



THE WRITING ACADEMY®, LLC



# Module 4

## SYNTHESIS: What Shapes Our World?

Grade 4 · Cluster 8

Tackling TEKS · Reading & Writing



4.13(A) · 4.13(B) · 4.13(C) · 4.13(D) · 4.13(E) · 4.13(F) · 4.13(G) · 4.13(H) · 4.11(C) · 4.11(D)



# ★ Meet Our Week!

Week 4 · Synthesis Capstone · Cluster 8 (Research Convergence)

★ Daily Deck

## I Will...

- I will select only the strongest evidence and ask what each fact helps prove.
- I will assemble my SET introduction, three body paragraphs, and R1-R2-R3 conclusion.
- I will mark direct quotations Q and paraphrases P and credit every source.
- I will explain relationships among sources instead of stacking facts.
- I will revise, edit, publish, and explain what my evidence proves.

## I Can...

- I can synthesize a month of research into one clear, well-supported paper.
- I can tell a direct quotation from a paraphrase and reject copying too closely.
- I can give source credit for both quotations and paraphrases.
- I can write a complete five-paragraph research paper using SET, R-E1-E2, and R1-R2-R3.
- I can revise across paragraphs for clarity and edit for correctness.



# THE COMPLETE PAPER

Day 1 · Gather & Reveal

★ Daily Deck

**Passage: “The Change Atlas: Five Forces That Shape a Society”**

**How can we turn a month of research into one clear, well-supported answer?**

“You do not yet have a research paper.”  
“You have three pieces of one.”

**“Today we make them belong together.”**

# ★ 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!**

# ★ SET, R-E1-E2, R1-R2-R3

Day 1 · Reveal

★ Daily Deck

## SET

### INTRODUCTION

S: Statement of Purpose: zoom out to the global idea. E: Evidence-Reference Transition: name the kinds of research that helped. T: Thesis (central idea): give the exact answer the paper will prove.

## R·E1·E2

### BODY PARAGRAPHS

R: Reason or Way; E1: Evidence; E2: Explanation. What does this evidence mean? Why does it matter? How does it prove my R?

## R1·R2·R3

### CONCLUSION

R1: Restatement of the thesis (central idea); R2: Reference collectively back to the evidence; R3: Reflection on the global theme or larger takeaway

A REPORT COLLECTS INFORMATION. A RESEARCH PAPER USES INFORMATION TO PROVE AN ANSWER.

Every fact must earn its place.

# ★ Build the SET Introduction

Day 1 · Reveal (cont.)

★ Daily Deck

## Teacher Script

“Your S zooms out.”

“Your E tells the reader what kinds of research helped you.”

“Your T gives the exact answer you intend to prove.”

## Watch Me!

**S:** Societies are shaped by many forces, and the choices people make can affect generations they will never meet. **E:** Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together.

**T:** People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

“Your T gives the exact answer you intend to prove.”



# THE HUMAN RESEARCH PAPER

★ Daily Deck

Day 2 · Attempt · Partner Game

Passage: “The Change Atlas: Five Forces That Shape a Society”

## How to Play

- 1 Students receive sentence cards and physically organize them.
- 2 After arranging the cards, students label S/E/T, R/E1/E2 in all three body paragraphs, and R1/R2/R3.
- 3 Partners trace how each evidence sentence supports its reason and how each explanation connects back to the thesis (central idea).

## With Your Group...

### SET CARDS

- A. Societies are shaped by many forces.
- B. Historical, geographic, and cultural evidence helps explain how these forces interact.
- C. People, places, and ideas shape societies through opportunities, choices, actions, and lasting change.

**“How do we make three body paragraphs sound like parts of one answer rather than three separate reports?”**

Students point to repeated thesis  
(central idea) language,

purposeful transitions,  
explanations, and cross-source  
relationships.



# Independent Synthesis Sequence

Day 3 · Discuss (cont.)

★ Daily Deck

**Read the entire paper for one clear answer.**

**Check that every R is  
distinct  
and every E1 is followed  
by E2.**

**Mark quotations Q  
and  
paraphrases P;  
credit both.**

**Add cross-source synthesis that  
explains  
how evidence works together.**

**Revise for clarity and edit for correctness.**



# Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

①

SET introduction; 3 body paragraphs; repeated R-E1-E2

②

at least 4 approved sources; at least 2 direct quotations; at least 4 paraphrased evidence statements

③

source credit; cross-source synthesis

④

R1-R2-R3 conclusion; works cited/source record

**Students independently assemble and complete the full paper.**

# ★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

## Award 🏆

### RESEARCHER'S VICTORY LAP

- Students mark: S, global statement; E, evidence transition; T, thesis (central idea); R, body reasons
- Partners award one precise success by pointing to the sentence that earned it.
- Then every writer moves through the target stations and revises independently.

## Target 🎯

**Station 4: Explanation: Did I explain evidence instead of stacking facts?**

### Curiosity Questions

**Station 1: Prompt: Did I actually answer how people, places, and ideas shape society and leave a legacy?**



# Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

## How can we turn a month of research into one clear, well-supported answer?

“My research question was \_\_\_\_\_.”

“My thesis (central idea) was \_\_\_\_\_.”

