiction passages at Medium Stamina. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply an answer to a thesis (central idea) prompt.

5 The lightning rod quickly became useful in many places. Homes, barns, churches, and other buildings began adding lightning rods to their rooftops. Communities that used lightning rods were less likely to lose buildings during storms. The invention helped reduce damage and made people feel safer during bad weather.

6 Benjamin Franklin was not only interested in inventions. He also enjoyed sharing ideas and helping others learn. He believed that knowledge could be used to improve everyday life. His work encouraged other inventors and scientists to ask questions and search for solutions to problems.

7 Franklin's discoveries helped people understand electricity better. Over time, scientists continued studying electricity and found new ways to use it. Many of the things people use today, such as lights, computers, and household appliances, depend on electricity. Although Franklin did not invent these modern devices, his research helped others learn more about this important form of energy.

8 Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems. Stormy weather

9 became less dangerous for many buildings because of the lightning rod. Today, Franklin is remembered as someone who used his knowledge to help others and improve the world around him.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers

Two nonfiction passages at Medium Stamina. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply an answer to a thesis (central idea) prompt.

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

2 During the late 1700s, the American colonies were controlled by Great Britain. Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions. Colonists believed they should have a voice in decisions that affected their daily lives. Some people became frustrated because they felt their concerns were being ignored. Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers (continued)

Two nonfiction passages at Medium Stamina. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply an answer to a thesis (central idea) prompt.

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

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

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

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

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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Benjamin Franklin and Electricity

Look for how Franklin solved the lightning problem: his experiments, the lightning rod, and how people were helped.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Benjamin Franklin and Electricity (continued)

Look for how Franklin solved the lightning problem: his experiments, the lightning rod, and how people were helped.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

? STOP & THINK

Which detail shows HOW Franklin solved the lightning problem? Which detail shows HOW the Founding Fathers responded to unfair rule?

My thinking

My Prompt Marking Notes

A thesis (central idea) has three parts.

Shape	Word	Question I ask myself
Red Circle: Part 1	Noun of importance	The topic from the prompt.
Yellow Box: Part 2	Verb of importance	The action from the prompt.
Part 3	Student answer	New meaning from the passage.

Shape the prompt: red circle on the noun of importance, yellow box on the verb of importance, green triangle on how or why.

Explain how Benjamin Franklin’s invention helps protect buildings from lightning.

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal



DAY 1 | Gather + Reveal | 15 MINUTES

Stand tall like a tree and spread your arms as branches. Without a trunk, your tree cannot stand. Your thesis (central idea) is the foundation that holds your writing together.

1. Three Parts of a Thesis (Central Idea)

Red Circle: Part 1	Yellow Box: Part 2	Part 3: Student Answer
Noun of importance: topic from the prompt	Verb of importance: action from the prompt	New meaning from the passage

2. Watch the Model

Shape the prompt: red circle on the noun of importance, yellow box on the verb of importance, green triangle on how or why.

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

Benjamin Franklin's invention helps protect buildings from lightning by guiding electricity safely into the ground.

3. Connect the Thesis (Central Idea) to MICE

Shape the prompt: red circle on the noun of importance, yellow box on the verb of importance, green triangle on how or why.

Explain how The Founding Fathers share the idea of liberty with others.

The Founding Fathers created a fair government through writing the Constitution.

4. Auditory Fill-Ins

Say each missing word, then write it.

Fill-in answers



STUDENT WORKBOOK



THESIS (CENTRAL IDEA)/PROMPT MEMORY MATCH

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Shuffle the cards face down. Turn over two cards and name the original answer before you keep a pair. Store all cards in your Pocket Practice.

Explain why Benjamin Franklin's stories help readers understand history.	Explain how The Founding Fathers' actions tell stories about creating a fair government.
Explain why Benjamin Franklin became an important inventor.	Explain how The Founding Fathers preserve democratic traditions through action.
Explain how Benjamin Franklin made readers feel like they were part of his discoveries.	Explain why The Founding Fathers' books continue to inspire citizens.
Explain why Benjamin Franklin tested everyday objects with electricity.	Explain how The Founding Fathers share the idea of liberty with others.

Self-Check (back of cards)

This page prints on the back of the card page. Flip a prompt card over to see its matching thesis (central idea).

The Founding Fathers' actions tell stories about creating a fair government through the writing of new laws and documents.

Benjamin Franklin's stories help readers understand history because they describe daily life and experiments in science.

The Founding Fathers preserve democratic traditions through actions that show the value of liberty and fair rule for all people.

Benjamin Franklin became an important inventor because he shared real experiences from testing electricity and lightning.

The Founding Fathers' books continue to inspire citizens because they show how leadership can keep a nation free and fair.

Benjamin Franklin made readers feel like they were part of his discoveries by describing wide skies, metal rods, and careful tests with electricity.

The Founding Fathers share the idea of liberty with others through documents and laws about freedom, rights, and fair government.

Benjamin Franklin tested everyday objects with electricity because he believed curiosity should be used to solve problems that protect others.

Day 2: Attempt, continued

Our Question for Today: Which thesis (central idea) matches each prompt?

1. Play Thesis (Central Idea)/Prompt Memory Match

- Shuffle the cards face down in rows.
- Turn over two cards. Name the original answer before you keep a pair.
- A correct pair means you take another turn.
- No match: turn both cards back face down and switch players.
- Check your pairs. The player with more pairs wins. Return all cards to your Pocket Practice.

Round	1	2	3	4	5
My partner					
My point					

2. Partner Prompt

Shape the prompt: red circle on the noun of importance, yellow box on the verb of importance, green triangle on how or why.

Explain how The Founding Fathers share the idea of liberty with others.

Our thesis (central idea) with through

STUDENT WORKBOOK



Day 3: Discuss + Use



DAY 3 | Discuss + Use | 15 MINUTES: HOW thinking and WHY thinking

Question	My thinking
Which two parts can you take from the prompt?	
Which part must come from your thinking about the passage?	
How does the clue word help you choose a connecting word?	
If your sentence only repeats the noun and verb, what do you still need to add?	

How HOW thinking is different from WHY thinking



Use: Write Two Theses on Your Own

Shape each prompt. Find a supporting paragraph. Use because for WHY or through or by for HOW. Underline part three.

Shape the prompt: red circle on the noun of importance, yellow box on the verb of importance, green triangle on how or why.

Explain why the Founding Fathers' actions were important to society.

My WHY thesis (central idea)

Shape the prompt: red circle on the noun of importance, yellow box on the verb of importance, green triangle on how or why.

Explain how Benjamin Franklin helps people stay safe from lightning.

My HOW thesis (central idea)



Compare the Passages

Compare Franklin's invention and the Founding Fathers' actions as ways of solving problems for others.

My comparison

Describe a family memory that a story or picture could preserve. Then return to the passages.

My connection

Embedded Check

- ☐ My thesis (central idea) has the matching noun.
- ☐ It has the matching verb.
- ☐ It has my passage-supported answer.
- ☐ It has the right connecting word.

STUDENT WORKBOOK



Day 4: Award + Target



DAY 4 | Award + Target | 15 MINUTES: Strong Pathway Award

1. Award

You built the pathway of an entire response. Underline your significance sentence in green. Point to the passage detail that supports it.

My Strong Pathway Award

The passage detail that supports my bigger idea is...

2. Target

How does a clear thesis (central idea) guide a reader and keep a writer focused? Choose one goal.

Next time I will...

STUDENT WORKBOOK

Day 5: Explain + Educate



DAY 5 | Explain + Educate | 15 MINUTES: I teach the pathway

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

My partner taught me...

Transfer

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

Thesis (central idea) with a preposition

Way sentence and evidence

Explanation and MICE significance



Return to the Citizenship Connection

How does solving problems with science or creating fair laws help a community keep safety and freedom?

My thinking

Return to the Essential Question

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

On Monday I thought...

Now I know...

- ☐ My thesis (central idea) uses a preposition.
- ☐ My evidence proves my way sentence.
- ☐ My significance sentence goes beyond the text.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Shape the prompt: red circle on the noun of importance, yellow box on the verb of importance, green triangle on how or why.

Explain how Benjamin Franklin's invention of the lightning rod protected buildings.

My Plan

- Use Dot, Discover, Drop and shape the prompt.
- Identify HOW and select a preposition such as by or through.
- Record the paragraph that supports an answer, and jot your own way in three or four words.
- Combine noun, verb, and way into one thesis (central idea).

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My thesis (central idea) starter

[illegible]

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My thesis (central idea) keeps the noun and verb and adds a preposition.
- ☐ My evidence is quoted and proves the way.
- ☐ I checked present tense and capital letters in names.

Edit

- ☐ Every sentence is complete.
- ☐ Benjamin Franklin begins with a capital letter.
- ☐ Lightning rod and electricity are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Thesis (central idea)	Noun, verb, and my own answer with a preposition.	
Way sentence	Names one clear step.	
Evidence	Quoted from the passage and supports the way.	
Explanation	Tells how the evidence proves the way.	
Significance	Uses MICE to go beyond the text.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain how the Founding Fathers created a fair government.

Low

The Founding Fathers created fair laws.

What is missing: the thesis (central idea) with a preposition and the MICE significance sentence. Say an answer using by or through, then add a significance sentence starting with Ultimately.

Medium

The Founding Fathers created the Constitution because they wanted to be free.

What is missing: the answer is a guess instead of what the passage states about fair government. Return to paragraph 2.

High

Benjamin Franklin solved the problem of lightning damage by inventing a metal rod that guided electricity safely to the ground.

Why it works: the noun, verb, and answer are present; by joins a method grounded in the passage.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Write a HOW thesis (central idea) as a simple sentence.	☐	☐	☐
Include a preposition such as by or through.	☐	☐	☐
Write a way sentence that names one step of the process.	☐	☐	☐
Quote evidence from either passage.	☐	☐	☐
Explain how the evidence proves the way sentence.	☐	☐	☐
Use MICE to combine connections and evidence.	☐	☐	☐
Start my significance sentence with a signal phrase.	☐	☐	☐
Make my significance sentence go beyond the text to a lesson for others.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose a new HOW prompt. Keep the noun and verb, add a preposition, and write your answer.

