



THE WRITING ACADEMY®, LLC



Module 4

Choosing Evidence

Grade 4 • Cluster 2

Tackling TEKS • Reading & Writing

4.11(B)(i) • 4.11(B)(iv) • 4.12(B)(i) • 4.12(B)(ii) • 4.12(B)(iii) • 4.11(C)(i) • 4.11(C)(ii) • 4.11(C)(iii) • 4.11(C)(iv) • 4.11(D)(i) •
4.11(D)(vi) • 4.11(D)(vii) • 4.11(D)(viii) • 4.11(D)(ix) • 4.11(D)(x) • 4.11(D)(xi) • 4.11(D)(xii) • 4.11(D)(xiii) • 4.11(D)(xiv) •
4.11(D)(xxxiii) • 4.11(D)(xxxv)

★ Meet Our Week!

Week 4 · Very High Stamina · Cluster 2 (ECR Informative)

★ Daily Deck

I Will...

- I will use the passage, speak about my thinking, and record my work.
- I will explain how my choices strengthen the response.
- I will choose evidence that matches the reason, not just any interesting fact.
- I will quote the important part of a detail accurately.

I Can...

- I can choose precise text evidence and use CSI to show what it proves.
- I can tell strong evidence from weak evidence.
- I can Connect evidence to a reason or way, Support it with a text detail, and Infer what it shows.
- I can name the relationship (cause/effect, comparison, advantage, limitation) the evidence reveals.



Evidence = Proof from the Passage

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “The Energy We Use Everyday” & “Columbus’s Arrival”

nonfiction · Very High Stamina · the evidence branch

How can we choose evidence that truly proves each reason or way in an informative ECR?

Strong evidence comes from the text, matches the reason/way, is specific, is not off topic, and helps prove the thesis (central idea).

CSI: CONNECT the evidence, SUPPORT with text, INFER what it shows.

★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!

C

CONNECT

Connect the evidence to the reason/way.

S

SUPPORT

Support the idea with a specific detail.

I

INFER

Infer what it shows.

The roots are the passage and prompt; the trunk is the thesis (central idea); the first branch is the reason/way; now we add the Evidence Branch.

Good writers do not just say it, they support it.



Grow the Evidence Branch with CSI

★ Daily Deck

Day 1 · Reveal (cont.)

Model (Columbus)

- Reason** “bringing religious and cultural change”
- Connect** religion and culture
- Support** “They wanted to spread Christianity to the people they met”
- Infer** this shows Columbus’s crew brought new beliefs that changed traditions.

Watch Me! What Is Missing?

“My reason is about cultural change. The passage says, ‘They wanted to spread Christianity to the people they met.’”
Missing: INFER.

Repair: “This shows Columbus and his crew brought beliefs that changed traditions and ways of life.”

Evidence is proof from the passage.

★ CSI Evidence Match-Up

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “The Energy We Use Everyday” & “Columbus’s Arrival”

How to Play

- 1 Read the reason/way.
- 2 Compare the evidence choices.
- 3 Choose the strongest match.
- 4 Complete Connect/Support/Infer.
- 5 Check the answer key.

With Your Partner...

Reason/Way

Columbus affected the Americas by creating conflict with Native American groups.

Card 3

Connect, this reason is about conflict.
Support, “Conflicts developed over land, resources, and control.” **Infer**, this shows Columbus’s arrival led to tension and fighting.

Discuss Strong Evidence

Can a true detail still be weak evidence?

How does CSI stop us from just copying?

What makes evidence precise and relevant?

True information is not always the best supporting evidence for that particular reason.

Student Directions: “Connect to the Overarching Question: How do we choose evidence that truly proves each reason or way?”



Student CSI Frame

Day 3 · Discuss (cont.)

★ Daily Deck

CSI helps us move from finding evidence to using it thoughtfully.

Connect: This reason/way is
about _____.

Support: The passage says,
“_____.”

Infer: This shows
_____.

Ask, “Does this detail prove THIS reason?”