“Two sources that worked together were \_\_\_\_\_.”

“My R3 takeaway is \_\_\_\_\_.”

**Places shape what is possible. Needs and problems create reasons to act. People develop ideas and make choices.**



# Floor Map of the Complete Paper

Small-Group Support

★ Daily Deck

Place five large sheets in order: SET, Body 1, Body 2, Body 3, Conclusion.

Students physically carry one paragraph to its position, name its job, and trace the thesis (central idea) language that connects it to the whole.

**Evidence-to-Proof Support**  
Students orally answer each E2 question before revising their own sentences.

**Revision Support**  
Work through one Target Station at a time.



# Five-Forces Synthesis Challenge

Enrichment · Write in your notebook

Trace one Change Atlas example through at least three forces.

**Explain where PLACE or RESOURCES creates a possibility or challenge, how CONNECTION, IDEAS, or PEOPLE shapes a choice, and what change or legacy follows.**

## Evidence Ranking Challenge

Choose three accurate facts for one R. Rank them strongest to weakest by asking what each helps prove.

## Museum Curator Challenge

Add a question card to the exhibit: “What can this source not tell us alone, and which source would help?”

# ★ 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 |
|------------------------------------------------------------------------|---------|-------------|-------------|
| I answer the final research prompt with a clear thesis (central idea). | Not yet | Getting set | I can do it |
| I write a SET introduction.                                            | Not yet | Getting set | I can do it |
| I assemble three complete R-E1-E2 body paragraphs.                     | Not yet | Getting set | I can do it |
| I write an R1-R2-R3 conclusion.                                        | Not yet | Getting set | I can do it |
| I select evidence that helps prove my answer.                          | Not yet | Getting set | I can do it |
| I distinguish Q, P, and C.                                             | Not yet | Getting set | I can do it |
| I give source credit for Q and P.                                      | Not yet | Getting set | I can do it |
| I synthesize relationships among sources.                              | Not yet | Getting set | I can do it |
| I revise across paragraphs for clarity.                                | Not yet | Getting set | I can do it |
| I edit the complete paper for correctness.                             | Not yet | Getting set | I can do it |
| I complete a works cited/source record.                                | Not yet | Getting set | I can do it |
| I publish and explain what my evidence proves.                         | Not yet | Getting set | I can do it |



# Citizenship Connection

Good Citizens · Our Community & Country

## ★ Voices That Shaped Texas

“These artists did not make the same kind of music, but each used a voice to contribute to Texas culture. People can help preserve culture by sharing stories, traditions, art, and experiences.”

# Let's Look at an Answer!

Prompt: Explain how places, people, and ideas work together to shape societies and leave a legacy. Use evidence from the Grade 4 research sources and earlier passages to prove your thinking.

**LOW**

**Societies are shaped by many forces. Geography, people, and ideas matter. There were rivers, gold, trade, a document, and singers. These things changed societies.**

**What Needs Improvement:** The response collects information but does not organize a five-paragraph paper around a thesis (central idea), credit sources, or explain what the evidence proves.

# Let's Look at Another Answer!

Prompt: Explain how places, people, and ideas work together to shape societies and leave a legacy. Use evidence from the Grade 4 research sources and earlier passages to prove your thinking.

## MEDIUM

Societies are shaped by many forces. Historical, geographic, and cultural evidence helps explain how these forces interact. People, places, and ideas shape societies through opportunities, choices, actions, and lasting change. One way societies are shaped is by geography and resources. Another way societies are shaped is through ideas and human decisions. Societies are also shaped by the legacies people preserve. Places, people, and ideas continue to shape societies together.

**What Needs Improvement:** The response has the full organizing path, but it needs credited E1 evidence, developed E2 explanation, cross-source synthesis, and a complete R1-R2-R3 conclusion.

# Our Strongest Answer!

Prompt: Explain how places, people, and ideas work together to shape societies and leave a legacy. Use evidence from the Grade 4 research sources and earlier passages to prove your thinking.

## HIGH

Societies are shaped by many forces, and the choices people make can affect generations they will never meet. Research about geography, trade, government, culture, leadership, and historical evidence reveals how those forces work together. People, places, and ideas shape societies because geography creates possibilities, people make choices to solve problems or use opportunities, and those choices can leave changes that last.

One way societies are shaped is by geography and resources. Passage 15 explains that East Texas rivers and fertile land supported Caddo life. This evidence shows that geography created possibilities for farming, travel, and trade.

Another way societies are shaped is through ideas and human decisions. Passage 16 explains that the Magna Carta strengthened the idea that rulers should also obey law. This shows that an idea may influence later generations even when it does not solve every problem immediately.

Societies are also shaped by the legacies people preserve. The Evidence Room shows that music can preserve cultural experiences. This means culture can become evidence that later generations use to understand the past.

People, places, and ideas continue shaping societies through opportunities, decisions, and lasting change. From Caddo trade and Mali's resources to government ideas, Texas choices, and cultural voices, the evidence shows that geography and human action continually interact. The larger lesson is that every generation inherits a world shaped by earlier choices and must decide what to preserve, question, improve, and pass forward.

★ This is our target!