My new prompt

Take It Further! Double Thesis (Central Idea) Challenge

Combine Franklin and the Founding Fathers in one HOW response: Explain how Benjamin Franklin and the Founding Fathers solved problems for others.

- Name the noun and verb of importance.
- Find a way from each passage.
- Join them in one HOW thesis (central idea).
- Revise your preposition: try by, then through.
- Add a MICE significance sentence.

My double thesis (central idea)

My Pathway

Draw the pathway of your HOW response: thesis (central idea), way, evidence, explanation, significance.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Teach MICE

Teach My Inference, Connections I have, and Evidence I have found to someone at home. Explain how they combine to make a significance sentence. Write it down and underline the bigger idea.

Ask them: how can one person's good idea help many people?

Family member signature: _____

Ultimately and The Big Picture Is

Write one family sentence using Ultimately and one using The big picture is. Check present tense and capital letters in names.

Ask them: which sentence shares a bigger lesson more clearly, and why?

Family member signature: _____

Frame It First

Use the word bank: evidence, connection, inference, ultimately, big picture. Say this frame twice: The evidence says _____, my connection is _____, so the bigger idea is _____. Talk in a home language if it helps, then write in English. You may draw your answer too.

Ask them: how can one person's good idea help many people?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Pathway

I keep the prompt's focus and add my own MICE inference.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 4 - Module 3

Getting SET with the Statement of Purpose



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Getting SET with the Statement of Purpose



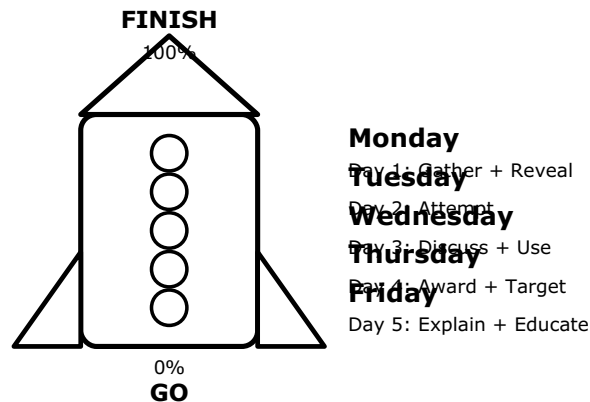
Why This Matters to Me

Nothing else in this cluster works until I can write a broad opening. I will learn to tell broad ideas apart from specific details. Then I can write a Statement of Purpose that leads the reader to my thesis (central idea).

Essential Question

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

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my rocket climb from GO to FINISH!

My First Thinking

I Can

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

I Will

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

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to write the Statement of Purpose, the broad first sentence of the GET SET introduction that opens the paper with a big picture idea before the thesis (central idea).	Two nonfiction passages about Benjamin Franklin's experiments with electricity and the Founding Fathers' creation of a new government, both at High stamina.	Broad vs. Specific sorting cards, three independent broad Statement of Purpose sentences, a flip-flap, a next step goal, and a progress tracker.

Where We Are Going

I will move from identifying broad and specific statements to sorting 24 cards into the correct category. Then I will write three independent broad openings for different prompts. I will finish by teaching someone else what a Statement of Purpose is and how it differs from the thesis (central idea).

I'll Know I've Got It When...

- ☐ My statement of purpose is a broad opening that introduces a big idea before the thesis (central idea).
- ☐ I can tell the difference between a broad statement of purpose and a specific thesis (central idea) sentence.
- ☐ My opening does not name exact people, events, or details from the passages.
- ☐ My statement of purpose sounds meaningful and global rather than vague or empty.
- ☐ I can explain why a specific detail belongs in the thesis (central idea) instead of the opening sentence.
- ☐ My broad opening leads naturally toward the more specific answer provided by the thesis (central idea).
- ☐ I can sort statement cards into Broad and Specific categories with reasons.
- ☐ I can write three distinct broad Statement of Purpose sentences for different prompts.
- ☐ I can teach a partner what a Statement of Purpose is and how it differs from the thesis (central idea).

Check Myself

- ☐ My statement of purpose opens with a broad, big picture idea.
- ☐ My opening does not name exact people or events from the passage.
- ☐ My statement of purpose leads naturally toward the thesis (central idea).
- ☐ I can tell a broad statement apart from a specific one and explain why.
- ☐ I used sentence frames to build a meaningful broad opening.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I can organize my writing with an introduction and purposeful structure.

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I can write an informational response about a topic with a clear thesis (central idea).

Call and Response

Read this together as a class before we start.

Teacher asks: "What are the three parts of the GET SET introduction?"

Class answers: "Statement of Purpose, Evidentiary Transition, Thesis (central idea)!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a question or prompt gives me a job. I can identify the three parts of the GET SET introduction and distinguish between broad and specific statements.

A connection I can make

Remember It!

- ☐ A thesis (central idea) answers the prompt.
- ☐ Evidence comes straight from the passage.
- ☐ An explanation tells what the evidence shows.

One idea I remember

Ready Check

- ☐ I can identify the three parts of the GET SET introduction.
- ☐ I can distinguish between broad and specific statements.
- ☐ I can use Dot, Discover, Drop and TRACKS.

Watch Out! Common Mix-Up

Watch out! A statement that names exact people or events like Franklin or the lightning rod is too specific for the opening. The Statement of Purpose should be broad enough to fit many essays.

Where This Fits in My Writing

The Statement of Purpose is the S in GET SET. It opens the paper with a big idea before leading to the more specific thesis (central idea).

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the charge. Draw a green triangle around the clue word.

Explain why Benjamin Franklin's experiments helped people understand electricity.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	The passage says Franklin studied electricity and learned that metal can conduct it.
_____	Benjamin Franklin's experiments helped people understand electricity.
_____	This shows readers how curiosity and testing can solve real problems for communities.
_____	One reason is that he invented the lightning rod to protect buildings from lightning.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Benjamin Franklin believed that learning and experimenting could help improve people's lives. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about a broad idea.

Word	Say it	What it means	Sentence frame
begin	bih-GIN	To start something.	A strong paper does not begin with tiny details.
broad	BRAWD	Wide; covering a big idea.	My statement of purpose sounds broad.
specific	spuh-SIF-ik	Narrow; about exact details.	The thesis (central idea) is more specific.
idea	eye-DEE-uh	A thought or plan in your mind.	A broad opening shares a big idea.
purpose	PUR-pus	The reason something is done.	The statement of purpose opens the paper.
open	OH-pen	To begin or start up.	The first sentence should open the topic broadly.
focus	FOH-kus	The main thing you pay attention to.	The thesis (central idea) brings the focus to the exact answer.
start	START	The beginning.	Do not start with exact evidence.
reason	REE-zun	Why something is true.	The body paragraph begins with a reason.
lead	LEED	To guide toward something.	The statement of purpose should lead to the thesis (central idea).
inventor	in-VEN-ter	A person who makes something new.	Franklin was an inventor.
leader	LEE-der	A person who guides others.	The Founding Fathers were leaders.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words that help us understand questions and explain answers. Say statement of purpose with me, clapping the syllables: state-ment of purpose.

Word	Say it	What it means	Sentence frame
introduction	in-troh-DUK-shun	The first paragraph that gets the reader ready.	The introduction is called GET SET.
statement of purpose	STAYT-ment uv PUR-pus	The broad first sentence of the introduction.	My statement of purpose opens the paper with a big idea.
evidentiary transition	ev-ih-DEN-shuh-ree tran-ZIH-shun	The bridge sentence that groups the support.	The E in GET SET is the evidentiary transition.
thesis (central idea)	THEE-sis	The direct answer to the prompt.	The thesis (central idea) is more specific than the opening.
global	GLOH-bul	Feeling wide and big-picture.	A broad statement sounds global.
specific	spuh-SIF-ik	About exact people, events, or details.	A specific sentence names Franklin or the Founding Fathers.
prompt	PROMPT	The question the writer must answer.	The statement of purpose should not repeat the prompt.
response	rih-SPONS	The written answer to the prompt.	A strong response opens broadly.
infer	in-FUR	To figure out a bigger idea from clues.	Broad thinking helps us infer meaning.
significance	sig-NIF-ih-kuns	The bigger idea or takeaway.	A statement of purpose can sound like significance.
broad idea	BRAWD eye-DEE-uh	A wide, big-picture thought.	The opening shares a broad idea.
lead-in	LEED-in	A sentence that guides into the next idea.	The statement of purpose is a lead-in to the thesis (central idea).

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

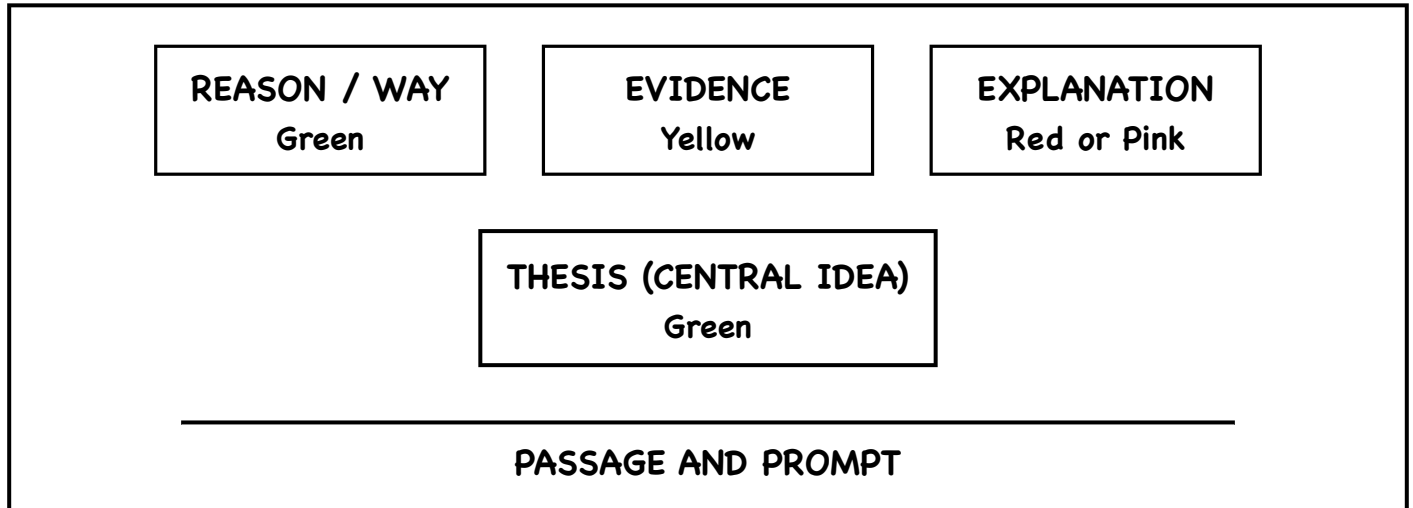
These words are connected specifically to the topics in our passages about Benjamin Franklin and the Founding Fathers. When we understand them, the passages become easier to understand.

