

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 1

Short Constructed Response: Thesis, Evidence, Explanation
Grade 4

Module 1 Level Up Your Thinking

Module 2 Build a Strong Thesis (Central Idea)

Module 3 Prove It with Strong Evidence

Module 4 Make the Evidence Mean Something

Overarching question: How do writers build a short response that states a clear thesis (central idea), proves it with strong evidence, and explains what the evidence means?

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Teacher Lesson Plan Guide

Level Up Your Thinking

Grade 4 | Cluster 1 | Module 1

Grade: 4

Cluster: 1, Short Constructed Response (SCR)

Module: 1 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response

Module Title: Level Up Your Thinking

Content Connection / Passage Titles: "A Promise Written Long Ago" and "Morning in the Village" (Week 1, Low Stamina, SCR)

Primary TEKS: [4.12\(B\)\(i\)](#) compose informational texts using a clear central idea; [4.11\(C\)\(iii\)](#) revise drafts to improve word choice

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

Student reminder: Words = Thinking Level.

Response Strand TEKS Woven Into This Module

Every breakout below is built into this module at the point named in brackets. The Grade 4 wording is used.

- **4.7A** describe personal connections to a variety of sources, including self-selected text. [Woven into the Day 3 discussion.]
- **4.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- **4.7C** use text evidence to support an appropriate response.
- **4.7D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.
- **4.7E** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating.
- **4.7F** respond using newly acquired vocabulary as appropriate.
- **4.7G** discuss specific ideas in the text that are important to the meaning.

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose: when students level up their language, they level up their thinking, and when thinking grows, achievement follows.

TEACHER SCRIPT

"When students level up their language, they level up their thinking - and when thinking grows, achievement follows."

Connection to this week's thinking: students recognize thinking levels, tell evidence from explanation, apply WHY and HOW thesis (central idea) habits, and upgrade a response with stronger, purposeful language.

2. Why This Module Matters

Students learn that a Short Constructed Response (SCR) is built from a thesis (central idea), evidence, and explanation, and that the precision of the words a writer chooses, not the length, reveals the depth of thinking. Using "A Promise Written Long Ago" and "Morning in the Village," students recognize thinking levels, distinguish evidence from explanation, apply WHY and HOW thesis (central idea) habits, and upgrade responses with stronger language.

Where it fits into writing: a strong SCR states a thesis (central idea), proves it with strong evidence, and explains what the evidence means.

Why it matters beyond this assignment: words reflect thinking, not decoration.

3. Module Essential / Overarching Question

How can the words we choose make a Short Constructed Response show stronger thinking?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking:

My Final Thinking:

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives every family a clear picture of what their student is learning this week, a question to ask at home, and one simple way to help.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is beginning Cluster 1 of our Grade 4 writing curriculum, "Level Up Your Thinking." The focus is the Short Constructed Response (SCR): a clear thesis (central idea), strong evidence from the text, and an explanation that proves the idea. The big lesson is that stronger thinking comes from precise word choice, not from simply writing more.

We are reading two passages: "A Promise Written Long Ago," about the Magna Carta and fairness, and "Morning in the Village," about a day in a Caddo community. Your student will learn to upgrade a response so the thinking is clearer and more precise.

Please try this at home: When your student tells you about something read or done, ask, "What exactly showed you that?" This is the evidence-and-explanation habit we practice this week.

With appreciation,

Your student's teacher - The Writing Academy LLC

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

Estimadas familias:

Esta semana su hijo o hija comienza el Grupo 1 de nuestro currículo de escritura de cuarto grado, "Level Up Your Thinking". El enfoque es la Respuesta Construida Corta (SCR): una tesis clara, evidencia sólida del texto y una explicación que demuestre la idea. La gran lección es que el pensamiento más fuerte proviene de la elección precisa de palabras, no de escribir más.

Leemos dos pasajes: "A Promise Written Long Ago", sobre la Carta Magna y la justicia, y "Morning in the Village", sobre un día en una comunidad Caddo. Su hijo o hija aprenderá a mejorar una respuesta para que el pensamiento sea más claro y preciso.

Por favor, intente esto en casa: cuando su hijo o hija le cuente algo que leyó o hizo, pregúntele: "¿Qué te mostró exactamente eso?" Ese es el hábito de evidencia y explicación que practicamos esta semana.

Con aprecio,

El maestro o la maestra de su hijo o hija - The Writing Academy LLC

7. Family Conversation Starters

- What is the difference between evidence and explanation?
- How can changing one word make an answer show stronger thinking?
- Which passage did you find more interesting, and what proved your idea?

- Why is proving an idea with exact words stronger than just saying it?

8. Simple Family Activities

Both activities need little or no materials and both end in a conversation rather than a worksheet.

Family Activity - Prove It. Make a simple claim about your day, such as "Today was busy." Then prove it with one exact detail. Ask your student to do the same: claim, then proof.

Family Activity - Level It Up. Start with a plain sentence, then say it again with a more precise word. Talk about how the stronger word changed the meaning, not just the sound.

Teacher Road Map

9. Teacher Navigation Key

Guide mark	Teacher use
Teacher Script	Words to say aloud. Scripts use quotation marks and address students as you.
DOT	Dot, Discover, Drop while reading unfamiliar words.
TRACKS	Find the kinds of textual evidence before building an SCR.
SCR	Thesis (central idea) + evidence + explanation.
15 min	Exact daily lesson time.

10. GRADUATE Evidence Alignment

Lesson move	Student evidence	Module evidence
Gather	Students hear two responses and decide which shows stronger thinking.	Words reveal a thinking level.
Reveal	Students name precise signal and explanation language.	Vocabulary is used accurately.
Attempt	Students level up a response.	Evidence and explanation become clearer.
Discuss and Use	Students rewrite WHY and HOW responses.	The independent product is completed.
Award, Target, Explain	Students defend their choices and set a next goal.	Students explain how words reveal thinking.

11. Module at a Glance

Field	Detail
Title	Level Up Your Thinking
Grade / cluster / module	Grade 4 / Cluster 1 / Module 1
Stamina	Low stamina
Passages	"A Promise Written Long Ago" and "Morning in the Village"
Core habit	DOT for reading and TRACKS for finding evidence
Independent product	Rewrite a WHY response and a HOW response at a higher thinking level.

Standards, Learning & Rigor

12. Learning Destination

BIG Goal: Students will upgrade a Short Constructed Response so its thesis (central idea), evidence, and explanation show stronger, more precise thinking.

I Can Statements

- I can tell the difference between evidence and explanation in a response.
- I can identify the thinking level of a response from its words.
- I can upgrade a response one level higher by choosing more precise words.
- I can write a Short Constructed Response with a thesis (central idea), evidence, and explanation.

I Will Statements

- I will read, decide, defend, plan, write, revise, edit, and explain my decisions.
- I will choose precise words that show stronger thinking, not just longer answers.
- I will prove an idea with the author's exact words.
- I will make the relationships among my ideas clearer.

13. Success Criteria

- I can name the thinking level of a response and point to the words that reveal it.
- I can upgrade a response so the thinking is clearer, not just harder-sounding.
- I can build a thesis (central idea), add evidence, and explain what it proves.
- I can check my sentence for conventions.

14. Evidence That Will Demonstrate Mastery

- The Level Up Showdown recording with at least two upgraded responses.
- The independent WHY and HOW rewrites at a higher thinking level.
- The Turn-and-Teach explanation of how to level up a response.

15. TEKS Correlations

TEKS	Student Expectation
4.11(A)(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies
4.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
4.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics
4.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
4.11(C)(i)	revise drafts to improve sentence structure
4.11(C)(ii)	revise drafts to improve word choice
4.11(D)(i)	

	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
4.11(D)(vii)	edit drafts using standard English conventions, including singular nouns
4.11(D)(ix)	edit drafts using standard English conventions, including common nouns
4.11(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words

16. Standards Coverage Matrix

Standard	Where visible in this module
4.11(A)(i)	The SCR micro-plan names the response genre, topic, purpose, and audience before students write.
4.12(B)(i)	Students compose brief informational responses with a clear thesis (central idea), evidence, and explanation.
4.11(C)(i)	WHY and HOW rewrites improve sentence structure.
4.11(C)(iii)	Level Up Showdown requires precise word choice.
4.11(D)(i) 4.11(D)(vii) 4.11(D)(ix) 4.11(D)(xxxv)	The Module 1 Conventions Sweep checks a complete simple sentence, subject-verb agreement, singular and common nouns, and high-frequency spelling.

17. ELPS Correlations

ELPS	Application in this module
4.4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary
4.4(F)(i)-(iii),(v)-(vii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience
4.4(D)(i)-(iii)	write content-area texts using a variety of sentence lengths, sentence types, and transition words
4.4(F)(i)-(ii),(v)-(vi),(ix)-(x),(xiii)-(xiv)	write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience

18. ELPS Linguistic Accommodations

Need	Support
Listening	Read both responses completely, then let students decide and defend with an exact word or phrase.
Speaking	Use the frame: "The words ____ show a Level ____ response. I upgraded it by ____."
Reading	Reread both passages, use DOT, and highlight exact evidence with TRACKS.
Writing	Provide oral rehearsal and frames without choosing the evidence or writing the upgrade.

19. Language Domains

Domain	How this module builds it
Listening	

	In Listen, Decide, and Defend, students hear two responses and decide which shows stronger thinking.
Speaking	Students defend each decision with the exact word, phrase, evidence, or explanation that made the thinking stronger.
Reading	Students reread the two passages to find exact evidence and tell it apart from explanation.
Writing	Students upgrade WHY and HOW responses and run a conventions sweep on their own sentence.

20. Rigor Safeguard

You may read a passage aloud, reread it, and let students use the Thinking Levels chart, the WHY/HOW thesis (central idea) charts, and sentence frames. You may provide oral rehearsal. You may not choose a student's evidence, decide the thinking level for them, or write their upgrade. The student must still select the quote, choose precise language, and explain what the evidence proves.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Independence	Evidence of Thinking
Literal	Identify evidence versus explanation.	Supported. The teacher may reread the response.	The student labels the quote and the explanation.
Inferential	Identify a response's thinking level from its words.	Guided early, independent by Use Again.	The student names the level and words that reveal it.
Evaluative	Upgrade the response so the thinking, not just the vocabulary, is stronger.	Independent by the WHY/HOW rewrites.	The student revises word choice and explanation and justifies the change.

22. The Five Thinking Levels

Level	Color	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.
Level 4	Green	Independent	Student combines evidence with personal reasoning, applying understanding to a claim.
Level 5	Blue	Reflective	Student connects evidence to the world, morals, lessons, or broader understanding.

Level	Evidence Signal + Explanation Language
Level 1	The text says... / This shows...
Level 2	According to the text... / This suggests...
Level 3	The text indicates... / This demonstrates...
Level 4	The text establishes... / This strengthens the inference...
Level 5	The evidence converges on the idea... / Ultimately, this reveals...

Challenge: Move one response up one level. Change the thinking, not just the vocabulary.

23. Possible Teacher Misconceptions

- Longer writing does not automatically equal stronger thinking.
- Stronger vocabulary is only stronger when the student understands and uses it accurately.
- Students may confuse evidence with explanation and simply restate text.
- Students may attempt advanced vocabulary incorrectly without understanding its purpose.

24. Possible Student Misconceptions

- A quote is not automatically strong evidence. It must prove the thesis (central idea).
- Evidence tells the author's exact words; explanation tells what the proof means.
- Adding a hard word without clearer thinking does not level up a response.
- Writing more words is not the same as making the relationships among ideas clearer.

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Students will compose a brief informational response that conveys information about a topic using a clear central idea, exact evidence, and an explanation that proves the idea, then revise word choice and sentence structure.

26. How I Say the Standard!

TEKS says	How I say it
4.11(A)(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	I can plan the kind of writing I need for my topic, purpose, and audience.
4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write a short informational response with one clear thesis (central idea).
4.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can use the parts that make an informational response work.
4.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose precise words and sentence moves that show my thinking.
4.11(C)(i) revise drafts to improve sentence structure	I can revise a sentence so its ideas are clearer.
4.11(C)(ii) revise drafts to improve word choice	I can replace a plain word with a precise word when it makes my thinking clearer.
4.11(D)(i) edit drafts using	I can check that my simple sentence is complete and that the subject and verb agree.

standard English conventions, including complete simple sentences with subject-verb agreement	
4.11(D)(vii) edit drafts using standard English conventions, including singular nouns	I can check my singular nouns.
4.11(D)(ix) edit drafts using standard English conventions, including common nouns	I can check my common nouns.
4.11(D)(xxxv) edit drafts using standard English conventions, including correct spelling of high-frequency words	I can spell high-frequency words correctly.

27. This Week I Can...

- ☐ Tell evidence apart from explanation.
- ☐ Name a response's thinking level from its words.
- ☐ Upgrade a response one level higher on purpose.
- ☐ Prove an idea with the author's exact words.
- ☐ Check my sentence for conventions.

28. Before I Can... Prerequisites

- I can reread a short passage.
- I can find a sentence that answers a question.
- I can tell what a word means from the lesson and passage.
- I can say an idea aloud before writing it.

29. Remember This! (60-Second Retrieval)

Say the SCR structure: thesis (central idea), evidence, explanation. Then say the difference: evidence is the author's exact words; explanation is the writer's thinking about what the evidence means. Finally, say the DOT steps: Dot, Discover, Drop.

30. Vocabulary Infusion

Use the three tier tables as students read, decide, upgrade, and explain. Ask students to use precise words accurately and to tell how a word changes the thinking.

31. Conventions Connection

Run the Conventions Sweep on one sentence from the response: underline the subject once, underline the verb twice, circle one singular noun, box one common noun, and check high-frequency spelling.

32. Writing Connection

Students compose brief informational responses using a clear thesis (central idea), the author's exact words as evidence, and an explanation that proves the idea. They revise sentence structure and word choice instead of simply adding length.

33. Watch Out!

Watch for a quote with no explanation, an explanation that only repeats the quote, a thesis (central idea) that does not answer the prompt, or a difficult word the student cannot explain.

34. Ready Check

Ask students to name the thinking level of one response, point to the revealing words, and identify which sentence is evidence and which sentence is explanation.

35. Teacher Look-Fors

- Students use exact words from the passages.
- Students distinguish evidence from explanation.
- Students upgrade the thinking, not merely the vocabulary.
- Students explain why a precise word fits.
- Students run the Conventions Sweep independently.

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, let's preview the words we will use to talk about thinking, evidence, and explanation - everyday words, academic words, and words from our two passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
work	to do a job or effort	The people work together to ____.
use	to put something to a purpose	I use evidence to ____.
show	to make something known	The text shows that ____.
tell	to share information in words	The text tells us ____.
help	to make things easier for someone	The neighbors help by ____.
grow	to develop or increase	The crops grow because ____.
share	to give part of what you have	They share ____ with ____.
prove	to show something is true	I can prove my idea by ____.
choose	to pick on purpose	I choose the word ____ because ____.
upgrade	to make something stronger or better	I upgrade my answer by ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words help us name the thinking in a response. Use each one only when its meaning fits."