★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

CHOOSE

Choose one reason or way. Find two details from the passage that connect to it.

EVIDENCE

Circle the strongest.

CSI

Complete the CSI frame, then add one sentence naming the relationship the evidence reveals.

SWEEP

Revise sentence structure and word choice. Add or delete for coherence.

Evidence Branch Builder

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Draw a tree branch and place one “evidence leaf” on it with your strongest text detail.

- Complete: “One piece of evidence I chose well today was ____.”
- Earn an Evidence Expert Badge.
- Class cheer: “Connect it! Support it! Infer it too! Strong evidence is what we do!”

Target 🎯

Choose one target: connect more directly, quote accurately, choose more specific evidence, or infer more deeply.

Curiosity Questions

“Why is the strongest evidence not always the longest sentence?” “How does good evidence prepare us for writing better explanations?”

How can we choose evidence that truly proves each reason or way in an informative ECR?

We choose strong evidence by checking that it connects directly to the reason or way, comes from the passage, is specific, and helps us infer exactly what it proves.

Finish: “One thing CSI helps me do is ____.”



Which Detail Fits?

Small-Group Support

★ Daily Deck

Reason: “Columbus affected the Americas by creating conflict.”

“Conflicts developed over land, resources, and control.”

“Columbus sailed across the Atlantic Ocean...”

“Columbus Day recognizes his voyage...”

Habit: “Say the reason. Read the detail. Ask: Does it fit?”

★ Two Pieces, Two Angles

Enrichment · Write in your notebook

Prove one reason or way with two different pieces of evidence, then compare what each one reveals.

Reason: “creating conflict”

Evidence 1, “Conflicts developed over land, resources, and control” (shows fighting and tension).

Evidence 2, “The Carib were known for resisting the Spanish” (shows a group’s reaction).

Comparison: the first shows the cause of the conflict; the second shows a group’s reaction to it.

★ My Progress Tracker

This tracker is for YOU! As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Tell strong evidence from weak evidence.	Not yet	Getting set	I can do it
Match evidence to a reason or way.	Not yet	Getting set	I can do it
Complete Connect, Support, and Infer.	Not yet	Getting set	I can do it
Name the relationship the evidence reveals.	Not yet	Getting set	I can do it
Run the cumulative ECR quality check.	Not yet	Getting set	I can do it



Citizenship Connection

Good Citizens · Our Community & Country

★ The Energy We Use Everyday

“Students can help conserve resources as well.” “The choices people make today will influence how resources are used tomorrow, making energy conservation and responsible planning important goals for everyone.”

Let's Look at an Answer!

Prompt: For the reason “Columbus affected the Americas by creating conflict with Native American groups,” choose strong evidence and complete CSI.

LOW Level 1

“Columbus sailed across the Atlantic Ocean.”

What Is Working: The student picks a true detail from the passage.

Teacher Notes: The detail is true but does not connect to conflict, it is off topic for this reason.

What Needs Improvement: Choose a detail that matches conflict, then complete Connect, Support, and Infer.

Let's Look at Another Answer!

Prompt: For the reason “Columbus affected the Americas by creating conflict with Native American groups,” choose strong evidence and complete CSI.

MEDIUM Level 2-3

“Conflicts developed over land, resources, and control. This is about conflict.”

What Is Working: The evidence matches the reason and connects to conflict.

Teacher Notes: The Infer step only restates the topic; it does not yet say what the evidence shows.

What Needs Improvement: Add an inference that tells what the conflict led to.

Our Strongest Answer!

Prompt: For the reason “Columbus affected the Americas by creating conflict with Native American groups,” choose strong evidence and complete CSI.

HIGH Level 3-4

“Connect: this reason is about conflict. Support: ‘Conflicts developed over land, resources, and control.’ Infer: this shows Columbus’s arrival led to tension and fighting over control of land and resources.”

What Is Working: The evidence matches the reason, the exact detail supports it, and the inference explains what the evidence shows.

Teacher Notes: A complete CSI response, the student moved from finding evidence to using it.

★ **This is our target!**