Word	Say it	What it means	Sentence frame
inventor	in-VEN-ter	A person who makes something new.	Franklin was an _____ who liked to solve problems.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	Franklin invented the _____ to keep buildings safe.
electricity	ih-lek-TRIS-ih-tee	A form of energy that can appear as lightning.	Franklin studied _____ by flying a kite in a storm.
conduct	kun-DUKT	To carry or let something pass through.	Metal can _____ electricity safely into the ground.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	The _____ wanted freedom from British rule.
British rule	BRIT-ish rool	Control of the colonies by Britain.	Many colonists felt _____ was unfair.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	The Founding Fathers helped write the _____.
Constitution	kon-stih-TOO-shun	The plan for how the government works.	The _____ explained how the government would operate.
freedoms	FREE-dumz	The rights people are free to have.	The Constitution helped protect people's _____.
government	GUV-ern-munt	The group that makes and runs the laws.	The Founding Fathers wanted a fair _____.
leadership	LEE-der-ship	Guiding and helping others.	The Founding Fathers showed _____ and determination.
communities	kuh-MYOO-nih-teeZ	Groups of people who live together.	Franklin's inventions helped _____ stay safe.

Use one Tier 3 word in a sentence



My ideas grow from the passage and prompt. The tree shows how a strong response grows.



Nothing grows until the ground is ready.

Shaping an ECR Prompt

Mark	What it means
Red circle	TOPIC, the noun of importance.
Yellow box	CHARGE, the verb of importance.
Green triangle	CLUE WORD, tells me WHY or HOW.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

WHY and HOW

WHY	HOW
asks for a reason; uses a subordinator such as because, since, when; builds a complex sentence.	asks for a way or a method; uses a preposition such as through, by, with; builds a simpler sentence.

The clue word decides the shape of my answer.

How I Say the Standard!

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I can organize my writing with an introduction and purposeful structure.

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I can write an informational response about a topic with a clear thesis (central idea).

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Benjamin Franklin and the Founding Fathers.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

The Five Thinking Levels

Use the five levels to describe the thinking in a thesis (central idea). Read from the top down and notice how the thinking grows.

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

Each level has a color label and a symbol: Red circle, Orange square, Yellow inverted triangle, Green triangle, Blue diamond.

A thinking level I want to try

The Progression of Thinking

Read from Level 1 to Level 5. Notice how the hidden question and the student thinking grow.

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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why Benjamin Franklin's experiments with electricity were important.
HOW	Analyze how parts work together or how something happens.	Explain how the Founding Fathers created a new government.

Naming a detail is not the same as explaining why it matters. Cluster 4 prompts ask WHY or HOW.

A thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Benjamin Franklin's experiments and the Founding Fathers' leadership both show how individuals can solve problems and improve life for entire communities.

Background I Need

Benjamin Franklin was an inventor who experimented with electricity and created the lightning rod. Some of the Founding Fathers wrote the Declaration of Independence and the Constitution to establish a fair government.

Words I dotted while reading

Benjamin Franklin and Electricity

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

Benjamin Franklin and Electricity (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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

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

[8] The result was the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod connects to a wire that runs down the side of the structure and into the ground. When lightning strikes the **[9]** rod, the electricity follows the wire into the ground instead of passing through the building. This reduces the chance of fires and serious damage.

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

Benjamin Franklin and Electricity (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

[6] The Declaration of Independence was an important step in the creation of the United States. It announced that the colonies wanted to govern themselves instead of being controlled by another country. Writing the document required careful thought. The authors wanted their message to be clear and convincing. They hoped people would understand why the colonies believed independence was necessary.

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

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

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

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

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

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers (continued)

Nonfiction passage. High Stamina. Read every paragraph. Use Dot, Discover, Drop.

My
marks

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

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

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

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

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

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

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

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

[illegible]

Grade 3 • Cluster 4 • Module 3 • Read & Interact

Annotate: Benjamin Franklin and Electricity

People, inventions, times, and actions that make Benjamin Franklin's experiments important to communities.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Benjamin Franklin and Electricity (continued)

Details about how the lightning rod works and how it helped communities feel safer.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail helps a reader understand why these everyday moments matter?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, a charge, and a clue word. I can use the shapes to slow down and see the job.

Shape	Word	Question I ask myself
Red circle	Topic	What is this prompt about?
Yellow box	Charge	What does the topic do?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's experiments with electricity were important.

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal | 15 MINUTES



3.11B(i):

I can organize my writing with an introduction and purposeful structure.

Gather: Connect to What I Know

Stand tall like a writer. Today you are building the first sentence of your introduction, which is the Statement of Purpose. To build this opening, you must decide if an idea is broad or specific.

The GET SET Introduction

GET SET is the name for the introduction paragraph. It has three parts:

- S = Statement of Purpose (the broad first sentence)
- E = Evidentiary Transition (the bridge sentence)
- T = Thesis (central idea) (the specific answer to the prompt)

Reveal: Broad vs. Specific

A broad statement shares a big idea or global lesson. It could fit many essays. A specific statement names exact people, events, or details from the passage.

Broad Statement of Purpose	Specific Thesis (central idea)
Opens the paper with a big idea or lesson.	Answers the prompt with exact details.
Could fit many different essays.	Names specific people or events.
Sounds global and meaningful.	Sounds narrow and focused.

Auditory Fill-Ins

Say the missing word for each sentence:

Fill-In Sentence	Answer
A _____ statement of purpose can fit many different essays.	BROAD
A _____ thesis (central idea) names exact details like Franklin or electricity.	SPECIFIC
The Statement of Purpose is the sentence that begins my _____.	OPENING
The specific answer to the prompt is called the _____.	THESIS (CENTRAL IDEA)
A broad idea sounds _____ and meaningful.	GLOBAL
The Statement of _____ is the broad first sentence in GET SET.	PURPOSE

Model: Broad vs. Specific Statements

Look at each statement below. Decide if it is broad (a big idea that could fit many essays) or specific (names exact people or events from the passage).

Statement	Broad or Specific?
Important inventions can improve life by solving problems that affect many people.	
Benjamin Franklin invented the lightning rod to protect buildings from lightning.	
Strong leaders often create fair laws that help communities thrive.	
Some of the Founding Fathers wrote the Constitution to explain how the government works.	
People can learn from history to make better choices for their future.	

Connect the Statements to GET SET

The Constitution created a fair government through careful planning and shared freedoms.

Point to the S in GET SET. The Statement of Purpose is the wide door that leads into the specific thesis (central idea). The broad statement opens the paper, and the specific answer follows.

Write one broad Statement of Purpose for this prompt: Explain why inventions matter to communities.

? Is my opening broad enough to fit many essays? Does it avoid naming exact people or events?

What I learned about broad vs. specific statements today

STUDENT WORKBOOK



On Your Mark, Get SET, Sort

Day 2: Attempt

✂ **Cut out these cards (sheet 1 of 4)**

Read the statement. Decide if it is Broad or Specific. Place it in the correct section.

STATEMENT OF PURPOSE	EVIDENTIARY TRANSITION
THESIS (CENTRAL IDEA)	Important inventions can improve life by solving problems that affect many people.
Benjamin Franklin invented the lightning rod to protect buildings from lightning.	Strong leaders often create fair laws that help communities thrive.
Some of the Founding Fathers wrote the Constitution to explain how the government works.	People can learn from history to make better choices for their future.

Self-Check (back of cards) (sheet 1 of 4)

Flip this card over and check your answer.

EVIDENTIARY TRANSITION the bridge sentence that groups the support.	STATEMENT OF PURPOSE the broad first sentence of the introduction. It opens the paper with a big idea.
Broad	THESIS (CENTRAL IDEA) the direct answer to the prompt. It is more specific than the opening.
Broad	Specific
Broad	Specific

STUDENT WORKBOOK



On Your Mark, Get SET, Sort

Day 2: Attempt

✂ **Cut out these cards (sheet 2 of 4)**

Read the statement. Decide if it is Broad or Specific. Place it in the correct section.

The colonies wanted freedom from British rule and declared independence.	Important ideas can change the way people live and work together.
Franklin studied electricity and learned that metal can conduct it.	Fair laws protect people's freedoms and keep communities safe.
The Declaration of Independence declared the colonies free from Britain.	Inventions often solve problems that make daily life easier for many people.
The lightning rod kept buildings safe during storms with high winds.	Leadership helps guide groups toward common goals and shared success.

Self-Check (back of cards) (sheet 2 of 4)

Flip this card over and check your answer.

Broad	Specific
Broad	Specific
Broad	Specific
Broad	Specific

STUDENT WORKBOOK



On Your Mark, Get SET, Sort

Day 2: Attempt

✂ **Cut out these cards (sheet 3 of 4)**

Read the statement. Decide if it is Broad or Specific. Place it in the correct section.

The Constitution established the plan for how the government works.	Big ideas can inspire people to create new solutions for old problems.
Franklin used a kite and key experiment to study electricity in the air.	Communities grow stronger when people work together for a common good.
The Founding Fathers met to discuss how the new nation should be governed.	Understanding history helps us appreciate the freedoms we have today.
The colonies were early American settlements ruled by Britain before independence.	Problems can be solved when people think creatively and work hard.

Self-Check (back of cards) (sheet 3 of 4)

Flip this card over and check your answer.

Broad	Specific
Broad	Specific
Broad	Specific
Broad	Specific

STUDENT WORKBOOK



On Your Mark, Get SET, Sort

Day 2: Attempt

✂ **Cut out these cards (sheet 4 of 4)**

Read the statement. Decide if it is Broad or Specific. Place it in the correct section.