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	proof from the text, often exact words	My evidence is ____.
explanation	the writer's thinking about what evidence means	My explanation shows ____.
thesis (central idea)	the clear main idea a response will prove	My thesis (central idea) is ____.
implies	suggests without saying directly	The text implies ____.
suggests	points toward an idea	This suggests ____.
demonstrates	shows clearly	This demonstrates ____.
compare	to show how two things are alike or different	I compare ____ and ____.
infer	to figure out using clues and thinking	I infer that ____.
precise	exact and clear	A precise word here is ____.
indicates	points to or shows	The text indicates ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage-specific words help us talk precisely about the Magna Carta and the Caddo village."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Magna Carta	MAG-nuh KAR-tuh	a document from 1215 that limited the king's power	The Magna Carta ____.
Runnymede	RUN-ee-meed	the place in England where the Magna Carta was sealed	At Runnymede, ____.
barons	BAIR-uhnz	powerful landowners who wanted the king to follow rules	The barons ____.
rights	rytes	freedoms and protections that belong to people	One right the document protected was ____.
Caddo	KAD-oh	a Native American people of the Piney Woods	The Caddo village ____.
Three Sisters	three SIS-terz	corn, beans, and squash grown together to help each other	The Three Sisters ____.
mound	mownd	a tall built-up hill used for important events	The mound ____.
trade	trayd	to exchange goods with others	They trade ____ for ____.
constitution	kon-stih-TOO-shun	a written plan of a government's rules and powers	The U.S. Constitution ____.
justice	JUS-tis	fairness and equal treatment under the law	Justice means ____.

39. Background Knowledge & Teacher Context

"A Promise Written Long Ago" is an informational passage about the Magna Carta, created in 1215 at Runnymede, England. It limited the king's power, protected certain rights, and later influenced the U.S. Constitution. "Morning in the Village" is a narrative about a day in a Caddo village in the Piney Woods, where cooperation through the Three Sisters crops, shared work, and trade keeps the community strong.

In Module 1, students focus on the core SCR habit: a thesis (central idea), evidence in the author's exact words, and an explanation that proves the idea. The heart of the module is that word choice reveals a thinking level, and that a response is upgraded by making the thinking clearer and more precise, not by making it longer.

40. Materials Needed

Materials	Use
Printed passages	Read, annotate, and quote exact evidence.
Thinking Level Charts	Name the level and language of a response.
Task cards	Practice Level Up Showdown.
Spinner, dice, gameboard path, and student-selected markers	Optional practice for levels and upgrades.
	Record upgraded responses and charts.

Interactive notebooks, glue, and scissors	
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41. Preparation Before Day 1

- ☐ Create the Five Thinking Levels Chart.
- ☐ Create the WHY thesis (central idea) Chart with subordinating conjunctions and reason words.
- ☐ Create the HOW thesis (central idea) Chart with prepositions and method words.
- ☐ Create the "This Means" Ladder.
- ☐ Post the SCR Structure: Thesis (central idea) + Evidence + Explanation.
- ☐ Print both passages and the task cards.

42. Weekly Timing & Transition Overview

Day	Stage	Time	Product
1	Gather and Reveal	15 min	Name words that reveal thinking.
2	Attempt	15 min	Upgrade two responses.
3	Discuss and Use Again	15 min	Rewrite WHY and HOW responses.
4	Award and Target	15 min	Recognize growth and set a goal.
5	Explain to Others	15 min	Teach a partner and answer the question.

43. Tiny Times Transition

Transition	Words to use
Read to decide	"Listen for which response shows deeper thinking, not which one is longer."
Decide to explain	"Point to the exact word, phrase, evidence, or explanation."
Explain to write	"Now make the relationship among the ideas clearer."
Write to check	"Run the Conventions Sweep on the sentence you already wrote."

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

The Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. The Caddo village shows people connected through shared work, food, and trade. Ask students to connect each passage's evidence to the larger idea it proves, then explain with precise words.

Teacher prompt: Which exact words show fairness in the Magna Carta passage? Which exact words show connection in the village passage?

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Chart	Post for students
SCR Structure	Thesis (central idea) + Evidence + Explanation.
Thinking Levels	Level 1 through Level 5, with the signal and explanation language.
WHY Thesis (central idea)	because, since, when, after, so that, although, even though, due to, given that, in light of
HOW Thesis (central idea)	by, through, in, with, during, through the use of, in response to, based on
This Means Ladder	shows, suggests, demonstrates, strengthens the inference, ultimately reveals

Response part	Question to ask
Thesis (central idea)	What clear idea will I prove?
Evidence	Which exact words prove it?
Explanation	What does the proof mean?

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

Step	What it means
D - Dot	Place a small dot above any word that seems unfamiliar.
O - Discover	Discover the meaning of the word as we learn together.
T - Drop	Go back and erase the dot above the word once you know its meaning.

TEACHER SCRIPT

"Here is the truth: your words show your thinking level. Today you will learn how to level up your thinking using your words."

The SCR has three parts: thesis (central idea), the clear idea you will prove; evidence, the author's exact words; and explanation, what the evidence means and why it matters.

Habit	Student action
DOT	Dot an unfamiliar word, discover its meaning, and drop the dot when you know it.
TRACKS	Find the kinds of textual evidence and quote the exact words.

47. Student Source Passage(s)

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

Passage 1: "A Promise Written Long Ago" (Stamina: Low)

- [1] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.
- [2] The barons wanted the king to follow rules. They believed even the king should not have complete power. So, they forced King John to meet them at Runnymede. There, the Magna Carta was agreed to and sealed.
- [3] The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. It also protected certain rights of the people. For example, it said that free men could not be punished without a lawful judgment.
- [4] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. Because of this, the document shows that people long ago cared about fairness and justice.
- [5] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.
- [6] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.

Passage 2: "Morning in the Village" (Stamina: Low)

- [1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.
- [2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.
- [3] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the "Three Sisters" because they helped each other grow. Tayanita didn't understand all of it, but she knew they needed all three to have enough food.
- [4] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.
- [5] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.
- [6] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.
- [7] As the day ended, she looked around her village. It was busy, but it also felt like home.

48. Student Annotation Guide

TRACKS letter	A Promise Written Long Ago
T - Time	In the year 1215
R - Reactions	People were tired of unfair treatment and wanted change.
A - Actions	Collected heavy taxes and made unfair decisions; wanted the king to follow rules.
C - Character / Concept	The Magna Carta; King John; barons.

K - Key Knowledge	It limited the king's power; free men could not be punished without a lawful judgment; it influenced other governments; rules should apply to everyone.
S - Scenery / Setting	Runnymede, England.

TRACKS letter	Morning in the Village
T - Time	The sun was just starting to come up; that afternoon; as the day ended.
R - Reactions	Her people shared food; it felt like everyone was connected somehow.
A - Actions	Corn, beans, and squash grew in long rows; planting something different; visitors brought pottery and tools to trade.
C - Character / Concept	Tayanita; Three Sisters.
K - Key Knowledge	They helped each other grow; everyone knew each other; the village felt like home.
S - Scenery / Setting	A Caddo village near a river in the Piney Woods; the large mound in the middle of the village.

49. TRACKS Evidence Highlighting

TEACHER SCRIPT

"As we read, we hunt for all six kinds of evidence and highlight each one in its TRACKS color. Time is green, Reactions are purple, Actions are yellow, Character and Concept is yellow, Key Knowledge is orange, and Scenery and Setting is green. The exact words we highlight become the evidence we quote in our responses."

Letter	Category	What to look for	Highlight color
T	Time	Age, era, dates, cultural details, or historical details.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept	Characters' or people's names or major concepts used as the central idea.	Pastel Yellow
K	Key Knowledge	Important information necessary to the meaning of the passage.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

The five-day GRADUATE sequence is Gather, Reveal, Attempt, Discuss, Use Again, Award, Target, and Explain to Others. Each daily lesson is exactly fifteen minutes.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Thinking Detectives

TEKS and ELPS for today	Student expectation
4.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
4.11(C)(ii)	revise drafts to improve word choice
4.4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

Purpose: Students hear two responses, decide which shows stronger thinking, and reveal that word choice, not length, controls the thinking level.

TEACHER SCRIPT

"Pencils down while you listen. I am going to read both responses completely. When I say decide, show A or B. Then you must defend your choice with a word, phrase, evidence detail, or explanation you heard. Listen for which response shows deeper thinking. Do not choose based on which response is longer."

Round	Response A	Response B	Answer key
A Promise Written Long Ago	"The king made unfair decisions. This shows people were upset."	"Because the text states that 'The king collected heavy taxes and made unfair decisions,' this suggests the barons wanted limits on the king's power."	B uses exact evidence and explains the larger idea, limits on power.
Morning in the Village	"They traded things. This means they helped."	"The text indicates that 'They brought pottery and tools to trade.' This demonstrates that cooperation connected neighboring communities."	B uses precise evidence and extends the explanation to cooperation and connection.

Reveal: Display the Thinking Levels chart and the Level-Up Language Ladder. Ask: What changed besides length?

DAY 2 | ATTEMPT | 15 MINUTES

Level Up Showdown

Task	Teacher move	Student evidence
Spin	Choose a thinking level from 1 to 5.	Name the signal and explanation language.
Say	Read a response from either passage.	Tell which words reveal the level.
Write	Upgrade one signal phrase and the explanation.	Explain why the change makes the thinking stronger.

Model: According to the text, "They brought pottery and tools to trade." This suggests they work together. Upgrade it: The text indicates that "They brought pottery and tools to trade." This demonstrates cooperation.

TEACHER SCRIPT

"Stronger vocabulary is only stronger when you understand and use it accurately. The goal is precision, not decoration - choose words that make the thinking clearer, not just harder."

DAY 3 | DISCUSS AND USE | 15 MINUTES

WHY and HOW Practice

TEKS and ELPS for today	Student expectation
4.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
4.11(C)(i)	revise drafts to improve sentence structure
4.11(D)(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement
4.4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

WHY prompt: Why do people in Tayanita's village work together? Given response: The people work together because they need to share resources. The text says, "Corn, beans, and squash grew in long rows" and "They brought pottery and tools to trade." This means they help each other.

One strong answer: Even though each person has a role, the village works together due to shared responsibility. The text indicates that "Corn, beans, and squash grew in long rows" and "They brought pottery and tools to trade." This suggests cooperation is necessary.

HOW prompt: How does the author show that ideas from the Magna Carta influenced later governments? The author shows the connection through comparison of the Magna Carta and the U.S. Constitution. The text indicates that "Hundreds of years later, the ideas from the Magna Carta influenced other governments" and explains that "Like the Magna Carta, the Constitution limits government power and protects the rights of citizens." This demonstrates that ideas about limiting government power continued to influence later governments.

TEACHER SCRIPT

"This is not a new paragraph. It is a quick quality check on the sentence you already wrote."

DAY 4 | AWARD AND TARGET | 15 MINUTES

Recognize and Set a Goal

TEKS and ELPS for today	Student expectation
4.11(C)(ii)	revise drafts to improve word choice
4.11(D)(xxxv)	edit drafts using standard English conventions, including correct spelling of high-frequency words
4.4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

Award: Give yourself credit for leveling up. I upgraded a signal phrase. I made my explanation more precise. I connected evidence to a bigger idea. I used a word from my Thinking Level Chart correctly.

Target: Choose a precise next goal. Move from one thinking level to the next or use stronger explanation words. Complete: "My next thinking-level goal is ____ because ____."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Turn and Teach

TEKS and ELPS for today	Student expectation
4.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
4.4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

Teach a partner how to level up a response. Name the original thinking level, point to the words that revealed the level, give an upgraded version, explain why the new version shows stronger thinking, and connect the explanation to the Overarching Question.

TEACHER SCRIPT

"The words ____ show a Level ____ response. I upgraded it by _____. This makes the thinking stronger because ____."

Teacher Closing Encouragement: "You did something important today. You learned that strong thinkers do not just talk about the text - they prove it using exact words. Every time you use quotation marks, you are showing evidence clearly and powerfully. Keep pushing yourself to choose stronger words and stronger thinking. You are in control of how powerful your thinking becomes, and today you took a big step forward."

Student Exemplars

51. Low / Developing Exemplar

Student response	What is working	What needs improvement
"They work together. The text says they grew crops. This means they help."	The student names the idea and points toward the text.	The signal phrase and explanation are basic and restate rather than prove. Quote exact words and explain the larger idea.

52. Medium / Approaching Exemplar

Student response	What is working	What needs improvement
"The people work together because they need to share resources. According to the text, 'Corn, beans, and squash grew in long rows.' This suggests they depend on farming."	A WHY thesis (central idea) with a subordinating conjunction, an exact quote, and a "suggests" explanation.	Connect a second quote and deepen the explanation to reach the larger idea of shared responsibility.

53. High / Secure Exemplar

Student response	What is working	Teacher note
"Even though each person has a role, the village works together due to shared responsibility. The text indicates that 'Corn, beans, and squash grew in long rows' and 'They brought pottery and tools to trade.' This suggests cooperation is necessary for the community to thrive."	A precise thesis (central idea), two connected pieces of exact evidence, and an explanation that reaches the larger idea rather than restating the quotes.	The response shows stronger thinking through precise language and connected evidence.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Component	Teacher answer guidance
Thesis (central idea)	Must state a clear, accurate idea.
Evidence	Must quote the author's exact words.
Explanation	Must explain what the evidence proves beyond restating it.
Word choice	Must upgrade at least one signal phrase or explanation word on purpose.
Thinking level	Students name the level and the words that reveal it.

55. Standards Evidence Trail

Evidence collected	Related standard	Where collected
Planned SCR with topic, purpose, and audience	4.11(A)(i)	Section 63
Brief response with a clear thesis (central idea)	4.12(B)(i)	Sections 50 and 62
Revised sentence structure and word choice	4.11(C)(i) 4.11(C)(ii)	Day 3 and section 72
Conventions Sweep	4.11(D)(i) 4.11(D)(vii) 4.11(D)(ix) 4.11(D)(xxv)	Day 3 and section 72

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can identify thinking levels, distinguish evidence from explanation, and upgrade a response.
Who administers it	The classroom teacher during the lesson.
Materials needed	The two passages, Thinking Levels and Level-Up Ladder charts, task cards, and student notebooks.
Task	Students perform a formative check in Level Up Showdown and an independent task by upgrading WHY and HOW responses.
Expected response	Students identify the level, upgrade the signal phrase and explanation, and explain what changed and why.
Check the learning	Verbal: Fist to Five. Visual: Show A or B. Written: One-Line Upgrade.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Prompt: Rewrite one response from this module so it shows stronger thinking. Include a thesis (central idea), the author's exact words as evidence, and an explanation that proves the idea. Upgrade one signal phrase and one explanation word.