Electricity is a form of energy that can appear as lightning in storms.	Good writing opens with a big idea before sharing exact details.
The government is the group that makes and runs the laws for a country.	

Self-Check (back of cards) (sheet 4 of 4)

Flip this card over and check your answer.

Broad	Specific
	Specific

STUDENT WORKBOOK

Day 2: Attempt | 15 MINUTES



3.12B:

I can write an informational response about a topic with a clear thesis (central idea).

On Your Mark, Get SET, Sort

Sort the statement cards into two groups: Broad and Specific. A broad statement shares a big idea that could fit many essays. A specific statement names exact people or events from the passage.

Broad Statements	Specific Statements
(Write or place your broad statements here.)	(Write or place your specific statements here.)

- ⊗ Look at your two groups. Does every card in the Broad section share a big idea? Does every card in the Specific section name exact details?

What do the cards in my Broad section have in common?

What do the cards in my Specific section have in common?

STUDENT WORKBOOK

Day 3: Discuss + Use | 15 MINUTES



3.11B(i):

I can organize my writing with an introduction and purposeful structure.

Discuss: What Makes a Statement Broad?

Which details belong in a broad opening? Which details are too specific for the first sentence? Compare your broad and specific statements with a partner.

A broad statement shares a wide idea or lesson that could fit many essays. A specific statement names exact people or events from the passage. The Statement of Purpose is broad; the thesis (central idea) is specific.

A broad statement is different from a specific thesis (central idea) because...

Use: Write Three Broad Statement of Purpose Sentences

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's invention of electricity is important to society.

Write three different broad Statement of Purpose sentences for this prompt. Each opening should share a big idea that could fit many essays. Do not name exact people or events.

Broad Opening 1

Broad Opening 2

Broad Opening 3

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain how the Founding Fathers helped create a fair government.

One Specific Thesis (central idea) for this prompt

Personal Connection

Invite students to describe two different big ideas from their week. Return to the passages before choosing details for the opening sentence.

Independent Statement of Purpose Check: Possible responses. One broad opening for Franklin is that important inventions can improve life by solving problems. Another broad idea is that curiosity leads to discoveries that help many people. A third option is that science helps communities become safer. One broad opening for the Founding Fathers is that strong leaders often create fair systems. Another broad idea is that freedom requires careful planning and cooperation. A third option is that history shows how people work together to build better societies.

Writing Requirement

Use newly acquired vocabulary appropriately while writing the Statement of Purpose sentences; do not add unrelated words merely to meet a count.

? Did I write an opening that names Franklin or the Constitution directly? Cover the name and read the rest to see if it still sounds like a big idea.

Access and product: allow a frame with one broad starter supplied; leave the other two starters blank. Score breadth, passage support, and sentence structure: 3 points per statement, 6 total; 5 or more indicates readiness for Module 4.

Embedded Check

Score each independent set of openings for broad scope, passage-supported context, and complete sentences. Three points per prompt; six total.

? If my opening names Franklin or the Constitution directly, I will cover the name and read the rest to see if it still sounds like a big idea.

Explain why two specific cards belong in the same category, using the Day 2 sorting key.

STUDENT WORKBOOK

Day 4: Award + Target | 15 MINUTES



3.12B:

I can write an informational response about a topic with a clear thesis (central idea).

Award: Celebrate My Broad Opening

Think about what you just did. You wrote openings that sound broad and global. Underline your broad ideas in blue. Point to the words that show a big picture rather than exact details.

My strongest broad Statement of Purpose is...

What makes it broad? Point to the words that show a big picture idea.

It is broad because...

Target: My Next Step

Choose one goal beginning with Next time I will.

Next time I will...

Revise My Opening

Reread your Statement of Purpose. Make it sound broader and more purposeful. Check that it does not name exact people or events from the passage.

My revised Statement of Purpose

[illegible]

STUDENT WORKBOOK

Day 5: Explain + Educate | 15 MINUTES



3.11B(i):

I can organize my writing with an introduction and purposeful structure.

Educate: Teach a Partner

Teach your partner how to build a Statement of Purpose. First, identify the big idea in the passage. Second, write a broad sentence that opens the paper with a global thought. Third, explain why this opening is different from the specific thesis (central idea). Explain why you chose words that sound wide and meaningful.

My teaching notes

Exit Ticket

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's experiments with electricity were important to society.

Write a broad Statement of Purpose sentence that opens the paper with a big picture idea.

My Statement of Purpose

Identify one big picture idea or lesson from your opening sentence.

The big idea is...

Write a specific thesis (central idea) that answers the prompt directly.

My thesis (central idea)

Explain how your Statement of Purpose is different from your thesis (central idea).

They are different because...

Circle the type of opening you wrote:

☐ BROAD

☐ SPECIFIC



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Triangle the clue word in green.

Explain why Benjamin Franklin's experiments helped people understand electricity.

My Plan

- Shape the prompt. Mark the topic, charge, and clue word.
- Write the prompt type: WHY or HOW.
- List two things from the passage that could become a reason.
- Circle the stronger one.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the charge of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Benjamin Franklin and the Founding Fathers begin with capital letters.
- ☐ Lightning rod and electricity are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Prompt parts	I marked the topic, charge, and clue word.	
Prompt type	I named WHY or HOW and used the clue word.	
Writing	My answer matches the job in the prompt.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain why Benjamin Franklin's invention of electricity is important to society.

Low

Benjamin Franklin invented the lightning rod.

The response lacks a subordinator and does not connect the detail to the main claim. It states a fact but does not explain how or why this detail supports the thesis (central idea).

Medium

Benjamin Franklin invented the lightning rod because he wanted to keep buildings safe.

All three parts appear and because matches WHY, but the answer is a guess instead of the belief stated in the passage.

High

The Founding Fathers wrote the Declaration of Independence because they believed people have a right to liberty and freedom from unfair rule.

The noun, verb, and answer are present; because joins a reason grounded in the passage.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Find the topic.	☐	☐	☐
Find the charge.	☐	☐	☐
Find the clue word.	☐	☐	☐
Name WHY or HOW.	☐	☐	☐
Tell that an ECR prompt is usually a statement.	☐	☐	☐
Tell a thesis (central idea), evidence, and explanation apart.	☐	☐	☐
Use the clue word as evidence for WHY or HOW.	☐	☐	☐
Explain the prompt job.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

A writer opens the paper with a big picture idea that is wide enough to fit many essays. This broad Statement of Purpose avoids exact passage details like Benjamin Franklin or the Founding Fathers. It sets the stage for the specific answer found in the thesis (central idea).

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say the topic, charge, and clue word. Tell whether it asks WHY or HOW. Then explain the job.

My new prompt

Take It Further! Tree Builder Challenge

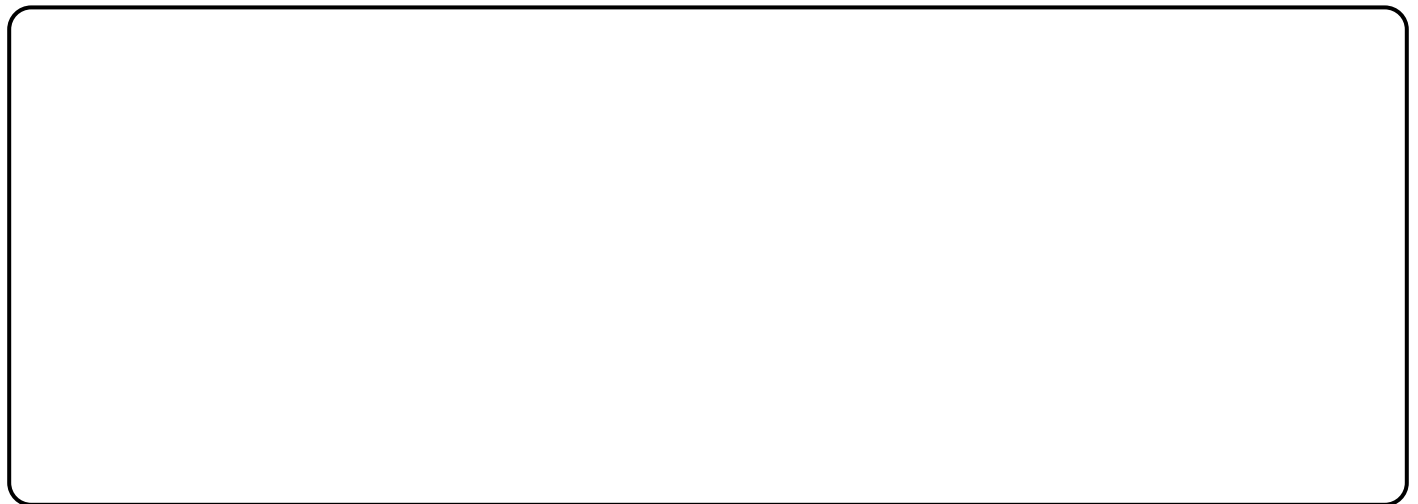
Grow the whole tree from one prompt: Explain how Benjamin Franklin and the Founding Fathers both improved life for many people.

- Draw a full tree in the box below.
- Trunk: write the thesis (central idea).
- Branch 1: write a reason or way.
- Branch 2: write the evidence from the passage.
- Branch 3: write the explanation.
- Leaves: write the significance, why this matters to a reader today.
- Present your tree to the class in one minute or less. Read it from the trunk up.
- Find one branch a classmate built differently from yours, and tell why theirs also works.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Tree Builder Challenge

Draw your whole tree in the box below. Label the trunk, the three branches, and the leaves.



At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Teach GET SET

Teach someone at home what Statement of Purpose, Evidentiary Transition, and Thesis (central idea) mean. Explain why the opening is broad while the thesis (central idea) is specific. Write a broad statement about inventions and underline the big idea.

Ask them: why do you think a paper should begin with a broad idea instead of jumping right into exact details?

Family member signature: _____

Broad vs. Specific

Write one broad sentence using 'People can' and one specific sentence naming Franklin or the Founding Fathers. Check present tense and capital letters in names. Ask someone at home which sentence is easier to believe as an opening and why.