My thesis (central idea):

My evidence:

My explanation:

The word I upgraded and why:

58. Exit Ticket Answer Key

Look for	Answer key
Thesis (central idea)	One clear, accurate idea that answers the prompt.
Evidence	Exact words from "A Promise Written Long Ago" or "Morning in the Village."
Explanation	What the evidence means and what it proves.
Upgrade	A precise signal phrase or explanation word used accurately.

59. Scoring Principle

Secure	Approaching	Still developing
Clear thesis (central idea), exact evidence, explanation that proves it, and a purposeful word upgrade.	Most parts are present, but the evidence or explanation is general.	Topic is named, but evidence, explanation, or purposeful word choice is missing.

60. Gradebook Conversion

Evidence	Gradebook meaning
Secure	Independent use of thesis (central idea), evidence, explanation, and precise word choice.
Approaching	Uses the structure with guidance and is developing precise language.
Still developing	Needs support telling evidence from explanation and explaining what proof means.

61. Recommended Gradebook Label

G4 C1 M1

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Writing Prompt: Choose one prompt and write a Short Constructed Response, then level it up one thinking level.

- Why did the barons want the king to follow rules?
- How does the author show that cooperation is important in Tayanita's village?

Required part	Student requirement
Thesis (central idea)	State a clear idea that answers the prompt.
Evidence	Choose the author's exact words.
Explanation	Explain what the evidence proves, not just what it says.
Level up	Upgrade one signal phrase and one explanation word on purpose.

63. Student Planning Frame

Step	Planning guide
Step 1: Thesis (central idea)	Write your clear idea and answer the exact prompt.
Step 2: Evidence	Quote the exact words from the passage.
Step 3: Explanation	Explain what the evidence proves and why it matters.
Step 4: Level up	Upgrade one signal phrase and one explanation word.

Drafting Space:

64. Writing Assignment Rubric

Criterion	Secure	Approaching	Still developing
Thesis (central idea)	Clear and accurate.	Mostly clear.	Topic only or inaccurate.
Evidence	Exact and relevant.	Relevant but general.	Missing or not from the passage.
Explanation	Explains what proof means.	Partly explains.	Restates or is missing.
Word choice	Precise and purposeful.	One upgrade is attempted.	Upgrade is missing or unclear.

65. Writing Gradebook Conversion

Score	Meaning
Secure	Thesis (central idea), evidence, explanation, and word upgrade are accurate and independent.
Approaching	Structure is present with one area still developing.

Still developing	Needs support selecting exact evidence or explaining what it proves.
------------------	--

66. Teacher Feedback Shortcuts

Feedback	Teacher language
Evidence	"Point to the author's exact words that prove your thesis (central idea)."
Explanation	"Tell what this evidence means. Do not only repeat it."
Word choice	"Choose a precise word that makes the thinking clearer."
Conventions	"Run the Conventions Sweep on the sentence you already wrote."

Response to Student Need

67. Intervention: Name the Thinking

Students receive sentence strips with direct quotes: "Corn, beans, and squash grew in long rows"; "They brought pottery and tools to trade"; "The barons wanted the king to follow rules." Match the quote to the correct idea, build a full three-sentence response, and add an explanation that tells what the quote means.

Support Frame: According to the text, " ____." This suggests ____.

TEACHER SCRIPT

"You are not allowed to tell what the text says. You must prove it using the author's exact words."

Check	Teacher answer
Quote match	The quote must match the idea being proved.
Explanation	The explanation must add meaning rather than repeat the quote.

68. Embedded Checks & Student Support

Teacher move	Expected response	Common misconception	Teacher response
Ask students to name a response's level.	Students name the level and words that reveal it.	A longer answer is a higher level.	Point to the words, not the length.
Ask students to tell evidence from explanation.	Students label the quote and the thinking.	Students restate the quote as the explanation.	Ask, "What does the quote mean? Add that."
Ask students to upgrade a word.	Students explain why the stronger word fits.	Students swap in a hard word they cannot explain.	Require them to explain the meaning.

69. Student Support Quick Reference

If a student...	Support to provide
Restates instead of proving	Use Build the Response with Quotes strips.
Cannot name a level	Use the Level-Up Ladder and match language to a level.
Swaps hard words with no meaning	Ask the student to explain the word before using it.
Masters quickly	Route to the multi-quote mastery challenge.

70. Enrichment: Connect Across Texts

Use both quotes to build one stronger response to the prompt: Why is cooperation important in the village?

- "Corn, beans, and squash grew in long rows."
- "They brought pottery and tools to trade."

Explain how the quotes connect. Rewrite the response at Levels 3, 4, and 5, and justify the word choices that make each level different. Students should show increasing depth of explanation, not merely replace one signal verb with another.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one: Why did the barons want the king to follow rules? Or, How does the author show that cooperation is important in Tayanita's village?

1. State a clear thesis (central idea).
2. Choose the author's exact words as evidence.
3. Explain what the evidence proves, not just what it says.
4. Upgrade one signal phrase and one explanation word.

Planning part	Student work
Thesis (central idea)	My clear answer is:
Evidence	The exact words are:
Explanation	This proves:
Upgrade	I changed ____ to ____ because:

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

Revise. Read your response aloud. Upgrade one signal phrase or explanation so the thinking is clearer.

Edit. Run the Conventions Sweep: subject-verb agreement, singular and common nouns, and high-frequency spelling.

Share. Read your response to a partner. Your partner identifies the thesis (central idea), evidence, explanation, and upgraded word.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around deciding which response shows stronger thinking, finding exact evidence, and explaining what it proves.

Moment	Student action
Listen, Decide, and Defend	Hear two responses, show A or B, and defend the choice with an exact word, phrase, evidence detail, or explanation.
Level Up Showdown	Say the original level, give an upgraded version, and explain the change.
Turn and Teach	Teach a partner how precise words reveal stronger thinking.

74. Pause Points

Pause point	What to think about
Before you decide	Which response shows deeper thinking, not which one is longer?
Evidence versus explanation	Is this the author's exact words or my thinking about them?
Before you upgrade	Will my change add stronger thinking, or only a harder word?
Conventions Sweep	Does the subject agree with the verb? Check the sentence you already wrote.

75. At-Home Connection

These at-home tasks turn a student into a precise-word detective. They need little or no materials and each ends in a short conversation.

Task	Family directions
Prove It	Make a claim about the day, add one exact detail, and ask your student to do the same.
Level It Up	Say a plain sentence, then say it again with a more precise word. Discuss how the meaning changed.
Ask at home	"What exactly showed you that?"

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As we learn this week, be honest with yourself. It shows how much your thinking is growing."

Directions: This tracker is for YOU. If you can do each skill all by yourself without help, check the box that matches how you feel.

I Can...	Not Yet	Getting It	I've Got It!
Tell evidence apart from explanation.			
Name a response's thinking level from its words.			
Upgrade a response one level higher on purpose.			
Prove an idea with the author's exact words.			
Check my sentence for conventions.			

77. Student Award

What can I already do? One response I leveled up successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for choosing precise evidence or explanation language:

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked how our words can make a Short Constructed Response show stronger thinking. Now we can answer it: our word choices reveal how deeply we understand the text. When we choose precise words that connect evidence, explanation, and ideas, the reader can see stronger thinking."

80. Essential / Overarching Question, Answered

How can the words we choose make a Short Constructed Response show stronger thinking?

The words we choose reveal the depth and precision of our thinking. Stronger responses use accurate, purposeful vocabulary to introduce evidence, explain relationships, make inferences, and connect ideas. Leveling up does not mean making a response longer or using difficult words to sound advanced; it means choosing words that make the thinking clearer, more precise, and more meaningful.

81. Teacher Reflection

- Which students can tell evidence from explanation?
- Which students upgraded the thinking, not just the vocabulary?
- Which students still believe longer equals stronger?
- Who is ready to build stronger thesis (central idea) statements?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- Student Level Up Showdown responses.
- Day 3 independent WHY and HOW rewrites.
- Conventions Sweep sentence.
- Revised low, medium, and high response notes.
- The Module 1 My Progress Tracker.
- Exit tickets showing developing, approaching, and secure thinking.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required content	Lesson location
1	Level Up Your Thinking	Grade 4 Cluster 1 Module 1; Week 1; Low Stamina; SCR.	Cover
2	Meet Our Week	Words = Thinking Level; I Can statements.	Learning Destination
3	Thinking Detectives	Two responses from the two passages; decide and defend.	Day 1 Gather
4	Words Reveal Thinking	Thinking Levels chart and Level-Up Language Ladder.	Day 1 Reveal
5	Level Up Showdown	Spin, say, write, and explain the upgrade.	Day 2 Attempt
6	Use Again	WHY and HOW rewrites with exact evidence.	Day 3 Use
7	Conventions Sweep	Check the sentence already written.	Day 3
8	Award and Target	Recognize growth and set a precise goal.	Day 4
9	Turn and Teach	Explain how precise words reveal stronger thinking.	Day 5
10	Exit Ticket	Thesis (central idea), evidence, explanation, and word upgrade.	Assessment

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Share two responses and use an all-participant poll for A or B.
Annotation	Students use a shared document to mark DOT and TRACKS evidence.
Breakout discussion	Pairs defend the response that shows stronger thinking.
Oral response	Students say the frame aloud before typing an upgrade.
Asynchronous option	Students submit an upgraded WHY or HOW response and explain one word change.
Digital tracking	Students update My Progress Tracker digitally.

Teacher Reflection

85. Teacher Reflection (This Module)

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

What worked so well that I want to keep it	
---	--

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

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Build a Strong Thesis (central idea)

Grade 4 | Cluster 1 | Module 2

Grade: 4

Cluster: 1, Short Constructed Response (SCR)

Module: 2 of the cluster

Primary Instructional Category: Short Constructed Response / informational writing

Module Title: Build a Strong Thesis (central idea)

Content Connection / Passage Titles: the informational passage "A Promise Written Long Ago" and the narrative "Morning in the Village"

Primary TEKS: [4.12\(B\)\(i\)](#) compose informational texts using a clear central idea; [4.11\(B\)\(i\)](#) organize with purposeful structure, including an introduction

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

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1. A Little Inspiration Goes a Long Way!

This module teaches students that the question tells them how to begin. The response opens by answering the question directly and setting up what the paragraph will prove.

TEACHER SCRIPT

"The way students begin their response determines the strength of everything that follows. When we teach them to build a strong thesis (central idea), we give them control over their thinking."

Connection to this week's type of thinking: precise words raise thinking; the question tells you how to begin; a quote is not automatically strong evidence; evidence proves while explanation tells what the proof means.

2. Why This Module Matters

Students turn the prompt into a strong thesis (central idea): the response opens by answering the question directly and setting up what the paragraph will prove. Using "A Promise Written Long Ago" and "Morning in the Village" at Medium Stamina, students build a single strong paragraph that states a thesis (central idea), proves it with strong evidence, and explains what the evidence means.

Where it fits into writing: a clear opening sentence gives the paragraph direction. The question supplies the beginning, while later evidence and explanation develop the idea.

Why it matters beyond this assignment: students carry the habit of reading the question closely and beginning with control into every subject.

3. Module Essential / Overarching Question

How can the wording of a prompt help us build a strong thesis (central idea) for WHAT, WHY, and HOW responses?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives every family a clear picture of what the student is learning this week, a question to ask at home, and one simple way to help.

How to Send It: share the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to build a strong thesis (central idea). A thesis (central idea) is the clear opening sentence of a response. Your student is learning that the question tells you how to begin: answer the question directly and set up what the paragraph will prove.

We are reading "A Promise Written Long Ago," about the Magna Carta, and "Morning in the Village," about a day in a Caddo village. Ask your student to explain how the question helps the response begin, then ask what evidence would prove the thesis (central idea) and what the evidence means.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a construir una tesis (idea central) sólida. Una tesis (idea central) es la oración inicial clara de una respuesta. Su estudiante está aprendiendo que la pregunta indica cómo comenzar: responder directamente la pregunta y preparar lo que el párrafo demostrará.

Leeremos "A Promise Written Long Ago," sobre la Carta Magna, y "Morning in the Village," sobre un día en una aldea Caddo. Pregúntele a su estudiante cómo ayuda la pregunta a comenzar la respuesta. Después pregunte qué evidencia demostraría la tesis (idea central) y qué significa esa evidencia.

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

7. Family Conversation Starters

- What does a strong thesis (central idea) do at the beginning of a response?
- How can the wording of a question help you begin your answer?
- Why is a quote not automatically strong evidence?
- What is the difference between evidence proving and explanation telling what the proof means?
- What is the setting of "Morning in the Village," and how do you know?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity - Begin with the Question

Ask a question about the day. Have your student answer directly in one complete sentence that names the topic and gives the main idea.

Family Activity - Evidence and Explanation

Ask your student to share one detail from a passage. The student says, "This evidence proves ____ because ____" and then explains what the proof means.

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the idea and frames the standard.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 1, Module 2
Module Category	Short Constructed Response / informational writing
Primary TEKS	4.11(B)(i) , 4.12(B)(i) , 4.12(B)(ii) , 4.12(B)(iii)
Primary Breakout	Organize a focused introduction and compose a brief informational response using a clear central idea.
Recursive TEKS	4.11(C)(i) , 4.11(C)(ii) , 4.11(D)(vi) , 4.11(D)(viii) , 4.11(D)(x) , 4.11(D)(xxiii)
Content Connection	"A Promise Written Long Ago" and "Morning in the Village"
Daily Lesson Time	15 MINUTES per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Strong thesis (central idea) statements, evidence and explanation practice, exit ticket, and a single strong paragraph

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will build a strong thesis (central idea) from TOPIC + CHARGE + ANSWER, match sentence structure to a WHAT, WHY, or HOW prompt, and write a single strong paragraph that states a thesis (central idea), proves it with strong evidence, and explains what the evidence means.

I Will Statements

- I will read the prompt for clues before I begin writing.
- I will speak about my thinking, record my work, and explain how the prompt shapes my thesis (central idea).
- I will keep evidence out of the thesis (central idea) unless the task calls for it.
- I will check my thesis (central idea) for all three pieces before I move on.

I Can Statements

- I can find the TOPIC and the CHARGE in a prompt.
- I can write a thesis (central idea) with TOPIC + CHARGE + ANSWER.
- I can match my sentence structure to a WHAT, WHY, or HOW prompt.
- I can describe the setting using time, place, environment, and community.

CLASS SLIDE

Meet Our Week: The question tells you how to begin your answer.

13. Success Criteria

Students should know exactly what successful work looks like.

- I can point to the TOPIC, CHARGE, and ANSWER in my thesis (central idea).
- I can tell WHAT, WHY, and HOW prompts apart and use the right sentence type.
- I can write a clear thesis (central idea) about the setting.
- I can run the conventions sweep on my sentence.