Ask them: can you think of a time someone started a story with the big picture before giving the details?

Family member signature: _____

Frame It First

Use the word bank: broad, specific, statement of purpose, thesis (central idea), big idea. Say this frame twice: '_____ is a broad opening because _____. ' You may talk about this card in any language you speak at home first. Then write in English and optionally draw the answer.

Ask them: what is one big idea about your family that could start many different stories?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 4 - Module 4

The Yellow Sentence (Evidentiary
Transition)



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 4 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

The Yellow Sentence (Evidentiary Transition)



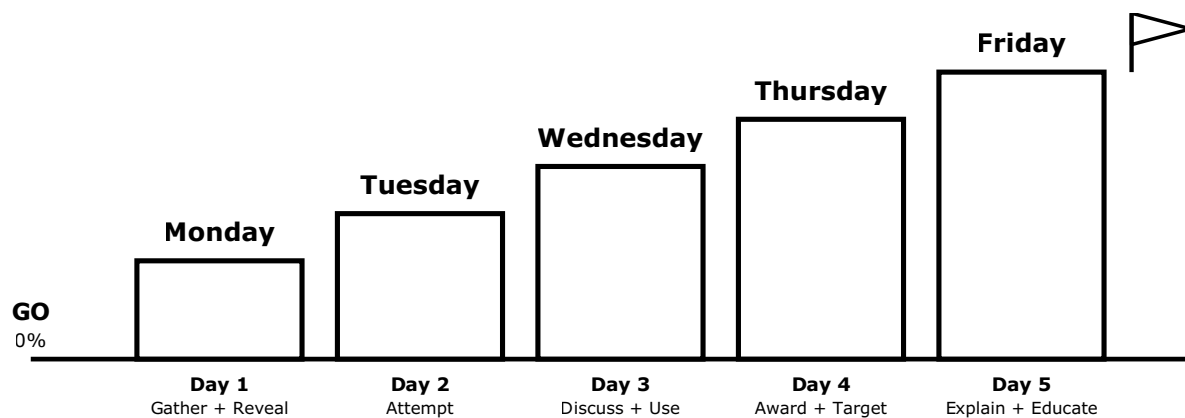
Why This Matters to Me

The yellow sentence is the middle part of the GET SET introduction. It groups the evidence together instead of listing every detail one by one, so my introduction flows smoothly.

Essential Question

How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

My Week Tracker



Color in one section at the END of each day, after I finish that day's work. Watch my week rise from GO to FINISH!

My First Thinking

I Can

- I can build a full three-sentence introduction (blue, yellow, green).
- I can explain why grouping support sounds smoother than listing.
- I can use the frame: The passage provides details about ____ and ____.
- I can identify the Evidentiary Transition as the bridge in an introduction.

I Will

- I will say what GET SET stands for and which sentence is yellow.
- I will tell a listing sentence from a grouped (collective) one.
- I will write a yellow sentence that bridges the blue opening and the green thesis (central idea).

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How the yellow Evidentiary Transition groups support and bridges my introduction.	Two Very High stamina passages: Benjamin Franklin and Electricity and The Founding Fathers.	Evidence Grab cards, a color-coded GET SET introduction, a Strong Transition Award, and an exit ticket.

Where We Are Going

I will move from telling a list from a group to writing a full GET SET introduction on my own. I will finish by teaching a partner how to build the yellow bridge.

I'll Know I've Got It When...

- ☐ My yellow sentence groups the support collectively instead of listing every part.
- ☐ My Evidentiary Transition bridges the broad Statement of Purpose to the specific thesis (central idea).
- ☐ My introduction follows GET SET with a clear blue, yellow, and green structure.

Check Myself

- ☐ My yellow sentence groups the support instead of listing every part.
- ☐ My yellow sentence bridges the blue opening and the green thesis (central idea).
- ☐ My introduction follows GET SET: blue, yellow, green.

How I Will Show What I Know

I will show what I know with Evidence Grab pairs, two GET SET responses, a Strong Transition Award, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I stand tall like a bridge.
Reveal	Day 1	I learn listing versus grouping.
Attempt	Day 2	I play Evidence Grab with a partner.
Discuss	Day 3	I explain why the yellow sentence must group support.
Use Again	Day 3	I write two GET SET responses on my own.
Award	Day 4	I earn a Strong Transition Award.
Target	Day 4	I choose one next step.
Explain / Educate	Day 5	I teach GET SET and complete the exit ticket.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I can organize my introduction with purposeful structure: a blue opening, a yellow bridge, and a green thesis (central idea).

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I can write an informational introduction with a clear thesis (central idea) and support grouped together.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does the yellow sentence do?"

Class answers: "It groups the support and builds the bridge!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I know the three parts of a GET SET introduction: Statement of Purpose, Evidentiary Transition, and Thesis (central idea).

A connection I can make

Remember It!

- ☐ MICE: My Inference = Connections I have + Evidence I have found.
- ☐ The Evidentiary Transition bridges the broad opening to the specific thesis (central idea).
- ☐ Listing support is different from grouping it.

One idea I remember

Ready Check

- ☐ I can write a complete blue sentence.
- ☐ I can write a complete yellow sentence.
- ☐ I can write a complete green sentence.

Watch Out! Common Mix-Up

Watch out! A yellow sentence that lists every reason is not a strong bridge. If it sounds like a grocery list, the Evidentiary Transition is not complete.

Where This Fits in My Writing

The thesis (central idea) is the green sentence that lands on the answer. The yellow Evidentiary Transition bridges the broad opening and the specific claim by grouping support collectively.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread Benjamin Franklin and Electricity in Read and Interact as often as you want.

Part 1: My Blue Opening

Read the prompt. Write a broad Statement of Purpose about the topic.

Explain why Benjamin Franklin's experiments with electricity were important for communities.

My blue opening

Part 2: List or Group?

Which sentence groups the support: "He did experiments, made a rod, and saved buildings" or "The passage provides details about Franklin's discoveries and the solution he created to protect communities"? Tell why.

My choice and why

Part 3: Which Sentence Is Which?

Label each sentence: List, Yellow Transition, Green Thesis (Central Idea), or Blue Opening.

Label	Sentence
_____	He did experiments, made a rod, and saved buildings.
_____	The passage provides details about Franklin's discoveries and the solution he created to protect communities.
_____	Benjamin Franklin's invention was important because it protected buildings and made communities safer.
_____	Benjamin Franklin was an inventor who liked to solve problems in new ways.

Part 4: Collective Phrase

Rewrite a list into one grouped phrase, like "the actions taken."

My grouped phrase

Part 5: Yellow Sentence

Write a yellow sentence that groups Franklin's support. Use the frame: The passage provides details about ____ and ____.

A detail from the passage

The passage provides details about ____ and ____.

Part 6: My GET SET Introduction

Write a blue opening, a yellow bridge, and a green thesis (central idea).

My GET SET introduction



Words I Need

Tier 1, everyday words



Tier 1 words are the everyday words that already belong to you. Group. List. Bridge. Say each word, then tell your partner one thing you could group together right now.

Word	Say it	What it means	Sentence frame
group	GROOP	To put things together as one.	The yellow sentence can _____ the support.
list	LIST	To name items one by one.	A weak yellow sentence sounds like a _____.
show	SHOH	To let someone see or understand.	The passage can _____ many ideas.
tell	TEL	To share information.	A listing sentence tries to _____ every part.
begin	bih-GIN	To start.	The blue sentence helps us _____.
middle	MID-ul	The part between the beginning and end.	The yellow sentence is in the _____.
bridge	BRIJ	Something that connects two sides.	The yellow sentence is a _____.
whole	HOHL	All of something together.	Group the support as a _____.
parts	PARTS	The separate pieces of something.	Do not list every one of the _____.
move	MOOV	To go from one place to another.	A smooth introduction helps ideas _____.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	The _____ kept buildings safe.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	The _____ wanted freedom.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words that help us understand questions and explain answers. Say each word, then use it in a sentence with your partner.

Word	Say it	What it means	Sentence frame
evidence	EV-uh-dens	Proof taken straight from the passage.	My _____ is _____.
support	suh-PORT	To hold up or prove an idea.	This evidence _____s my reason.
quote	KWOHT	Words copied exactly from a text.	I used a _____ from paragraph _____.
textual evidence	TEKS-choo-ul EV-uh-dens	Proof that comes from the words of the text.	My _____ comes from paragraph _____.
details	DEE-taylz	Small pieces of information in a text.	The _____ prove my point.
relevant	REL-uh-vunt	Closely connected to the idea being proved.	This evidence is _____ because _____.
connect	kuh-NEKT	To join one idea to another.	I _____ my proof to the prompt.
infer	in-FUR	To figure out something the text does not say directly.	I can _____ that _____.
claim	KLAYM	A statement a writer is trying to prove.	My _____ is my thesis (central idea).
significance	sig-NIF-uh-kuns	Why something matters.	The _____ of this proof is _____.
thesis (central idea)	THEE-sis	The sentence that gives your answer to the prompt.	All my evidence supports my thesis (central idea).
coherence	koh-HEER-uns	The quality of ideas holding together.	Deleting an unrelated detail improves _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

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

Word	Say it	What it means	Sentence frame
invention	in-VEN-shun	A new thing someone makes for the first time.	The lightning rod was an _____.
lightning rod	LYT-ning rod	A metal rod that protects buildings from lightning.	The _____ kept buildings safe.
electricity	ih-lek-TRIS-ih-tee	A form of energy that can appear as lightning.	Franklin studied _____.
communities	kuh-MYOO-nih-teez	Groups of people who live together.	The lightning rod made _____ safer.
colonies	KOL-uh-neeZ	Early American settlements ruled by Britain.	The _____ wanted freedom.
Declaration of Independence	dek-luh-RAY-shun uv in-dih-PEN-dunss	The document declaring the colonies free.	The _____ was written in 1776.
Constitution	kon-stih-TOO-shun	The plan for how the government works.	The _____ was written in 1787.
freedoms	FREE-dumz	The rights people are free to have.	Many _____ connect to the Founding Fathers.
government	GUV-ern-munt	The group that makes and runs the laws.	The _____ makes and runs the laws.
leadership	LEE-der-ship	Guiding and helping others.	George Washington was known for his _____.
rights	ryts	Things people are free to do or have.	_____ are things people are free to have.
experiments	ik-SPER-uh-ments	Tests done to learn something new.	Franklin did careful _____.

Use one Tier 3 word in a sentence

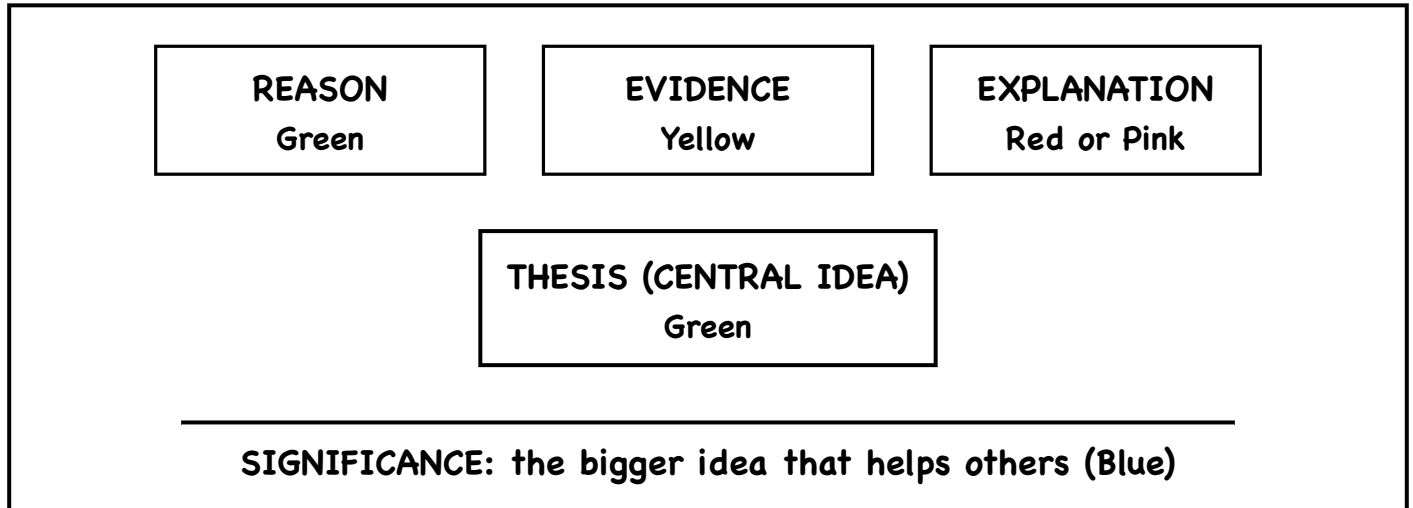


My Strategy Tools

GET SET: The Yellow Bridge



The GET SET introduction has three sentences: a blue Statement of Purpose, a yellow Evidentiary Transition, and a green Thesis (central idea).



The yellow sentence groups the support collectively and bridges the blue opening and the green thesis (central idea).

Listing versus Grouping

Mark	What it means
Grouped	The evidence refers to the support as one whole idea.
Listed	The evidence is true but names every part one by one.
Frame	The passage provides details about ____ and ____.

Read the blue and green sentences first. Then build the yellow bridge between them.

How I build the yellow bridge

Thinking Type and Clue Words

Thinking Type	Clue Words	Model
WHY	because, since, when, so that	Model a reason joined in a complex sentence. Benjamin Franklin's inventions help communities because they provide solutions to protect people from lightning.
HOW	through, by, with, during	Model a way expressed with a preposition. The Founding Fathers created liberty through the Declaration of Independence and the Constitution.

WHY needs a subordinator. HOW needs a preposition.

How I Say the Standard!

3.11B(i):

TEKS says: 3.11B develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details.

How I say it: I can organize my introduction with purposeful structure: a blue opening, a yellow bridge, and a green thesis (central idea).

3.12B:

TEKS says: 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

How I say it: I can write an informational introduction with a clear thesis (central idea) and support grouped together.

Check My Writing

- ☐ My yellow sentence does not sound like a grocery list.
- ☐ It previews the support as a whole.
- ☐ It does not repeat my thesis (central idea).

A yellow sentence that groups the support

The Five Thinking Levels

Use five levels to describe the thinking in a GET SET introduction response. A supported first attempt provides a starting point for growth.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1		Red	Foundational	Student copies a listing sentence that names every detail from the passage with little independent thinking.
Level 2		Orange	Emergent	Student begins selecting collective phrases independently but may choose words that are vague yet not specific to the support.
Level 3		Yellow	Visible	Student connects a grouped idea directly to the stated thesis (central idea) using the Evidentiary Transition move.
Level 4		Green	Independent	Student combines evidence with a bridge sentence, applying understanding to explain how the support leads to the answer.
Level 5		Blue	Reflective	Student connects the grouped support and thesis (central idea) to broader significance, explaining why the bridge matters beyond the single passage.

Each level has a color label and a symbol: Red circle, Orange square, Yellow inverted triangle, Green triangle, Blue diamond.

A thinking level I understand

The Progression of Thinking

HOW asks about methods or relationships.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	What does the text say?	Student locates and copies a list of details that matches the prompt.	Literal listing
Emergent (Orange)	◻	Does this group it?	Student judges whether a specific phrase groups the support instead of naming parts.	Grouping check
Visible (Yellow)	▽	How does it bridge?	Student uses Statement of Purpose and Evidentiary Transition moves to link opening to thesis (central idea).	GET SET structure
Independent (Green)	△	What does it show?	Student writes a yellow sentence that states the collective support not explicitly listed in the text.	Collective reference
Reflective (Blue)	◊	Why does it matter?	Student explains the significance of the bridge and its role in the overall thesis (central idea).	Significance

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why Benjamin Franklin's experiments with electricity were important for communities.
HOW	Analyze how parts work together or how something happens.	Explain how Benjamin Franklin's invention helps communities stay safe.

A yellow sentence can be true but still sound like a grocery list. Group the support as one whole idea.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Franklin describes scientific experiments, and the Founding Fathers created documents about liberty. Which detail helps you understand how communities were protected or governed?

Background I Need

Franklin studied electricity and invented the lightning rod. Some of the Founding Fathers wrote the Declaration of Independence in 1776 and the Constitution in 1787.

Words I dotted while reading

Benjamin Franklin and Electricity

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

My
marks

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

2 When Franklin was growing up, life was very different from today. There were no computers, cell phones, televisions, or electric lights. People often used candles and lanterns to light their homes after dark. Traveling from one place to another could take a long time, and information spread much more slowly. People depended on hard work, creativity, and problem solving to meet their needs. Franklin was fascinated by the world around him and wanted to understand how things worked.

3 As a young boy, Franklin spent much of his free time reading books. He enjoyed learning about science, nature, and new ideas. He often asked questions that others had not thought about. While many people simply accepted things as they were, Franklin wanted to know why things happened. His curiosity helped him become a lifelong learner.

4 As he grew older, Franklin became known for his intelligence and creativity. He worked as a writer and publisher, sharing ideas with people throughout the colonies. He also became involved in community projects. Franklin believed that people could work together to solve problems and improve their towns. He helped organize libraries, fire departments, and other community services that made life better for many people.

5 One of the biggest problems people faced during Franklin's time involved storms and lightning. Thunderstorms could be dangerous because lightning often struck buildings. When lightning hit a house, barn, church, or other structure, it could start a fire. These fires sometimes spread quickly and destroyed entire buildings. Since many buildings were made of wood, fires could become very serious in a short amount of time.

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

1 The Founding Fathers were a group of leaders who helped create the United States of America. They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights. These leaders worked together to make important decisions that shaped the future of the country. Their ideas and actions helped create a nation that continues to exist today.

2 During the late 1700s, the American colonies were controlled by Great Britain. Great Britain made laws for the colonies and collected taxes from the people who lived there. Many colonists felt the British government was unfair because it made decisions without asking for their opinions. Colonists believed they should have a voice in the government since the laws affected their daily lives.

3 As time passed, more colonists became frustrated. They wanted leaders who would listen to their concerns and represent their interests. Some colonists believed changes could be made while remaining part of Great Britain. Others believed the colonies should become completely independent. These different opinions led to many discussions throughout the colonies.

4 Several important leaders emerged during this time. George Washington became known for his leadership and dedication. Thomas Jefferson was respected for his writing and ideas about freedom. Benjamin Franklin was admired for his knowledge and problem solving skills. John Adams and James Madison also played important roles in helping guide the colonies. Although they sometimes disagreed, they shared the goal of improving life for the colonists.

5 These leaders spent many hours meeting with others and discussing possible solutions. They listened to different viewpoints and debated important issues. They understood that creating change would require careful planning and cooperation. Their willingness to work together helped them make progress toward their goals.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Benjamin Franklin and Electricity (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

My
marks

6 People feared lightning because they did not fully understand it. Some believed there was nothing anyone could do to stop the damage. Others had incorrect ideas about electricity and lightning. Since scientists had not yet learned much about electricity, many questions remained unanswered. Franklin wanted to understand why lightning behaved the way it did and whether people could protect themselves from its dangers.

7 Franklin began studying electricity through careful observation and experiments. He read everything he could find about the subject. He talked with other thinkers and scientists and compared ideas. Instead of making guesses, Franklin believed in collecting evidence. He wanted to discover facts that could help explain natural events.

8 At the time, electricity was still a mystery to many people. Scientists knew that certain materials could create sparks, but they did not fully understand how electricity worked. Franklin became interested in learning

9 more. He wondered whether lightning and electricity might be connected.

10 One of the most famous stories about Benjamin Franklin involves a kite experiment. During a thunderstorm, Franklin used a kite to help study electricity. The experiment provided evidence that lightning and electricity were related. Although the kite story is often remembered today, it was only one part of Franklin's larger research. His discoveries came from years of learning, testing ideas, and observing the world around him.

11 As Franklin continued his studies, he learned that metal could conduct electricity. Conduct means carrying electricity from one place to another. This knowledge gave him an important idea. If metal could carry electricity, perhaps it could guide lightning safely away from buildings.