14. Evidence That Will Demonstrate Mastery

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

- Build-A-Thesis (central idea) Race recordings with at least two strong thesis (central idea) statements.
- Independent Thesis (central idea) Builder statements for WHAT, WHY, and HOW.
- Turn-and-Teach explanation of the three thesis (central idea) pieces.
- A single strong paragraph that states a thesis (central idea), proves it with strong evidence, and explains what the evidence means.

15. TEKS Correlations

The Student Expectation column preserves the Grade 4 wording from the lesson plan.

TEKS	Strand	Student Expectation	Where Taught / Practiced / Assessed
4.11(B)(i)	Writing Process	develop drafts into a focused, structured, and coherent piece of	Days 1-5; writing assignment

		writing by organizing with purposeful structure, including an introduction	
4.12(B)(i)	Informational Writing	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5; exit ticket; writing assignment
4.12(B)(ii)	Informational Writing	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Single strong paragraph practice
4.12(B)(iii)	Informational Writing	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 2 and 5
4.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 3 and additional writing
4.11(C)(ii)	Revising	revise drafts to improve word choice	Day 2 and Day 4
4.11(D)(vi)	Editing	edit drafts using standard English conventions, including past tense of irregular verbs	Day 3 conventions sweep
4.11(D)(viii)	Editing	edit drafts using standard English conventions, including plural nouns	Day 3 conventions sweep
4.11(D)(x)	Editing	edit drafts using standard English conventions, including proper nouns	Day 4 conventions sweep
4.11(D)(xxxiii)	Editing	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns	Day 3 conventions sweep

16. Standards Coverage Matrix

The primary, spiral, and recursive standards are visible in the tasks named below.

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	4.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Days 1-5; paragraph opening
PRIMARY	4.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5; exit ticket
PRIMARY	4.12(B)(ii) , 4.12(B)(iii)	compose informational texts using genre characteristics and craft	Sentence structure, word choice, and paragraph practice
RECURSIVE	4.11(C)(i) , 4.11(C)(ii)	revise drafts to improve sentence structure and word choice	Days 2-4; additional writing
RECURSIVE	4.11(D)(vi) , 4.11(D)(viii) , 4.11(D)(x) , 4.11(D)(xxxiii)	edit drafts using standard English conventions	Conventions Sweep

17. ELPS Correlations

Students listen, speak, read, and write as they identify prompt clues and build a thesis (central idea).

ELPS	Domain	Student Expectation	Day Addressed
ELPS 4(C)(i)	Writing	write using a combination of both high-frequency words and content-area vocabulary	Days 2-5
ELPS 4(D)(i)-(iii)	Writing	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 2-5
ELPS 4(F)(i)-(iii), (v)-(vii)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content, style, and register for purpose and audience	Days 1-5
ELPS 4(F)(ix)-(x)	Writing	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content and style for purpose and audience	Days 1 and 3

ELPS Woven Into Intervention

ELPS	Complete Student Expectation	Day Addressed
ELPS 4(D)(ii)	write content-area texts using a variety of sentence types	Intervention
ELPS 4(E)(ii)	write content-area-specific text using grammatical structures	Intervention

ELPS Woven Into Enrichment

ELPS	Complete Student Expectation	Day Addressed
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary	Enrichment
ELPS 4(F)(xiii)-(xiv)	write to explain or justify with supporting evidence using appropriate content and style for purpose and audience	Enrichment

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways.

Proficiency Level	Language Objective
Pre-Production	Point to WHAT, WHY, or HOW and use a sentence frame.
Beginning	Complete orally: "The question asks me to ____, so I begin by ____."
Intermediate	Use the frame, "My thesis (central idea) begins by answering ____ because ____."
High Intermediate	Explain how the wording of a question determines the beginning of the response.
Advanced	Independently build a thesis (central idea), then explain why its wording answers the question.

Language Supports

- Offer oral rehearsal before writing.
- Keep the grade-level question intact and define one needed word.
- Use the DOT habit for unfamiliar words and the TRACKS habit for kinds of textual evidence.
- Invite students to explain an idea in their home language before rehearsing in English.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear a thesis (central idea) and decide whether it is WHAT, WHY, or HOW.
Speaking	Students name the clue and teach a partner the three thesis (central idea) pieces.
Reading	Students reread the passages for setting details and evidence.
Writing	Students write WHAT, WHY, and HOW thesis (central idea) statements and run a conventions sweep.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage aloud, reread it, and let students use the Three Pieces chart, the Thesis (central idea) Types chart, the Setting anchor chart, and sentence frames. Provide oral rehearsal.	Choose the student's topic and charge, write the thesis (central idea), or decide the answer.

The student must still pull the topic and charge from the prompt, choose the sentence type, and write the answer.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Independence	Evidence
Literal			

	Identify the TOPIC and CHARGE in a prompt.	Supported; the teacher may reread the prompt.	The student boxes the topic and underlines the charge.
Inferential	Decide whether a prompt is WHAT, WHY, or HOW and choose the sentence type.	Guided early; independent by Use Again.	The student labels the type and matches the structure.
Evaluative	Build a complete thesis (central idea) with all three pieces.	Independent by the Independent Thesis (central idea) Builder.	The student writes TOPIC + CHARGE + ANSWER.

22. The Five Thinking Levels

Use this progression to name the level of thinking a task and a student response require.

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Student follows directions or repeats information exactly as taught.
Level 2	Orange	Emergent	Student begins trying ideas independently but may be uncertain.
Level 3	Yellow	Visible	Student connects ideas directly to textual evidence.
Level 4	Green	Independent	Student combines evidence with personal reasoning.
Level 5	Blue	Reflective	Student connects evidence to broader understanding.

Thesis (central idea) Types Chart

Prompt Type	Sentence Habit	Helpful Clue
WHAT	Simple sentence	facts / details
WHY	Complex sentence	subordinating conjunction + reason
HOW	Simple sentence	preposition + method / connection

23. Possible Teacher Misconceptions

Misconception	What a Teacher Might Miss	Self-Correction
A quote is automatically strong evidence.	A copied sentence may not prove the thesis (central idea).	Ask what the evidence proves and what the explanation means.
A thesis (central idea) can begin with a copied question.	The response may not answer the question directly.	Model a direct opening that sets up what the paragraph will prove.
Evidence explains itself.	The student may give proof without explaining its meaning.	Use: "This evidence proves ____ because ____."

24. Possible Student Misconceptions

What Students May Misunderstand	What the Teacher May Notice	Correction
The thesis (central idea) is the whole paragraph.	The student puts every detail in the first sentence.	Keep the beginning focused; save evidence and explanation for the paragraph.
A quote is automatically strong evidence.	The student copies words without connecting them to the idea.	Ask what the proof means.
The question can be ignored after reading.	The response begins with an unrelated fact.	Return to the question and answer it directly.

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standards and breakouts being taught: [4.11\(B\)\(i\)](#) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; [4.12\(B\)\(i\)](#) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. Supporting work includes [4.12\(B\)\(ii\)](#), [4.12\(B\)\(iii\)](#), revision, and the conventions listed in the lesson plan.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	I begin my response by answering the question directly and setting up what my paragraph will prove.
4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write a clear thesis (central idea), prove it with strong evidence, and explain what the evidence means.
4.11(C)(i) revise drafts to improve sentence structure	I can reread my sentence and make its structure clearer.
4.11(C)(ii) revise drafts to improve word choice	I can choose precise words that match my thinking.

27. This Week I Can...

This week I can build a strong thesis (central idea) from TOPIC + CHARGE + ANSWER, match my sentence structure to the prompt, and begin a single strong paragraph.

28. Before I Can... Prerequisites

- Read a passage and identify its important ideas.
- Recognize a writing question as the task a writer must answer.
- Write a complete sentence.
- Use the DOT habit to mark an unfamiliar word.
- Use TRACKS to find the kinds of textual evidence.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner what a thesis (central idea) does at the beginning of a response. Name one piece of evidence and explain what that proof means."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I read the prompt before I begin.
thesis (central idea)	the clear main idea a response will prove	My thesis (central idea) begins by answering the question.
evidence	proof from the text	My evidence proves my thinking.
explanation	thinking about what the evidence means	My explanation shows what the proof means.

31. Conventions Connection

Run the conventions sweep on each thesis (central idea): past tense of irregular verbs, plural nouns, proper nouns, and correct spelling of words with grade-appropriate orthographic patterns. The first word begins with a capital letter and the sentence ends with punctuation.

32. Writing Connection

The question tells you how to begin. A strong thesis (central idea) answers directly and sets up what the paragraph will prove. Evidence proves while explanation tells what the proof means.

33. Watch Out!

Common misconception: students may begin with a weak or unrelated statement. **Teacher move:** return to the question, answer it directly, and ask what the paragraph will prove.

34. Ready Check

Read one prompt aloud: "Why is the setting important in Tayanita's village?" Ask students to identify the TOPIC, CHARGE, and ANSWER. Use responses to decide who needs oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students identify TOPIC + CHARGE + ANSWER.
- Students match a simple, complex, or preposition sentence to WHAT, WHY, or HOW.
- Students begin by answering the question directly.
- Students distinguish evidence from explanation.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"Before we begin, let's preview the words we will use to talk about prompts, thesis (central idea) pieces, and setting - everyday words, academic words, and words from our two passages."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
topic	what something is about	The topic is ____.
answer	your response to a question	My answer is ____.
ask	to put a question	The prompt asks me to ____.
begin	to start	I begin my response by ____.
build	to make part by part	I build my thesis (central idea) by ____.
reason	why something is true	One reason is ____.
clue	a hint that helps you decide	The clue word is ____.
strong	powerful and clear	A strong thesis (central idea) ____.
match	to go together correctly	My sentence matches the prompt because ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the clear main idea a response will prove	My thesis (central idea) is ____.
charge	what the prompt is asking you to do	The charge is to ____.
evidence	proof from the text	My evidence is ____.
explanation	thinking about what the evidence means	My explanation shows ____.
response	the writing you build to answer the prompt	My response begins with ____.
complex sentence	a sentence with a subordinating conjunction	A complex sentence uses ____.
simple sentence	a sentence with one complete thought	A simple sentence states ____.
subordinating conjunction	a word like because or since that adds a reason	I use ____ to show a reason.
preposition	a word like through or by that names a method	I use ____ to name the method.
inference	an idea built from clues and thinking	I infer that ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
Magna Carta	MAG-nuh KAR-tuh	a 1215 document that limited the king's power	The Magna Carta ____.
Runnymede	RUN-ee-meed	the place in England where the Magna Carta was sealed	At Runnymede, ____.
barons	BAIR-uhn	powerful landowners who wanted the king to follow rules	The barons ____.
Caddo	KAD-oh	a Native American people of the Piney Woods	The Caddo village ____.
Piney Woods	PY-nee woodz	a forested region of East Texas	In the Piney Woods, ____.
mound	mownd	a tall built-up hill used for important events	The mound ____.
Three Sisters	three SIS-terz	corn, beans, and squash grown together	The Three Sisters ____.
harvest	HAR-vist	the gathering of ripe crops	A successful harvest meant ____.
trade	trayd	to exchange goods with others	They trade ____ for ____.
constitution	kon-stih-TOO-shun	a written plan of a government's rules and powers	The U.S. Constitution ____.

For more practice with academic words, use the words in oral rehearsal, writing, and explanation.

39. Background Knowledge & Teacher Context

What the teacher needs to know. "A Promise Written Long Ago" is an informational text about the Magna Carta, which limited the king's power, established that even a ruler must follow the law, and later influenced the U.S. Constitution. "Morning in the Village" is a narrative about a day in a Caddo village in the Piney Woods, where the river, fields, mound, and community shape daily life.

More Background for the Teacher. Both passages stay the same across the four Cluster 1 modules; the text grows in length, detail, vocabulary, evidence density, and conceptual demand from module to module. In Module 2, students focus on building a strong thesis (central idea). The literary focus is setting - time, place, environment, and community.

40. Materials Needed

Category	Items
Core print materials	Printed passages, interactive notebooks, sentence strips, and anchor charts
Activity materials	Gameboard path, spinner labeled WHAT / WHY / HOW, and task cards
Writing materials	Pencils, glue, scissors, and student-selected markers
Assessment materials	Exit ticket, writing assignment, and progress tracker

41. Preparation Before Day 1

- ☐ Prepare the Three Pieces to a Thesis (central idea) chart: TOPIC + CHARGE + ANSWER.
- ☐ Prepare the Thesis (central idea) Types chart: WHAT, WHY, HOW.
- ☐ Prepare the Setting anchor chart: Time, Place, Environment, Community.
- ☐ Prepare the DOT reminder and the TRACKS evidence chart.
- ☐ Print both passages and the task cards.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	Gather + Reveal	Classify WHAT, WHY, and HOW; reveal TOPIC + CHARGE + ANSWER.
Day 2	15 MINUTES	Attempt	Build-A-Thesis (central idea) Race.
Day 3	15 MINUTES	Discuss + Use	Build thesis (central idea) statements and run the conventions sweep.
Day 4	15 MINUTES	Award + Target	Recognize a strong thesis (central idea) and choose a next step.
Day 5	15 MINUTES	Explain to Others	Teach the three pieces and return to the overarching question.

43. Tiny Times Transition

A Tiny Time is a quick movement routine that reinforces the question-first habit.

- Read one WHAT, WHY, or HOW prompt.
- Students name the TOPIC, CHARGE, and ANSWER.
- Students say, "The question tells me how to begin my answer."

Citizenship & Content Connection

44. The Citizenship Connection

This module connects the ideas of fairness, rights, community, cooperation, and responsibility to the two passages.

Element	This Module
Suitability	A natural fit. The Magna Carta shows limits on government power and protection of rights. The Caddo village shows people working together.
Focus	Fairness, justice, community, cooperation, and responsible decisions.
Historical / Content Connection	The Magna Carta was created at Runnymede in 1215. The Caddo village is near a river in the Piney Woods.
Perspective Connection	Rules should apply to everyone, and people can keep communities strong by working together.
Literacy-to- Citizenship Connection	Reading a question closely helps a writer make a responsible decision about how to begin.
Citizenship Question	How can people and leaders help a community become fair and strong?
Teacher Script	<i>"When you read closely, you can understand what a question asks and respond with care."</i>

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Three Pieces to a Thesis (central idea)

TOPIC	CHARGE	ANSWER
the important noun or subject	what the prompt is asking you to do	your clear response to that charge

Thesis (central idea) Types Chart

Prompt Type	Sentence Habit	Helpful Clue
WHAT	Simple sentence	facts / details
WHY	Complex sentence	subordinating conjunction + reason
HOW	Simple sentence	preposition + method / connection

Evidence and Explanation Chart

Part	What It Means	Student Language
Thesis (central idea)	the answer to the question	My thesis (central idea) answers ____.
Evidence	proof from the text	My evidence proves ____.
Explanation	what the proof means	This evidence shows ____.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As strong readers, we use the DOT habit while we read the passages in our Interactive Notebooks. DOT stands for three steps: Dot, Discover, Drop."