A phrase I want to remember

My Words: One new word I learned today: _____

Benjamin Franklin and Electricity (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

My
marks

12 Franklin began thinking about ways to protect homes and other structures from lightning strikes. He knew that people needed a solution because storms often caused serious damage. Families could lose their homes, farmers could lose their barns, and communities could lose important buildings. Franklin believed science could help solve the problem.

13 After studying the issue, Franklin invented the lightning rod. A lightning rod is a metal rod placed on top of a building. The rod is connected to a wire that runs down the side of the building and into the ground. When lightning strikes the rod, the electricity follows the metal path safely into the ground instead of passing through the building.

14 This invention was simple, but it was very effective. The lightning rod reduced the chance that a building would catch fire after being struck by lightning. Instead of damaging the structure, the electricity could travel through the rod and wire. Franklin's invention helped solve a problem that had worried communities for many years.

15 As people learned about the lightning rod, many began adding them to their buildings. Homes, churches, barns, schools, and government buildings installed lightning rods on their rooftops. Communities soon noticed that buildings protected by lightning rods were less likely to be damaged during storms.

16 The invention also gave people peace of mind. Before the lightning rod, storms often caused fear and uncertainty. Families worried about losing their homes. Farmers worried about protecting animals and crops. Community leaders worried about schools, churches, and public buildings. The lightning rod helped reduce those concerns by providing a safer way to handle lightning strikes.

17 Franklin's success showed people the value of science and problem solving. He demonstrated that careful observation and experimentation could lead to practical solutions. His work encouraged others to study problems and search for answers rather than simply accepting things they did not understand.

A phrase I want to remember

My Words: One new word I learned today: _____

Benjamin Franklin and Electricity (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

My
marks

18 Benjamin Franklin was interested in more than just electricity. Throughout his life, he created other inventions and improvements. He believed that inventions should make life easier and safer for people. His

19 ideas often focused on solving everyday problems that affected communities.

20 Franklin also valued education. He believed that knowledge should be shared with others. Through his writing, he taught people about science, inventions, and ways to improve society. He encouraged others to keep learning and to use what they learned to help their communities.

21 His discoveries inspired many future inventors and scientists. When people saw how Franklin used science to solve real problems, they became interested in making discoveries of their own. New inventions and scientific breakthroughs followed. Over time, scientists learned much more about electricity and how it could be used.

22 Years after Franklin's experiments, inventors developed new ways to generate and use electricity. Communities eventually gained access to electric lights, appliances, machines, and communication systems. Electricity transformed the way people lived and worked. Tasks that once took hours became easier and faster.

23 Today, electricity is a part of everyday life. Homes use electricity for lighting, heating, cooling, and cooking. Schools use electricity to power computers, projectors, and other learning tools. Hospitals rely on electricity to operate important medical equipment. Businesses use electricity to provide goods and services to customers.

24 Although Benjamin Franklin did not invent all of these modern technologies, his research helped scientists better understand electricity. His work laid an important foundation for future discoveries. The knowledge he gained helped others continue exploring the science of electricity.

A phrase I want to remember

My Words: One new word I learned today: _____

Benjamin Franklin and Electricity (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

25 Franklin's story teaches an important lesson about curiosity. He did not stop asking questions when he encountered a problem. Instead, he searched for answers. He observed, experimented, and learned from his mistakes. His willingness to keep learning helped him make discoveries that benefited many people.

26 The story of the lightning rod is a reminder that even simple ideas can make a big difference. By understanding how electricity worked, Franklin found a way to protect buildings and communities. His invention saved property, reduced damage, and improved safety for countless people.

27 Benjamin Franklin's curiosity and problem solving ideas helped make communities safer. His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life. Stormy weather became less dangerous for many buildings because of the lightning rod. More importantly, Franklin showed that learning, experimenting, and sharing knowledge can help create positive change.

28 Today, Benjamin Franklin is remembered as one of the most influential inventors in American history. His work with electricity helped shape communities and inspired generations of scientists, inventors, and leaders. Through his discoveries, he demonstrated how one person's ideas can continue helping others long after they are gone.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

My
marks

6 In 1776, some of these leaders helped write an important document called the Declaration of Independence. This document explained why the colonies wanted to become a free nation. It listed complaints about British rule and described the rights people should have.

7 One of the most famous parts of the Declaration of Independence states that people have certain rights, including life, liberty, and the pursuit of happiness. These ideas became important principles for the new nation. The authors believed governments should protect these rights rather than take them away.

8 Writing the Declaration of Independence was not an easy task. The leaders carefully chose their words because they wanted people to understand their message. They knew the document would be read by colonists, British leaders, and people in other countries. They hoped it would explain why independence was necessary.

9 When the Declaration of Independence was completed, it marked an important moment in history. The colonies were officially declaring that they wanted to govern themselves. However, gaining independence would require more than simply writing a document.

10 Soon after, the colonies became involved in a war with Great Britain. This conflict became known as the American Revolution. The war lasted for several years and required great sacrifice from many people.

11 George Washington became the commander of the Continental Army. He led soldiers through difficult battles and challenging conditions. At times, the army struggled because it lacked food, supplies, and equipment. Even during these hardships, many soldiers continued fighting because they believed in the cause of independence.

12 The American Revolution affected people throughout the colonies. Families often worried about loved ones serving in the army. Communities faced uncertainty about what the future would bring. Despite these challenges, many colonists remained determined to achieve independence.

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

13 Eventually, the colonies won the war. Their victory allowed the United States to become an independent nation. While this was an important achievement, the work of building a country was only beginning.

14 After the American Revolution ended, leaders faced new challenges. The United States needed a government that could help the states work together and solve problems. The nation had won its freedom, but it still needed a system for making laws and leading the country.

15 At first, the government was not very strong. Leaders soon realized improvements were needed. They wanted a government that could protect people's rights while also helping maintain order. To address these concerns, representatives from different states met together to discuss possible solutions.

16 In 1787, many of the nation's leaders gathered to write the Constitution. This document explained how the government of the United States would work. The Constitution created a framework for the country's government and described the responsibilities of different leaders.

17 The Founding Fathers spent many months discussing ideas and making decisions. They did not always agree with one another. Some wanted a stronger national government, while others wanted more power to remain with the states. These disagreements led to long debates and careful negotiations.

18 Even when they disagreed, the leaders continued working together. They understood that compromise would be necessary. Their willingness to listen to different viewpoints helped them create a plan that many people could support.

19 The Constitution established three branches of government. Each branch was given different responsibilities. This system helped prevent any one person or group from gaining too much power. The Founding Fathers believed that dividing power would help protect freedom and fairness.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

My
marks

20 The Constitution also explained how laws would be made and how leaders would be selected. Citizens would have opportunities to participate in government through elections. This idea was important because many colonists had originally objected to being governed without representation.

21 Another important feature of the Constitution was its ability to be changed when necessary. The Founding Fathers understood that future generations might face new challenges. They created a process that would allow the Constitution to be amended while still protecting important principles.

22 The work of the Founding Fathers required leadership, courage, and determination. They faced difficult decisions and often worked under pressure. They knew their choices would affect millions of people in the future.

23 Many of the Founding Fathers devoted years of their lives to public service. They traveled long distances to attend meetings, participated in debates, and spent countless hours discussing important issues. Their dedication helped create a strong foundation for the nation.

24 The influence of the Founding Fathers can still be seen today. The Declaration of Independence and the Constitution remain two of the most important documents in American history. Students study these documents because they continue to shape the government of the United States.

25 Many of the freedoms people enjoy today are connected to the ideas of the Founding Fathers. Their work helped establish principles such as individual rights, representative government, and the rule of law. These principles continue to guide leaders and citizens.

26 The Founding Fathers also demonstrated the importance of cooperation. Although they often had different opinions, they worked together to solve problems. Their ability to compromise helped them accomplish goals that would have been impossible alone.

A phrase I want to remember

My Words: One new word I learned today: _____

The Founding Fathers (continued)

Two nonfiction passages at Very High Stamina, the longest reading of the cluster. Dot, Discover, Drop unfamiliar words. Mark TRACKS details that could supply proof.

27 Today, people continue to remember George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, and other Founding Fathers because of their contributions to the nation. Their efforts helped create a country built on ideas of freedom, rights, and self government.

28 The story of the Founding Fathers reminds us that creating a nation requires hard work, leadership, and determination. They faced many obstacles but continued moving forward because they believed in their vision for the future. Their ideas and efforts helped build the foundation of the United States. More than two hundred years later, their influence remains an important part of American government and daily life.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Benjamin Franklin and Electricity

Look for the problem, Franklin's experiments, the lightning rod, and how communities were helped. Group what you find.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: The Founding Fathers

Look for the problem with British rule, the documents the leaders wrote, and how they worked together. Group what you find.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

What is each passage about as a whole? Which details could you group together?

My thinking

My Prompt Marking Notes

GET SET: the three sentences of the introduction.

Shape	Word	Question I ask myself
Blue Circle: Part 1	Statement of Purpose	Broad opening about the topic from the prompt.
Yellow Box: Part 2	Evidentiary Transition	Groups the support collectively; bridges blue and green.
Green Triangle: Part 3	Thesis (central idea)	Specific answer to the prompt.

Shape the prompt: circle the topic, box the charge, and triangle the clue word.

Explain why Benjamin Franklin’s experiments with electricity were important for communities.

My three marks in words

STUDENT WORKBOOK

DAY 1 | GATHER + REVEAL | 15 MINUTES



Build the bridge

Day 1: Gather + Reveal

Stand tall like a bridge. A strong writer does not jump from a broad opening straight into an answer. Without a bridge, your introduction sounds choppy.

1. List or Group?

Listed	Grouped
He did experiments, made a rod, and saved buildings.	The passage provides details about Franklin's discoveries and the solution he created to protect communities.

2. The Reason Card

Benjamin Franklin's invention was important because it protected buildings and made communities safer.

The grouped sentence is true and smooth. The listed sentence is true but names every part one by one.

STOP & THINK

Why is listing experiments not a smooth bridge?

My answer

STUDENT WORKBOOK



EVIDENCE GRAB

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Shuffle the reason cards and evidence cards face down in two rows of four. Turn over two cards and name the proof before you keep a pair. Store all cards in your Pocket Practice.