DOT: place a small dot above any unfamiliar word. **Discover:** discover the meaning as we learn together. **Drop:** erase the dot once you know the meaning.

TRACKS REMINDER

As we read, we use TRACKS to find Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting. Because this module focuses on setting, pay special attention to the S evidence.

47. Student Source Passage(s)

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

Passage 1: "A Promise Written Long Ago" (Stamina: Medium)

- [1] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.
- [2] England was very different in the early 1200s. Most people worked on farms and lived in small villages. Kings held a great deal of power and made many decisions for the country. People were expected to follow the king's orders, even if they did not agree with them. Because kings had so much authority, many people worried about what could happen if a ruler made poor choices.
- [3] King John faced many challenges during his time as ruler. He spent large amounts of money fighting wars, and those wars were often unsuccessful. To pay for them, he demanded more taxes from the people. Many barons believed the taxes were too high. They felt the king was asking for money without listening to their concerns. As time passed, their frustration continued to grow.
- [4] The barons wanted the king to follow rules. They believed even the king should not have complete power. So, they forced King John to meet them at Runnymede. There, the Magna Carta was agreed to and sealed.
- [5] The meeting at Runnymede was important because it gave the barons an opportunity to express their concerns. They wanted clear limits on the king's authority. They believed leaders should be responsible for their actions and should not be allowed to make decisions without considering the people they governed. Although King John did not like the agreement, he sealed the document because he faced strong pressure from the barons.
- [6] The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. It also protected certain rights of the people. For example, it said that free men could not be punished without a lawful judgment.
- [7] This idea was very unusual at the time. Before the Magna Carta, kings often had the ability to make decisions without being questioned. The Magna Carta introduced the idea that even rulers must obey laws. This helped create a system that was more fair and balanced. It also gave people greater confidence that they would be treated justly.
- [8] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. Because of this, the document shows that people long ago cared about fairness and justice.
- [9] The Magna Carta addressed several concerns that people had about government. It encouraged the idea that leaders should listen to others and follow established laws. While the document did not solve every problem in England, it represented an important step toward limiting government power and protecting individual rights.
- [10] Over time, the Magna Carta became known as one of the most influential documents in history. Many leaders and governments studied its ideas. They recognized that laws should apply to everyone and that governments should respect the rights of citizens. These ideas spread beyond England and influenced countries around the world.
- [11] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.
- [12] When American leaders met to create a new government, they wanted to avoid giving too much power to one person or group. They believed government officials should follow laws and be held accountable for their actions. Some of these beliefs can be traced back to ideas found in the Magna Carta. Although the documents were written hundreds of years apart, they share important principles about fairness, rights, and government

power.

[13] The influence of the Magna Carta can still be seen today. Courts, lawmakers, and government leaders continue to support ideas such as equal treatment under the law and the protection of individual rights. These principles help guide decisions and remind leaders that their authority has limits.

[14] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. Its message has lasted for more than 800 years because it teaches an important lesson: good governments protect the rights of people and follow the law. The Magna Carta began as an agreement between a king and a group of barons, but its ideas eventually influenced millions of people around the world. Because of its lasting impact, it remains one of the most important documents in history.

Passage 2: "Morning in the Village" (Stamina: Medium)

[1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[3] Tayanita liked the early morning hours. The village felt peaceful before the day became busy. Smoke drifted from cooking fires, and the smell of food filled the air. Birds called from the trees, and the river moved quietly nearby.

[4] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the "Three Sisters" because they helped each other grow. Tayanita didn't understand all of it, but she knew they needed all three to have enough food.

[5] The fields were important to the village. Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months. Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.

[6] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.

[7] Although she did not understand everything her uncle was saying, she enjoyed listening to the adults talk about farming. They seemed to know exactly what the land needed. Tayanita hoped that one day she would learn those things too.

[8] As the morning continued, the sun climbed higher into the sky. The workers moved steadily through the fields. Some people carried tools, while others checked on the growing crops. Children helped where they could, learning important skills from their families.

[9] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.

[10] Her grandfather told her that many generations of Caddo people had helped build the mound. It was a place where leaders met, ceremonies were held, and community decisions were discussed. Tayanita liked standing at the top because it allowed her to see almost the entire village.

[11] From there, she could spot people working near the fields, children playing near their homes, and smoke rising from cooking fires. Beyond the village, the thick Piney Woods seemed to stretch forever. The forests provided wood, food, and protection for the people who lived there.

[12] As they climbed down from the mound, Tayanita's grandfather pointed toward the river. Several people were gathering water while others prepared canoes. The river was an important part of daily life. It provided water for cooking and cleaning, and it helped people travel to nearby communities.

[13] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.

[14] The visitors displayed carefully made pottery decorated with patterns. Some carried stone tools, while others brought items their village was known for making. The Caddo people exchanged food and other goods.

The trade helped both villages get things they needed.

[15] Tayanita listened as adults talked with one another. Some discussed hunting, while others shared news about nearby communities. The visitors told stories about places they had traveled and people they had met. Tayanita enjoyed hearing about areas beyond her own village.

[16] She noticed that the visitors were treated with respect. Even though they came from another village, they were welcomed warmly. Her family believed that trade and cooperation helped communities stay strong.

[17] As the afternoon turned to evening, families began preparing meals. Children returned home, and workers finished their tasks for the day. The sounds of conversation filled the village as people gathered together.

[18] Tayanita helped carry food while her mother prepared dinner. She thought about everything she had seen that day. She had helped in the fields, visited the mound, watched traders arrive, and learned more about her community.

[19] As the day ended, she looked around her village. It was busy, but it also felt like home.

[20] The glowing light from the evening fires spread across the village. Families shared meals, told stories, and laughed together. Tayanita felt proud to be part of a community where people worked together and helped one another.

[21] Before going inside, she looked one last time at the homes, the fields, and the trees surrounding the village. Tomorrow would bring another busy day, but she knew she would be ready. Surrounded by family, friends, and traditions that had been passed down for generations, Tayanita felt thankful for the place she called home.

48. Student Annotation Guide

Students use the DOT habit for unfamiliar words and TRACKS for the kinds of textual evidence.

A Promise Written Long Ago

TRACKS	Evidence
T - Time	In the year 1215
R - Reactions	limited the king's power
A - Actions	demanded more taxes from the people
C - Character / Concept	Magna Carta
K - Key Knowledge	free men could not be punished without a lawful judgment
S - Scenery / Setting	lived in small villages

Morning in the Village

TRACKS	Evidence
T - Time	The sun was just starting to come up
R - Reactions	trade and cooperation helped communities stay strong
A - Actions	Families worked together to plant, water, and harvest the crops
C - Character / Concept	Tayanita
K - Key Knowledge	Corn, beans, and squash grew in long rows
S - Scenery / Setting	a Caddo village near a river in the Piney Woods

49. TRACKS Evidence Highlighting

Before students build a response, they reread both passages and TAP the TRACKS to find six kinds of measurable evidence.

Letter	Category	What to Look For	Highlight Color
T	Time	Age, era, dates, cultural details, or historical details.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes.	Pastel Yellow
C	Character, Concept	People's names or major concepts used as the central idea.	Pastel Yellow
K	Key Knowledge	All other important information necessary to the meaning.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged through the five senses.	Pastel Green

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: day, stage, group, minutes, purpose, teacher script, student task, check, access, misconception, and product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather by classifying thesis (central idea) statements as WHAT, WHY, or HOW, then reveal the three pieces of a thesis (central idea) and the sentence type that matches each prompt.

Standard	Focus
4.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction
4.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea
ELPS 4(F)(ix)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

GATHER - Listen and Label

TEACHER SCRIPT

"Do not write while I am speaking. Listen for the sentence clue. If you hear a fact or identification, think WHAT. If you hear a reason relationship such as because, think WHY. If you hear a method or connection such as through, think HOW."

Read aloud: "The Magna Carta is a document that limited the king's power." - WHAT; "The Magna Carta was important because it limited the king's power and protected rights." - WHY; "The author shows the Magna Carta's influence through a comparison with the U.S. Constitution." - HOW; "Tayanita's village is a Caddo community near a river in the Piney Woods." - WHAT; "The setting matters because the land, river, and community support daily life." - WHY; "The author shows the setting through details about farming, trade, and the river." - HOW.

REVEAL - The Three Pieces

CLASS SLIDE

TOPIC + CHARGE + ANSWER. WHAT = simple sentence; WHY = complex sentence; HOW = simple sentence with a preposition. The question tells you how to begin.

Model WHY: "The setting is important because it shows how people work together to grow food and trade goods." Model HOW: "The author shows the setting through details about farming and trading in the village."

Embedded check: Students name the TOPIC, CHARGE, and ANSWER. **Student product:** labeled notes and one modeled thesis (central idea).

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: students attempt the module skill through Build-A-Thesis (central idea) Race: spin a prompt type, identify the topic and charge, add an answer, and build the matching sentence structure.

Standard	Focus
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4.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
4.11(C)(ii)	revise drafts to improve word choice
ELPS 4(D)(iii)	write content-area texts using a variety of transition words

ATTEMPT - Build-A-Thesis (central idea) Race

CLASS SLIDE

Spin WHAT, WHY, or HOW. Draw a task card. Identify the TOPIC. Identify the CHARGE. Add an ANSWER. Build the correct sentence type. Explain why your sentence matches the prompt.

Card	Prompt	Answer
1	What is the setting of Tayanita's village?	The setting is a Caddo village near a river where people live and work together.
2	Why is the setting important in the village?	The setting is important because "Corn, beans, and squash grew in long rows," which shows how people depend on farming.
3	How does the author show the setting of the village?	The author shows the setting through details like "Corn, beans, and squash grew in long rows" and "They brought pottery and tools to trade."
4	What kind of environment is described in the village?	The environment is a forested area near water where people farm and gather.
5	Why do visitors come to the village?	Visitors come because "They brought pottery and tools to trade," which shows the importance of sharing resources.
6	How does the author show why the Magna Carta mattered?	The author shows why the Magna Carta mattered through details such as "The Magna Carta was important because it limited the king's power" and "It also protected certain rights of the people."

Quick check: Did we include TOPIC + CHARGE + ANSWER? Did we answer the exact prompt? Does the sentence structure match WHAT, WHY, or HOW?

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: students discuss the pattern of prompt clues, independently build WHAT, WHY, and HOW thesis (central idea) statements, and run a conventions sweep.

Standard	Focus
4.12(B)(i)	compose informational texts using a clear central idea
4.11(C)(i)	revise drafts to improve sentence structure
4.11(D)(vi)	edit drafts using standard English conventions, including past tense of irregular verbs
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

DISCUSS - The Pattern

TEACHER SCRIPT

"Connect to the Overarching Question: How does the wording of the prompt guide the thesis (central idea)?"

Ask: What did the prompt tell you to do? Where did you find the topic? What words revealed the charge? What sentence structure matched the prompt? How did the prompt help you decide how to begin?

USE AGAIN - Independent Thesis (central idea) Builder

For each prompt, box the TOPIC, underline the CHARGE, label it WHAT, WHY, or HOW, write a thesis (central idea) with TOPIC + CHARGE + ANSWER, and check the sentence structure.

Possible responses: "The setting is a Caddo village near a river where people grow food and live together." "The setting is important because 'Corn, beans, and squash grew in long rows,' which shows how people depend on farming for survival." "The author shows the setting through details like 'Corn, beans, and squash grew in long rows' and 'They brought pottery and tools to trade.'"

TEACHER SCRIPT

"Accept other accurate responses that contain all three thesis (central idea) pieces and match the intended prompt structure."

Conventions Sweep: Read: "King John made unfair decisions. The barons wanted rules." Find one proper noun, one past-tense irregular verb, one plural noun, and one word you can check for a grade-appropriate spelling pattern. Answer key: proper noun = King John; past-tense irregular verb = made; plural nouns = decisions, barons, rules.

Student product: three labeled thesis (central idea) statements and one conventions sweep.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: students recognize the strong thesis (central idea) they built and set a precise next goal.

Standard	Focus
4.11(C)(ii)	revise drafts to improve word choice
4.11(D)(x)	edit drafts using standard English conventions, including proper nouns
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

AWARD + TARGET

Circle or underline the thesis (central idea) you built best. Tell a partner: "My thesis (central idea) is strong because it includes ____, ____, and ____." Choose one next step: identify the charge more carefully; use all three thesis (central idea) pieces; match sentence structure to the prompt; upgrade vocabulary accurately.

CLASS SLIDE

Curiosity Questions: "Can one missing piece weaken your whole response?" "How do authors use strong beginnings in their writing?"

Student product: an award reflection, a specific target, and one revised thesis (central idea).

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: students teach a partner how to build a thesis (central idea) from the three pieces, proving understanding by explaining the formula.

Standard	Focus
4.12(B)(iii)	compose informational texts using craft
ELPS 4(F)(ii)	

	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose
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EXPLAIN TO OTHERS

Teach a partner how to find the TOPIC, how to find the CHARGE, how to add the ANSWER, and how WHAT, WHY, and HOW change the sentence structure.

TEACHER SCRIPT

"The prompt helps me build my thesis (central idea) because _____. First I find _____. Then I find _____. Finally, I _____."

CLASS SLIDE

We Can Answer Our Question: The prompt reveals the TOPIC and CHARGE, WHAT, WHY, and HOW tells us what kind of relationship to express, and we add the ANSWER to build a complete thesis (central idea).

Teacher Closing Encouragement

TEACHER SCRIPT

"You took control of how you begin your thinking today. When you understand how to build a thesis (central idea), you are no longer guessing - you are constructing meaning with purpose. Keep using the three pieces and the sentence types, and your confidence and clarity will grow."

Student Exemplars

Prompt: Why is the setting important to the people in Tayanita's village? Write a WHY thesis (central idea) with all three pieces.

51. Low / Developing Exemplar

Field	Detail
Student response	The setting is important.
What is working	The student names the topic and gives a general statement.
What needs improvement	Add the answer and a reason with "because" to match the WHY prompt.
Teacher note	The thesis (central idea) is missing the charge-answer connection and the WHY reason.

52. Medium / Approaching Exemplar

Field	Detail
Student response	The setting is important because people grow food there.
What is working	A WHY thesis (central idea) with topic, charge, and a reason using "because."
What needs improvement	Sharpen the answer to name how the setting supports the community.
Teacher note	The answer is accurate but general and does not yet point to specific setting details.

53. High / Secure Exemplar

Part	Example
Strong thesis (central idea)	The setting is important because it shows how people work together to grow food and trade goods.
Why it works	It includes the topic, charge, and precise answer in a complex sentence with "because."

Additional Secure Exemplars

Type	Strong Thesis (central idea)	Why It Works
WHAT	The Magna Carta is a document that limited the king's power.	States information directly.
WHY	The Magna Carta was important because it limited the king's power and protected rights.	Answers WHY with a reason.
HOW	The author shows the setting through details about farming and trading in the village.	Answers HOW with a method.

Evidence and Explanation

Response Part	Text from the Model	Why It Works
Evidence	"Corn, beans, and squash grew in long rows."	Gives text proof about the setting.
Explanation		

	This evidence shows that people depended on the fields and worked together to grow food.	Tells what the proof means.
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Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

A student who understands this module can identify the TOPIC, CHARGE, and ANSWER; tell WHAT, WHY, and HOW prompts apart; write a clear thesis (central idea) that matches the prompt; and explain that evidence proves while explanation tells what the proof means.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	TEACH	Students classify thesis (central idea) statements.
T2	Day 1 Reveal	TEACH	Three pieces and sentence types are modeled.
L3	Day 2 Attempt	LEARN	Prompts are matched to thesis (central idea) statements.
L4	Day 3 Discuss	LEARN	Students explain how prompt wording guides the beginning.
A5	Day 3 Use	ASSESS	Independent WHAT, WHY, and HOW thesis (central idea) statements.
A6	Day 4 Award	ASSESS	Student names a demonstrated strength.
A7	Day 4 Target	ASSESS	Student chooses a precise next step.
A8	Day 5 Explain	ASSESS	Student teaches the formula accurately.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a thesis (central idea) that matches WHAT, WHY, or HOW.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two Medium Stamina passages, the Three Pieces chart, the Thesis (central idea) Types chart, task cards, and notebooks.
Task	Students identify topic and charge, add an answer, match the sentence structure, and explain the thinking.
Expected Response	Students build a complete thesis (central idea) that begins by answering the question directly.

Assessment Prompt Bank

Prompt	Prompt Type	Expected Thesis (central idea)
What is the setting of Tayanita's village?	WHAT	The setting is a Caddo village near a river where people grow food and live together.
Why is the setting important to the people in the village?	WHY	The setting is important because it shows how people work together to grow food and trade goods.

How does the author show the setting of the village?	HOW	The author shows the setting through details about farming and trading in the village.
--	-----	--

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

Standard: **4.12(B)(i)** (clear central idea) | **Student-Friendly Target:** I can build a thesis (central idea) that begins by answering the question directly.

Directions: Read this prompt: Why is the setting important in Tayanita's village? Identify the TOPIC, CHARGE, and ANSWER. Write a thesis (central idea).

1. Selected response. This prompt asks for: ☐ WHAT ☐ WHY ☐ HOW

2. Constructed response. Write one strong thesis (central idea):

3. Label the three pieces. TOPIC: _____ CHARGE: _____ ANSWER: _____

4. Explain. What would strong evidence prove, and what would your explanation tell?

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	WHY.	WHY asks for a reason.	2	4.12(B)(i)
2	The setting is important because it shows how people work together to grow food and trade goods.	Begins by answering directly and sets up what the paragraph will prove.	4	4.11(B)(i) , 4.12(B)(i)
3	TOPIC = setting; CHARGE = explain why it is important; ANSWER = it shows how people work together to grow food and trade goods.	All three pieces are present.	2	4.12(B)(i)
4	Evidence should prove the thesis (central idea); explanation should tell what the proof means.	Distinguishes evidence from explanation.	2	4.12(B)(iii)

59. Scoring Principle

Score the primary standards, the accuracy of the prompt type, the three thesis (central idea) pieces, and the explanation of evidence. A student who writes a thesis (central idea) that answers the exact question earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Write a single strong paragraph using evidence and explanation.

7-8	70-89%	Developing	Reteach the missing thesis (central idea) piece.
5-6	50-69%	Emerging	Use the Three Pieces chart and oral rehearsal.
0-4	Below 50%	Beginning	Reteach prompt type and direct answering.

61. Recommended Gradebook Label

Gradebook label: "G4 C1 M2 Build a Strong Thesis (central idea)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11(B)(i) ; 4.12(B)(i) ; 4.12(B)(ii) ; 4.12(B)(iii)
Supporting TEKS	4.11(C)(i) ; 4.11(C)(ii) ; 4.11(D)(vi) ; 4.11(D)(viii) ; 4.11(D)(x) ; 4.11(D)(xxxiii)
Purpose	Students write a single strong paragraph that states a thesis (central idea), proves it with strong evidence, and explains what the evidence means.
Exact Student Prompt	Why is the setting important to the people in Tayanita's village?
Exact Student Directions	Read the question closely. Begin by answering it directly. Write one thesis (central idea), add strong evidence, and explain what the evidence means.
Non-Negotiable Expectations	The opening sentence answers the question directly and sets up what the paragraph will prove.

63. Student Planning Frame

1. Read the question and identify the TOPIC.
2. Identify the CHARGE.
3. Write the ANSWER in a direct opening sentence.
4. Choose strong evidence from the passage.
5. Explain what the evidence means.
6. Run the conventions sweep.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Thesis (central idea)	Directly answers the question and sets up the paragraph.	Answers the question clearly but is general.	Related idea without a clear answer.	Names only a topic.
Evidence	Strong, relevant text evidence proves the thesis (central idea).	Relevant evidence is present.	Evidence is weakly related.	No text evidence.
Explanation	Explains what the proof means.	Explains the link generally.	Restates evidence.	No explanation.
Organization	Single strong paragraph has a focused beginning.	Paragraph is mostly focused.	Some parts are out of order.	No clear structure.
Conventions and vocabulary	Uses precise words and Grade 4 conventions.	Mostly correct.	Some errors distract.	Meaning is unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure	Use the same opening habit with a new prompt.
14-17	70-89%	Developing	Confer on the weakest criterion.
10-13	50-69%	Emerging	Reteach thesis (central idea), evidence, and explanation.
Below 10	Below 50%	Beginning	Use the planning frame and oral rehearsal.

66. Teacher Feedback Shortcuts

- Strength: "You answered the question directly at the beginning."
- Strength: "Your evidence proves your thesis (central idea)."
- Target: "Explain what the proof means."
- Target: "Choose a more precise word that matches your thinking."
- Conventions: "Run the conventions sweep."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help finding the topic and charge or writing a complete thesis (central idea).
Group Size	Small group
Time	10-12 minutes
Materials	Three Pieces chart, Thesis (central idea) Types chart, both passages, and sentence frames
Relevant TEKS	4.11(B)(i) and 4.12(B)(i)

Step 1: identify the topic. **Step 2:** identify the charge. **Step 3:** add the answer. **Step 4:** read the thesis (central idea) aloud and ask what the paragraph will prove.

TEACHER SCRIPT

"If your sentence is missing one piece, it is not complete. The question tells you how to begin."

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to find the topic and charge.	Students point to both pieces.	Students copy the whole question.	Point to the important noun and the action in the prompt.
Ask students to label a prompt type.	Students say WHAT, WHY, or HOW and the clue.	Students confuse WHY and HOW.	Ask whether the prompt asks for information, a reason, or a method.
Ask students to write a thesis (central idea).	Students include all three pieces.	Students write a fragment.	Require a complete sentence with topic, charge, and answer.
Ask what evidence means.	Students explain the proof.	Students repeat the quote.	Use: "This evidence proves ____ because ____."

69. Student Support Quick Reference

If a student...	Support to Provide
Writes a fragment	Use the Three Pieces chart and a sentence frame.
Starts without answering the question	Reread the question and rehearse a direct answer.
Puts evidence in the thesis (central idea)	Remind the student to save evidence for the paragraph unless the task calls for it.
Masters quickly	Build a thesis (central idea) for another prompt from the two passages.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students to compare a thesis (central idea) about the Magna Carta with one about the Caddo village.
Materials	Both passages, notebooks, and the Three Pieces chart
Relevant TEKS	4.12(B)(i) , 4.12(B)(ii) , and 4.12(B)(iii)
Task	Write a WHAT, WHY, or HOW thesis (central idea) about each passage and explain how the question shaped each beginning.

Advanced: use the strongest thesis (central idea) to begin a single strong paragraph with two quotes from the passages, then explain what each proof means.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: How does the author show the setting of the village?

Connection to This Module: the question tells you how to begin. Write a thesis (central idea) that answers HOW, then add evidence and explanation.

1. Find the TOPIC.
2. Find the CHARGE.
3. Write the ANSWER in a direct opening sentence.
4. Add strong evidence from the passage.
5. Explain what the evidence means.

WRITING REQUIREMENT

Use at least two vocabulary words from this module's vocabulary list.

Drafting Space:

Success Criteria

- My thesis (central idea) answers the exact question.
- My evidence proves my thesis (central idea).
- My explanation tells what the proof means.

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

Revise. Read your thesis (central idea) aloud. Improve sentence structure or word choice.

Edit. Run the conventions sweep: irregular past-tense verbs, plural nouns, proper nouns, and grade-appropriate spelling patterns.

Share. Read your paragraph to a partner. Your partner identifies the thesis (central idea), evidence, and explanation.

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

Give every student a chance to hear and say the thinking, not only read it.

- Read a thesis (central idea) aloud. Students label WHAT, WHY, or HOW.
- Students name the clue that revealed the type.
- Students teach a partner the three thesis (central idea) pieces.
- Students explain what a quote proves and what the explanation means.

74. Pause Points

Pause the lesson and give students a few quiet seconds to think.

PAUSE POINT: BEFORE WRITING

What is the question asking me to do? How should I begin?

PAUSE POINT: AFTER THE THESIS (CENTRAL IDEA)

Does my thesis (central idea) answer the question directly and set up what the paragraph will prove?

PAUSE POINT: BEFORE YOU FINISH

Does my evidence prove the thesis (central idea), and does my explanation tell what the proof means?

75. At-Home Connection

These at-home tasks need little or no materials and end in a short conversation.

TASK CARD 1

Ask a question about the day. Say a direct answer as the beginning of a response.

TASK CARD 2

Share one detail from "Morning in the Village." Explain what the detail proves about the setting.

TASK CARD 3

Ask: "What is the difference between evidence and explanation?" Answer: evidence proves while explanation tells what the proof means.

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As we learn this week, you get to color in how you feel about each skill by yourself. Be honest with yourself, because this shows you how much you are growing."

Directions: If you can do it all by yourself without help, color in or check the box that matches how you feel.

I Can...	Not yet	Getting set	I can do it
Find the TOPIC and CHARGE in a prompt.			
Label a prompt WHAT, WHY, or HOW.			
Write a thesis (central idea) with all three pieces.			
Match my sentence structure to the prompt.			
Check my sentence for conventions.			

One thing I am proud of: _____

One thing I want to get better at: _____

77. Student Award

What can I already do? One thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for building a thesis (central idea):

These connect directly to the Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"You learned that the question tells you how to begin. Begin by answering the question directly, then use strong evidence to prove your thesis (central idea) and explain what the proof means."

80. Essential / Overarching Question, Answered

How can the wording of a prompt help us build a strong thesis (central idea) for WHAT, WHY, and HOW responses?

The wording tells us how to begin. We identify the TOPIC, determine the CHARGE, and add a clear ANSWER. WHAT states information, WHY explains a reason, and HOW explains a method or connection. A strong thesis (central idea) answers the question directly and sets up what the paragraph will prove. Evidence proves while explanation tells what the proof means.

81. Teacher Reflection

- Which students can find the topic and charge?
- Which students match sentence structure to WHAT, WHY, and HOW?
- Which students write a direct opening sentence?
- Which students distinguish evidence from explanation?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- Build-A-Thesis (central idea) Race statements
- Independent WHAT, WHY, and HOW thesis (central idea) statements
- Exit tickets
- Single strong paragraphs with evidence and explanation
- My Progress Tracker

Production & Implementation Support

83. Module Slide Deck Build Sheet

The slide deck follows the five-day lesson and returns to the question, the three pieces, evidence, explanation, and the answer at the end.

Slide	Title	Required Content	Lesson Location
1	Build a Strong Thesis (central idea)	Grade 4; Cluster 1; Module 2; Medium Stamina	Cover
2	Meet Our Week!	Question first; TOPIC + CHARGE + ANSWER	Learning Destination
3	The Question Tells You How to Begin	Two passages and the module idea	Day 1
4	The Three Pieces	TOPIC, CHARGE, ANSWER	Day 1
5	WHAT, WHY, or HOW?	Sentence structures and clues	Days 1-2
6	Evidence and Explanation	Evidence proves; explanation tells what the proof means	Days 1 and 5
7	Build-A-Thesis (central idea) Race	Task cards using the two passages	Day 2
8	Discuss the Pattern	Prompt wording guides the beginning	Day 3
9	Try It On Your Own!	Independent thesis (central idea) builder	Day 3
10	Award	Recognize a strong thesis (central idea)	Day 4
11	Target	Choose a next step	Day 4
12	Turn and Teach!	Teach the three pieces	Day 5
13	Exit Ticket	Build and explain a thesis (central idea)	Day 5
14	Conventions Sweep	Irregular past tense, plural nouns, proper nouns, spelling patterns	Day 3
15	Think Like an Author	Precise words raise thinking	Day 4
16	My Progress Tracker	Reflect on the five skills	Day 5
17	Low Exemplar	The setting is important.	Section 51
18	Medium Exemplar	The setting is important because people grow food there.	Section 52
19	High Exemplar	The setting is important because it shows how people work together to grow food and trade goods.	Section 53

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared screen	Show one student's TOPIC, CHARGE, ANSWER, and thesis (central idea).
Reading	Students use the DOT habit and TRACKS on a shared copy of the passages.
Partner discussion	Pairs explain how the question shaped the beginning.
Oral response	Students say the direct answer aloud before typing.
Digital tracking	Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Prove It with Strong Evidence

Grade 4 | Cluster 1 | Module 3

Grade: 4

Cluster: 1, Short Constructed Response (SCR)

Module: 3 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Prove It with Strong Evidence

Content Connection / Passage Titles: "A Promise Written Long Ago" and "Morning in the Village" (Week 3, High Stamina, SCR Informational)

Primary TEKS: [4.12B\(i\)](#), [4.12B\(ii\)](#), [4.12B\(iii\)](#) (clear central idea, genre characteristics, and craft)

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

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

The Grade 4 response strand is woven into this module wherever students read closely, select evidence, and explain why a quote proves a thesis (central idea). The verbatim TEKS wording is used.

- **4.7A** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **4.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[Woven when students compare the two passages.]*
- **4.7C** use text evidence to support an appropriate response. *[Woven wherever CSI and evidence are used.]*
- **4.7D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into evidence and summary checks.]*
- **4.7E** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Woven whenever TRACKS is used.]*
- **4.7F** respond using newly acquired vocabulary as appropriate. *[Added to the writing assignment.]*
- **4.7G** discuss specific ideas in the text that are important to the meaning. *[Woven wherever students explain why evidence is strong.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students move from guessing to knowing by proving their thinking with evidence. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"When you learn to prove your thinking with evidence, you move from guessing to knowing, and that is where true learning begins."

Connection to this week's type of thinking: students decide whether a quote connects to the prompt, supports the thesis (central idea), and helps them infer something meaningful.