Benjamin Franklin used experiments to discover how electricity works.

The invention of the lightning rod protected buildings from fire.

The Founding Fathers wanted to create a fair government for all citizens.

The Declaration of Independence stated why the colonies were breaking away from Britain.

Self-Check (back of cards)

This page prints on the back of the card page. Flip a reason card over to see its matching evidence.

The metal rod directed the charge safely into the ground, keeping structures safe.
(Paragraph 4)

He flew a kite in a storm to prove that lightning is a form of electricity. (Paragraph 2)

The document listed grievances against the King and declared the colonies free.
(Paragraph 3)

They wrote the Constitution to establish laws that protect people's rights and freedoms. (Paragraph 1)

STUDENT WORKBOOK

DAY 2 | ATTEMPT | 15 MINUTES



Partners sort proof, then build the bridge

Day 2: Attempt, continued

Our Question for Today: Which evidence proves each reason?

1. Play Evidence Grab

- Shuffle the reason cards and evidence cards face down in rows.
- Turn over two cards. Name the proof before you keep a pair.
- A correct reason and evidence pair means you take another turn.
- No match: turn both cards back face down and switch players.
- Check your pairs. The player with more pairs wins. Return all cards to your Pocket Practice.

Round	1	2	3	4	5
My partner					
My point					

2. My Matched Pair

Reason, evidence, and paragraph number

STUDENT WORKBOOK

DAY 3 | DISCUSS + USE | 15 MINUTES



The yellow bridge must group

Day 3: Discuss + Use

Discuss

Question	My thinking
Which two parts can you take from the passage? Which part must come from your thinking about how to group the support?	
Compare your yellow sentence choices. How does the thesis (central idea) help you choose the right group?	
If your response only lists every detail, what collective phrase do you still need to add?	

Strong or Weak Yellow Sentence?

Defend whether each sample groups the support or just lists parts.

Sample	Groups or Lists?
He did experiments, made a rod, and saved buildings.	
The passage provides details about Franklin's discoveries and the solution he created to protect communities.	

Personal Connection

Describe a community event that a story or article could preserve. Then compare Franklin's experiments and the Founding Fathers' documents as ways of sharing important ideas. Return to the passages before you choose an answer.

My community memory and the passage evidence it connects to

Use: Write Two GET SET Introductions

- Step 1: Read the thesis (central idea) and name what kind of support is needed.
- Step 2: Find a supporting paragraph. Write your own Statement of Purpose and Evidentiary Transition.
- Step 3: Choose an Evidentiary Transition sentence that groups the support for the thesis (central idea).
- Step 4: Underline the yellow move. Reread to check that it adds a bridge beyond the broad opening.

Use new vocabulary from this module where it fits. Do not add unrelated words just to meet a count.

Shape the prompt: circle the topic, box the charge, and triangle the clue word.

Explain why The Founding Fathers' Constitution is important to government.

Blue: Statement of Purpose

Yellow: Evidentiary Transition

Green: Thesis (central idea)

Shape the prompt: circle the topic, box the charge, and triangle the clue word.

Explain how Benjamin Franklin's invention helps communities stay safe.

Blue: Statement of Purpose

Yellow: Evidentiary Transition

Green: Thesis (central idea)

Each move is worth 3 points: 6 points per prompt, 12 points in all.

STUDENT WORKBOOK

DAY 4 | AWARD + TARGET | 15 MINUTES



Strong Transition Award

Day 4: Award + Target

1. Award

You built the middle sentence of your GET SET introduction. Underline the collective phrase that shows you grouped the ideas. Point to where the bridge connects blue and green.

My Strong Transition Award

My words group the support and sound smoother than a list because...

2. Target

Does my yellow sentence group ideas instead of listing reasons before the green thesis (central idea)? Choose one goal.

Next time I will...

3. Why Group the Support?

Why does a collective Evidentiary Transition show that you are focused? How does it keep the introduction smooth as it leads to the green thesis (central idea)?

My thinking

4. Revise to Hit My Target

- Find your yellow sentence.
- Say why it groups ideas.
- Write a revision if it still lists reasons.
- Highlight the collective phrase in yellow. It must be your own words, not a copied list of details.

My yellow sentence before

My revised yellow sentence

- ☐ My collective phrase is highlighted in yellow.
- ☐ My revision acts on my target.
- ☐ My introduction flows blue, yellow, green.

STUDENT WORKBOOK

DAY 5 | EXPLAIN + EDUCATE | 15 MINUTES



I teach GET SET

Day 5: Explain + Educate

Turn and Teach

Teach your partner how to write a GET SET introduction. First, open with the Statement of Purpose by naming the broad topic. Second, build the Evidentiary Transition by grouping the support collectively instead of listing it. Third, land on the Thesis (central idea) by giving the specific answer.

Point to the yellow Evidentiary Transition on the GET SET anchor chart as you teach.

- ☐ My partner's yellow sentence groups support smoothly.
- ☐ My partner's green thesis (central idea) answers the prompt specifically.

My partner taught me...

Return to the Citizenship Connection

How do inventions and fair laws help a community preserve its safety and freedoms?

My thinking

Transfer: Franklin WHY Prompt

Explain why Benjamin Franklin's invention of electricity was important to communities.

Work on your own. Choose evidence from Benjamin Franklin and Electricity. Each move is worth 20 points.

Blue: Statement of Purpose

Yellow: Evidentiary Transition (group the support)

Green: Thesis (central idea)

Return to the Overarching Question

Compare your thinking from Monday with your thinking now. Then rate your tracker honestly and point to work that supports each rating.

On Monday I thought... Now I think...



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Shape the prompt: circle the topic, box the charge, and triangle the clue word.

Explain how Benjamin Franklin's experiments with electricity led to inventions that protected communities from lightning.

My Plan

- Use Dot, Discover, Drop and shape the prompt.
- Identify WHY and select a subordinator for your GET SET introduction.
- Record the paragraph that supports an answer, and jot your own grouped idea in three or four words.
- Combine noun, verb, and answer into one thesis (central idea), then draft the yellow sentence.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My yellow sentence groups the support.
- ☐ My green thesis (central idea) answers the prompt.
- ☐ I checked past and future verb tense and comparative adjectives.

Edit

- ☐ Every sentence is complete.
- ☐ Benjamin Franklin and Philadelphia begin with capital letters.
- ☐ Lightning rod and electricity are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Statement of Purpose	A broad blue opening about the topic.	
Evidentiary Transition	A yellow sentence that groups the support.	
Thesis (central idea)	A green specific answer to the prompt.	
Evidence	Details from the passage support my answer.	
Conventions	Complete sentences and correct verb tense.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain why the Founding Fathers created the Constitution.

Low

The passage states that Franklin used kites to study electricity.

What is missing: the thesis (central idea) and the Evidentiary Transition. Write a grouped yellow sentence with the frame The passage shares details about ____ and ____, then add the green thesis (central idea).

Medium

The evidence is a quote from the passage about Franklin's experiments with electricity.

What is missing: an Infer sentence. Add a sentence that begins with This shows that and explains what the experiments prove.

What improves from Low to High?

Study the High Sample

This is the target. Notice how because joins a reason from the passage.

High

Benjamin Franklin invented the lightning rod because he wanted to protect communities from dangerous electricity.

Why it works: the noun, verb, and answer are present; because joins a reason grounded in the passage.

High Sample Key

TRAILS	Evidence from the High sample	Why it works
Strong thesis (central idea)	Benjamin Franklin invented the lightning rod because he wanted to protect communities from dangerous electricity.	Noun, verb, and answer are present.
Passage support	The passage describes Franklin's experiments and states that he created a solution to keep buildings safe.	Supports the reason in the thesis (central idea).
Explanation	His invention protects communities by safely directing lightning away from structures.	Links the discovery to safety for everyone.

One sentence in my own writing I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Identify the yellow Evidentiary Transition in a GET SET introduction.	☐	☐	☐
Tell listing support from grouping it collectively.	☐	☐	☐
Use collective phrases to refer to evidence as a whole.	☐	☐	☐
Bridge the blue Statement of Purpose and the green thesis (central idea).	☐	☐	☐
Write a yellow sentence that previews support without repeating the thesis (central idea).	☐	☐	☐
Match evidentiary transition cards to statement of purpose and thesis (central idea) cards accurately.	☐	☐	☐
Reject listing sentences that name every reason one by one.	☐	☐	☐
Cite details from either passage to support the grouped idea.	☐	☐	☐
Revise a weak listing sentence into a smooth, collective Evidentiary Transition.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

[illegible]

Essential Question Answered

How can a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea) by collectively referring to the support?

The answer

A writer reads the broad statement of purpose first, then groups the supporting evidence into one collective phrase instead of listing every part. The writer uses the GET SET framework to create a smooth bridge in the middle sentence that connects the blue opening to the green thesis (central idea).

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose a new prompt. Write a blue opening, a yellow sentence that groups the support, and a green thesis (central idea).

My new prompt

Take It Further! Double Passage Challenge

Combine both passages in one GET SET response: Explain why Benjamin Franklin and the Founding Fathers helped communities.

- Write a blue Statement of Purpose.
- Group support from Benjamin Franklin and Electricity and The Founding Fathers.
- Write one yellow Evidentiary Transition.
- Land on a green thesis (central idea).
- Revise the yellow sentence for clarity.

My double passage introduction

My Bridge

Draw a bridge. Label the blue side, the yellow bridge, and the green side with your three sentences.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Teach GET SET

Teach Statement of Purpose, Evidentiary Transition, and Thesis (central idea) to someone at home using an introduction from your notebook. When they ask for proof, point to your yellow sentence.

Ask them: what proof would you want to see?

Family member signature: _____

List or Group?

Share one yellow sentence you wrote this week. Ask a family member for two sentences from a book: one that groups and one that lists. Tell which is the smooth bridge and why, using the word group.

Ask them: which sentence sounds smoother to you, and why?

Family member signature: _____

What Does It Bridge?

Find one piece of evidence in a short passage. Write a yellow sentence that groups the support without copying words from the text.

Ask them: how does grouping ideas help an introduction flow?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Smooth Bridge

I group the support and land on a specific thesis (central idea).

A note to my future writer self

My Proud Moment This Week