2. Why This Module Matters

Students learn that quoting is not enough: the quote must be the right quote for the job. Using "A Promise Written Long Ago" and "Morning in the Village" at High Stamina, students apply CSI, Connect to the prompt, Support the thesis (central idea), and Infer additional ideas, to decide whether evidence is strong enough.

Where it fits into writing: students announce evidence with signal phrases and quotation marks, add strong evidence to a thesis (central idea), and run an evidence-sentence conventions sweep.

Why it matters beyond this assignment: students learn to choose exact words that prove an idea instead of grabbing the first quote they notice.

3. Module Essential / Overarching Question

How can we decide whether a piece of evidence is strong enough to prove our thesis (central idea)?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives every family a clear picture of the week's learning, a question to ask at home, and one simple way to help. The goal is to listen as a student explains why a quote is strong evidence.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student continues Cluster 1 with Module 3, "Prove It with Strong Evidence." The big idea is that a quote is not automatically strong evidence. Your student is learning the CSI test: strong evidence must Connect to the prompt, Support the thesis (central idea), and let the writer Infer something meaningful. Students also learn to announce a quote with a signal phrase, such as "The text says, ...," and quotation marks.

We are reading "A Promise Written Long Ago," about the Magna Carta, and "Morning in the Village," about a day in a Caddo community, at a longer, more detailed level.

Please try this at home: when your student shares an opinion, ask, "What exactly showed you that?" Choosing the strongest proof, not just any detail, is the evidence habit we practice this week.

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

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

Estimadas familias:

Esta semana su estudiante continúa el Grupo 1 con el Módulo 3, "Prove It with Strong Evidence". La gran idea es que una cita no es automáticamente evidencia fuerte. Su estudiante está aprendiendo la prueba CSI: la evidencia fuerte debe Conectar con la indicación, Apoyar la tesis e Inferir algo significativo. También aprenderá a anunciar una cita con una frase de señal, como "El texto dice, ...," y comillas.

Seguimos leyendo "A Promise Written Long Ago", sobre la Carta Magna, y "Morning in the Village", sobre un día en una comunidad Caddo, a un nivel más largo y detallado.

Por favor, intente esto en casa: cuando su estudiante comparta una opinión, pregúntele: "¿Qué te mostró exactamente eso?" Elegir la mejor prueba, no cualquier detalle, es el hábito de evidencia que practicamos esta semana.

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

7. Family Conversation Starters

- What is the difference between evidence and a summary?

- What does CSI stand for, and how does it help you choose a quote?
- Why is one quote sometimes stronger than another?
- What is a signal phrase, and why do writers use one?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity - Prove It with Exact Words

Make a claim about your day, such as "Dinner was a team effort." Then prove it with one exact detail. Ask your student to do the same: claim, then exact proof.

Family Activity - Strong or Weak?

Give a claim, then two possible proofs, one that fits and one that is off-topic. Have your student pick the stronger proof and explain why with "because."

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the idea that a quote is not automatically strong evidence.
Reveal	■ TEACH	Makes CSI and signal phrases visible.
Attempt	○ LEARN	Guided, structured strong-or-weak evidence practice.
Discuss	○ LEARN	Students clarify and justify a quote with C, S, and I.
Use	✓ ASSESS	Independent selection of evidence that proves a thesis (central idea).
Award	✓ ASSESS	Student recognizes a demonstrated evidence strength.
Target	✓ ASSESS	Student identifies and acts on a next evidence step.
Explain / Educate	✓ ASSESS	Student explains and transfers the CSI test.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 1, Module 3
Module Category	Informational Writing / Short Constructed Response (Prove It with Strong Evidence)
Primary TEKS	4.12B(i) , 4.12B(ii) , 4.12B(iii)
Primary Breakout	Compose informational texts using a clear central idea, genre characteristics, and craft.
Spiral TEKS	4.7A , 4.7B , 4.7C , 4.7D , 4.7E , 4.7F , 4.7G (Response strand); SS 4.2A and SS 4.13A (interdisciplinary content)
Recursive TEKS	4.11C(i) , 4.11C(ii) , 4.11D(i) , and 4.11D(xxv) ; the DOT and TRACKS reading habits; evidence and explanation
Content Connection	"A Promise Written Long Ago" and "Morning in the Village"
Daily Lesson Time	Exactly 15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	CSI Evidence Sort; Add-Evidence-to-the-Thesis (central idea) practice; Turn-and-Teach explanation; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (SCR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will tell evidence from a summary, use CSI to decide whether a quote is strong enough, announce a quote with a signal phrase and quotation marks, and add strong evidence to a thesis (central idea) to prove it.

I Will Statements

- I will choose short, meaningful quotes that fit the prompt.
- I will speak about my thinking, record my work, and explain why a quote is strong.
- I will check CSI before I use a quote.
- I will match my quoted words exactly to the passage.

I Can Statements

- I can tell evidence, exact words in quotation marks, from a summary.
- I can use the CSI test to decide whether a quote is strong enough.
- I can announce a quote with a signal phrase and quotation marks.
- I can add strong evidence to a thesis (central idea) to prove it.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I can point to evidence and explain why it is not a summary.
- I can run CSI on a quote and decide strong or weak.
- I can write an evidence sentence with a signal phrase and quotation marks.
- I can check my evidence sentence for conventions.

14. Evidence That Will Demonstrate Mastery

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

- The CSI Evidence Sort, with a recorded strong quote and a CSI explanation.
- The Add-Evidence-to-the-Thesis (central idea) practice, with a thesis (central idea) and strong quotes.
- The Turn-and-Teach explanation of the CSI test.
- The evidence-sentence conventions sweep.

15. TEKS Correlations

The Student Expectation column uses the exact Grade 4 wording from the lesson plan. Box every standard code when it appears.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.12B(j)	Writing Genre	compose informational texts, including brief compositions that	Days 1-2	Days 2-5	Day 5; Writing Assignment

		convey information about a topic, using a clear central idea			
4.12B(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 2	Days 3-5	Writing Assignment
4.12B(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2	Days 3-5	Writing Assignment
4.11C(i)	Revising	revise drafts to improve sentence structure	Day 3	Day 4	Conventions Sweep
4.11C(ii)	Revising	revise drafts to improve word choice	Day 2	Days 3-4	Writing Assignment
4.11D(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 3	Day 4	Conventions Sweep
4.11D(xxv)	Editing	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 3	Day 4	Conventions Sweep

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Grade 4 standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5; Day 5
PRIMARY	4.12B(ii) , 4.12B(iii)	compose informational texts using genre characteristics and craft	Days 2-5; Writing Assignment
RECURSIVE	4.11C(i) , 4.11C(ii)	revise drafts to improve sentence structure and word choice	Days 3-4; Writing Assignment
SPIRAL	4.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	4.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	4.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; SCR
SPIRAL	4.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	4.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	4.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	4.7G	discuss specific ideas in the text that are important to the meaning	Explaining moments; Day 5
RECURSIVE	4.11D(i) , 4.11D(xxxv)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement and correct spelling of high-frequency words	Day 4 Conventions Sweep
RECURSIVE	DOT / TRACKS	reading and evidence habits carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for exact quotes, discuss CSI, read both passages closely, and write an evidence sentence.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
4(F)(ix)	Writing	Supporting Evidence	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose	Day 1
4(D)(iii)	Writing	Content-Area Text	write content-area texts using a variety of transition words	Day 2
4(F)(x)	Writing	Supporting Evidence	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific purpose	Day 3
4(C)(i)	Writing	Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Day 4
4(F)(ii)	Writing	Explanation	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose	Day 5
4(E)(ii)	Writing	Grammar	write content-area-specific text using grammatical structures	Days 3-4

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students identify exact evidence, run CSI, announce quotes, and explain what the proof means.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the exact words and quotation marks in a model quote. Use gestures for connect, support, and infer.
Beginning	Complete orally: "The text says, \"_____\"."
Intermediate	Use the frame, "This quote connects to _____ and supports _____."
High Intermediate	Explain in complete sentences why a quote is strong or weak.
Advanced	Independently choose a quote, run CSI, announce it, and explain its meaning.

Language Supports

- Provide a two-column Evidence / Not Evidence visual and a CSI chart.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level passage intact. Read it aloud, define one needed word, and return the evidence choice to the student.
- Use these frames: "The text says, \"_____\"." and "This quote is strong because it connects to _____, supports _____, and helps me infer _____."
- Invite students to explain evidence in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still selects the quote, runs CSI, and writes the explanation.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear three quotes and star the one that best proves the prompt.
Speaking	Students defend a quote with C, S, and I and teach a partner the CSI test.
Reading	Students reread the passages to find exact quotes and tell strong from weak evidence.
Writing	Students add strong evidence to a thesis (central idea) with signal phrases and run an evidence-sentence sweep.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage aloud, reread it, and let students use the CSI chart, signal-phrase chart, and strong-vs-weak-evidence chart. Provide oral rehearsal and sentence frames.	Choose the student's quote, decide strong or weak for the student, or write the evidence sentence.

The student must still select the quote, run CSI, announce the evidence, and explain its meaning.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
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Literal	Tell exact quoted words from a paraphrase.	Supported on Day 1.	The student labels the quote and the summary.
Inferential	Run CSI on a quote and decide strong or weak.	Guided early, independent by Day 3.	The student explains connect, support, and infer.
Evaluative	Choose the strongest of several quotes and announce it correctly.	Independent by Day 3.	The student selects and quotes the best evidence.
Synthesis	Use two quotes and explain how they work together.	Independent challenge after mastery.	The student makes a stronger inference from combined evidence.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

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

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use the conflict and textual evidence to write a matching thesis (central idea), then apply the same shaping habit independently to a new WHY or HOW prompt.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Any quote that is true is strong.	The teacher may accept a quote without testing its fit.	Require C, S, and I for every model and student choice.
Evidence means explanation.	The teacher may accept a summary instead of exact words.	Model evidence as exact words in quotation marks, then add explanation after the quote.
A signal phrase is optional.	The teacher may overlook how the quote enters the sentence.	Require a signal phrase and quotation marks each time.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A quote is strong because it is interesting.	The student chooses a vivid detail without running CSI.	Ask, "Does it connect, support, and help you infer?"
A summary counts as evidence.	The student retells an idea without quotation marks.	Return to the passage and copy exact words.
Evidence explains itself.	The student copies a detail but does not explain what it proves.	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standards and breakouts being taught: **[4.12B(i)]** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; **[4.12B(ii)]** use genre characteristics; **[4.12B(iii)]** use craft; **[4.11C(i)]** improve sentence structure; **[4.11C(ii)]** improve word choice; **[4.11D(i)]** edit complete simple sentences with subject-verb agreement; and **[4.11D(xxv)]** edit correct spelling of high-frequency words.

26. How I Say the Standard!

TEKS says	How I say it
[4.12B(i)] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write one clear thesis (central idea), choose exact words that prove it, and explain what the proof means.
[4.12B(ii)] compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can write the kind of response the prompt asks for and use evidence from the passage.
[4.12B(iii)] compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose a short quote, announce it with a signal phrase, and make my evidence sentence clear.
[4.11C(i)] revise drafts to improve sentence structure	I can revise my evidence sentence so it is complete and easy to follow.
[4.11C(ii)] revise drafts to improve word choice	I can replace general words with precise words that show why my evidence is strong.
[4.11D(i)] edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	I can check that my evidence sentence is complete and that the subject and verb agree.
[4.11D(xxv)] edit drafts using standard English conventions, including correct spelling of high-frequency words	I can check the spelling of words I use often.

27. This Week I Can...

This week I can tell evidence from a summary, use CSI to decide whether a quote is strong enough, announce a quote with a signal phrase and quotation marks, and add strong evidence to a thesis (central idea) to prove it.

28. Before I Can... Prerequisites

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

- Read a grade-level informational passage and narrative and identify important details.
- Know that evidence is exact words from a text placed in quotation marks.
- Tell a quotation from a summary or paraphrase.

- Use the DOT habit to mark an unfamiliar word.
- Use TRACKS to find the kinds of textual evidence in a passage. **4.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one exact quote from a text we have read and explain what the quote proves."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
evidence	exact words from a text that support an idea	My evidence proves my thesis (central idea).
summary	a short retelling in your own words	A summary is not a quote.
signal phrase	words that introduce a quote	The text says, "..."
thesis (central idea)	the main idea a writer is trying to prove	My quote supports my thesis (central idea).

31. Conventions Connection

When students draft an evidence sentence, have them check complete simple sentences, subject-verb agreement, quotation marks, signal phrases, and high-frequency spelling. Revise sentence structure and word choice before the final conventions sweep. **4.11C(i)** **4.11C(ii)** **4.11D(i)** **4.11D(xxxv)**

32. Writing Connection

A strong SCR begins with a thesis (central idea), proves it with a carefully selected quote, and explains what the evidence means. Students use signal phrases and quotation marks so the reader can see where the proof begins.

33. Watch Out!

Common misconception: students think any quote is strong evidence. **Teacher move:** return to CSI. Ask whether the quote connects to the prompt, supports the thesis (central idea), and helps the writer infer something meaningful.

34. Ready Check

Read one prompt aloud: "Explain why the Magna Carta was important." Ask students to tell the difference between a summary and a quote. Use responses to decide who needs the signal-phrase chart and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students identify exact words in quotation marks as evidence, not summary.
- Students run CSI and explain each answer.
- Students announce a quote with a signal phrase and quotation marks.
- Students explain what the evidence proves and what it means.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, let's preview the words we will use to talk about evidence, CSI, and signal phrases: everyday words, academic words, and words from our two passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
quote	the exact words from a text	My quote is ____.
prove	to show something is true	I prove my idea by ____.
choose	to pick on purpose	I choose this quote because ____.
strong	powerful and clear	Strong evidence ____.
weak	not strong or convincing	Weak evidence ____.
word	a unit of language	The exact words are ____.
text	the written passage	The text says ____.
check	to test or confirm	I check my quote by ____.
match	to be exactly the same	My quote matches the text because ____.
announce	to introduce clearly	I announce my evidence by ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand evidence and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
evidence	exact words from the text in quotation marks	My evidence is ____.
support	to back up an idea with proof	This quote supports ____.
connect	to link the quote to the prompt	This quote connects to ____.
infer	to figure out something using clues	From this quote I infer ____.
signal phrase	words that announce a quote	I use the signal phrase ____.
citation	showing where the words came from	I cite the text by ____.
explanation	thinking about what the evidence means	My explanation shows ____.
thesis (central idea)	the clear main idea a response will prove	My thesis (central idea) is ____.
prompt	the question or task you answer	The prompt asks me to ____.
relevance	how closely something fits the point	This quote's relevance is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words that belong to our two passages. Knowing them helps you talk about the texts like an expert."

Word	Say It This Way	Student-Friendly Definition
Magna Carta	MAG-nuh KAR-tuh	a 1215 document that limited the king's power
Runnymede	RUN-ee-meed	the field in England where the Magna Carta was sealed
barons	BAIR-uhnz	powerful landowners who wanted the king to follow rules
negotiation	nih-goh-shee-AY-shun	talking to reach an agreement
Caddo	KAD-oh	a Native American people of the Piney Woods
Three Sisters	three SIS-terz	corn, beans, and squash grown together
mound	mownd	a tall built-up hill used for important events
pottery	POT-uh-ree	objects shaped from clay
harvest	HAR-vist	the gathering of ripe crops
Constitution	kon-stih-TOO-shun	a written plan of a government's rules and powers

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. "A Promise Written Long Ago" is a longer informational text about the Magna Carta, 1215, Runnymede, the barons' demand for limits on the king's power, and the document's lasting influence on the U.S. Constitution. "Morning in the Village" is a longer narrative about a day in a Caddo village, rich with details about farming, the mound, the river, and trade.

More background for the teacher. Both passages give students many possible quotes. That density is the point of this module: with more choices available, students must use CSI to decide which evidence is strong enough. Quoting alone is not enough: a quote must connect, support, and let the reader infer.

The Evidence Habit

Before writing, students DOT unfamiliar words and use TRACKS to find the kinds of textual evidence. They choose a short quote, run CSI, announce it with a signal phrase and quotation marks, and explain what the evidence means. **4.7G**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for CSI Evidence Sort
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards

41. Preparation Before Day 1

- ☐ Prepare the What Is Evidence / What Is Not Evidence anchor chart.
- ☐ Prepare the Strong Evidence vs. Weak Evidence chart and the CSI chart: Connect to the prompt; Support the thesis (central idea); Infer additional ideas.
- ☐ Prepare the Signal Phrases for Evidence chart: The text says...; The author states...; The passage explains...
- ☐ Prepare the Quoting Evidence Rules chart: use quotation marks; introduce with a signal phrase.
- ☐ Print the two High Stamina passages and prepare sentence strips with quotes, task cards, a gameboard path, a spinner, glue, and scissors.
- ☐ Set out interactive notebooks and pencils for the CSI Evidence Sort and Add-Evidence-to-the-thesis (central idea) practice.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Define evidence and model the CSI test with a quote from "A Promise Written Long Ago."
Day 2	15	A Attempt	Sort strong and weak evidence, choose exact words, and practice signal phrases and quotation marks.
Day 3	15	D Discuss + U Use	Discuss why one quote is stronger than another; independently add evidence to a thesis (central idea).
Day 4	15	A Award + T Target	Recognize strong evidence choices, revise word choice and sentence structure, and run a conventions sweep.
Day 5	15	E Educate and Explain to Others	Teach a partner the CSI test, complete the exit ticket, and explain why the selected quote proves the thesis (central idea).

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the evidence habit.

- Signal the class and say, "Tiny Time! Prove it!"
- Read one short quote from either passage.
- Students show thumbs up or down for strong or weak evidence.
- Students name one CSI reason, then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to fairness, justice, accountability, cooperation, responsibility, and respect.

Element	This Module
Suitability	A natural fit. "A Promise Written Long Ago" shows why limits and fair treatment matter; "Morning in the Village" shows responsibility and cooperation.
Focus	Fairness, justice, accountability, cooperation, responsibility, and respect.
Historical / Content Connection	The Magna Carta limited the king's power and protected fair treatment under the law. The Caddo village depended on everyone working together.
Perspective Connection	Strong communities protect rights, respect traditions, and understand that every person contributes.
Literacy-to-Citizenship Connection	Choosing evidence carefully helps students make claims about fairness and cooperation responsibly.
Citizenship Question	"How do rules, responsibility, and cooperation help people live together?"
Teacher Script	<i>"When you choose evidence, you are responsible for proving your thinking. Fair decisions depend on careful attention to facts."</i>
Accuracy / Source Note	Use only the two passages in this guide for models and examples.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

DOT Reading Habit

D - Dot	O - Observe	T - Think
Mark a word you do not know.	Look at the surrounding words and details.	Use the text to work out the meaning.

CSI Evidence Test

Letter	Question	A strong quote...
C - Connect	Does the quote connect to the prompt?	matches the topic of the prompt.
S - Support	Does the quote support the thesis (central idea)?	proves the idea, not just a general fact.
I - Infer	Can the quote help us infer something important?	lets the writer explain a bigger idea.

Signal Phrases and Quotation Rules

Move	Example	Check
Signal phrase	The text says, "..."	Introduce the quote clearly.
Exact words	"The king had to follow the law"	Match the passage exactly.
Quotation marks	Open and close the quote.	Show the reader which words came from the text.
Explanation	This proves the thesis (central idea) because...	Tell what the evidence means.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As strong readers, we use the DOT habit while we read the passages in our heads and on paper. DOT means Dot, Observe, Think."

CLASS SLIDE

DOT = Dot, Observe, Think.

Encouragement: "When you mark a word you do not know, you have a place to begin. Observe the nearby clues and think about what the word means."

CREATE THE ANCHOR CHART

Build the DOT chart, the CSI chart, and the signal-phrase chart. Keep the student reminder visible: a quote is not automatically strong evidence.

47. Student Source Passage(s)

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

Passage 1: "A Promise Written Long Ago" (Stamina: High)

- [1] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.
- [2] England in the early 1200s looked very different from the country people know today. Most people lived in small villages and worked on farms. Travel was difficult, and news spread slowly. Kings held a great deal of power over the land and the people who lived there. They made decisions about laws, taxes, and government. Many people believed that a king's authority came from God and should not be questioned.
- [3] King John had been ruling England for several years when problems began to grow. He spent large amounts of money fighting wars with other countries. Many of these military campaigns were unsuccessful, which caused him to lose land and support. Because wars were expensive, King John needed more money. To raise funds, he increased taxes on landowners and demanded payments from people throughout England.
- [4] The barons were especially upset. Barons were powerful landowners who controlled large areas of land and often provided support to the king. They believed the taxes were becoming unfair and that King John was making important decisions without listening to others. Many felt that the king was using his power in ways that harmed the people he was supposed to lead.
- [5] As time passed, disagreements between King John and the barons became more serious. The barons wanted the king to follow rules. They believed even the king should not have complete power. They argued that leaders should be responsible for their actions and should not be allowed to do whatever they wanted. This idea was unusual because kings often had more authority than anyone else in the country.
- [6] Eventually, the barons decided they needed to take action. They organized together and demanded changes. Their goal was not to remove the king from power. Instead, they wanted him to agree to limits on his authority. After months of conflict and negotiations, the barons forced King John to meet them at Runnymede, a grassy field near the River Thames.
- [7] There, the Magna Carta was agreed to and sealed.
- [8] Although the sealing of the Magna Carta happened in a single location on a single day, its impact would last for centuries. The document contained promises and rules that were designed to prevent the king from abusing his power. It represented an agreement between the king and the barons about how government should operate.
- [9] The Magna Carta was important because it limited the king's power. It said that the king had to follow the law, just like everyone else. This idea may seem normal today, but it was revolutionary in 1215. Before the Magna Carta, many rulers believed they could make decisions without restrictions. The document introduced the idea that even leaders must obey the law.
- [10] The Magna Carta also protected certain rights of the people. One of its most famous principles involved fair treatment under the law. For example, it stated that free men could not be punished without a lawful judgment. This meant that a person could not simply be arrested or punished because a ruler wanted it to happen. Instead, there needed to be a legal process.
- [11] This idea helped establish an important principle that continues to influence legal systems today. People wanted protection from unfair treatment, and the Magna Carta provided a foundation for those protections. While the document originally focused on the rights of certain groups, many of its ideas later expanded to influence broader concepts of freedom and justice.
- [12] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. They wanted a government that followed laws rather than relying only on the decisions of one

person. Because of this, the document shows that people long ago cared about fairness and justice.

[13] The Magna Carta did not solve every problem in England. In fact, conflicts continued after it was sealed. Some parts of the agreement were ignored, challenged, or revised over time. However, the ideas contained within the document continued to grow in importance. Leaders, lawmakers, and scholars studied the Magna Carta and recognized that it introduced important concepts about government and individual rights.

[14] As years passed, the Magna Carta became a symbol of the idea that government power should have limits. People increasingly believed that leaders should be accountable for their actions and that citizens should have protections under the law. These beliefs influenced political thinking throughout Europe and beyond.

[15] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.

[16] When American leaders met to create a new government after the American Revolution, they wanted to avoid some of the problems that had existed under powerful rulers in the past. They believed government officials should follow laws, respect the rights of citizens, and be held accountable for their actions. Many of these principles can be connected to ideas first expressed in the Magna Carta.

[17] The Constitution established a system in which power is divided among different branches of government. This helps prevent any one person or group from gaining too much control. The Magna Carta helped inspire this way of thinking because it emphasized that power should have limits.

[18] The influence of the Magna Carta can still be seen today. Courts use laws and legal procedures to help ensure fairness. Citizens have rights that governments are expected to protect. Leaders are required to follow laws just like everyone else. These ideas may seem ordinary now, but they were groundbreaking when the Magna Carta was first sealed more than 800 years ago.

[19] Students who learn about the Magna Carta are studying more than just a historical document. They are learning about the origins of ideas that continue to shape governments around the world. The document reminds people that fairness, justice, and accountability are important parts of a strong society.

[20] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. Its message has lasted for more than eight centuries because it teaches an important lesson: governments should protect the rights of people and follow the law. What began as an agreement between a king and a group of barons eventually became one of the most influential documents in world history. Because of its lasting impact on freedom, justice, and government, the Magna Carta remains an important symbol of fairness and the rule of law.

Passage 2: "Morning in the Village" (Stamina: High)

[1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[3] Tayanita liked the early morning hours. The village felt peaceful before the day became busy. Smoke drifted from cooking fires, and the smell of food filled the air. Birds called from the trees, and the river moved quietly nearby. She could hear the sound of people talking as they began their daily chores.

[4] The Caddo people worked hard to provide for their families. Everyone had responsibilities. Some people farmed, some hunted, and others made tools, baskets, or pottery. Children learned by watching adults and helping with small tasks. Tayanita was proud when her family trusted her with important jobs.

[5] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the "Three Sisters" because they helped each other grow. Tayanita didn't understand all of it, but she knew they needed all three to have enough food.

[6] The fields were important to the village. Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months.

Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.

[7] As they worked, her mother explained how the plants supported one another. The corn grew tall and provided a place for the bean vines to climb. The beans helped return nutrients to the soil. The squash spread across the ground and helped keep weeds from growing. Although the explanation seemed complicated, Tayanita liked learning about the plants.

[8] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.

[9] Although she did not understand everything her uncle was saying, she enjoyed listening to the adults discuss farming. They seemed to know exactly what the land needed. Her grandfather often said that people should care for the land because the land cared for them. Tayanita thought about those words whenever she worked in the fields.

[10] As the morning continued, the sun climbed higher into the sky. Workers moved steadily through the fields. Some people carried baskets, while others checked on the growing crops. Children helped where they could. The village depended on everyone working together.

[11] By midday, the weather had become warmer. Tayanita wiped sweat from her forehead and took a short break. She sat beneath a tree and looked across the fields. Rows of crops stretched in every direction. Seeing all the work made her realize how much effort it took to feed an entire village.

[12] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.

[13] Her grandfather told her that many generations of Caddo people had helped build the mound. It was a special place where leaders met, ceremonies were held, and important decisions were discussed. People respected the mound because it connected them to their history.

[14] Tayanita enjoyed visiting the mound. From the top, she could see the layout of the entire village. Homes were arranged near one another, and smoke rose from cooking fires. Beyond the village stood the forests of the Piney Woods. The trees seemed endless.

[15] Her grandfather pointed toward different parts of the village and explained their importance. He showed her where families gathered for celebrations and where people stored food after harvests. He reminded her that every part of the village served a purpose.

[16] As they climbed down, they passed several people carrying supplies. Some were bringing wood for cooking fires, while others transported baskets of food. The village was always active. Every person contributed in some way.

[17] Near the river, several people were collecting water while others prepared canoes. The river was one of the village's most valuable resources. It provided water for drinking, cooking, and cleaning. It also helped people travel to nearby villages and trade with other communities.

[18] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.

[19] The visitors displayed carefully made pottery decorated with patterns. Some carried stone tools, while others brought items their village was known for producing. The Caddo people examined the goods and discussed what they might exchange.

[20] Trade was important because no single village could make everything it needed. By exchanging goods, communities gained access to resources and tools they might not otherwise have. Trade also helped people build friendships and maintain relationships with neighboring groups.

[21] Tayanita listened as adults talked with one another. Some discussed hunting, while others shared news about nearby communities. The visitors told stories about places they had traveled and people they had met. Tayanita enjoyed hearing about areas beyond her own village.

[22] One visitor described a river far larger than the one near their village. Another talked about meeting people who lived many days away. Tayanita listened carefully and imagined what those places might look like.

[23] She noticed that the visitors were treated with respect. Even though they came from another village, they were welcomed warmly. Her family believed that cooperation helped communities grow stronger. Working together often benefited everyone.

[24] As the afternoon turned to evening, families began preparing meals. Children returned home, and workers finished their tasks for the day. The sounds of conversation filled the village as people gathered together.

[25] Tayanita helped carry food while her mother prepared dinner. The smell of cooking filled the air. Family members shared stories about their day while they worked. These conversations helped everyone stay connected.

[26] As they ate, her grandfather shared stories about Caddo traditions. He spoke about the importance of community, responsibility, and respect. He reminded everyone that each generation had a responsibility to preserve the customs that had been passed down.

[27] Tayanita listened closely. She enjoyed hearing stories about the past. They helped her understand why certain traditions remained important.

[28] As the day ended, she looked around her village. It was busy, but it also felt like home.

[29] The glow of evening fires spread across the village. Families shared meals, laughed together, and prepared for the next day. The sounds of conversation mixed with the gentle sounds of nature surrounding the community.

[30] Before going inside, Tayanita looked one last time at the homes, the fields, the mound, and the forests beyond the village. She thought about everything she had experienced that day. She had worked in the fields, learned from her grandfather, watched traders arrive, and spent time with her family.

[31] Tomorrow would bring another busy day. There would be more work to do and more things to learn. Tayanita smiled as she stepped inside her home. Surrounded by family, friends, and traditions that had been passed down for generations, she felt thankful to be part of the Caddo community and proud of the village she called home.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.7E**

A Promise Written Long Ago

TRACKS	Evidence
T Time	In the year 1215
R Reactions	limited the king's power
A Actions	he increased taxes on landowners
C Character / Concept	Magna Carta
K Key Knowledge	free men could not be punished without a lawful judgment
S Scenery / Setting	a grassy field near the River Thames

Morning in the Village

TRACKS	Evidence
T Time	early morning; by midday; that afternoon
R Reactions	Tayanita was proud; she listened closely
A Actions	Families worked together to plant, water, and harvest
C Character / Concept	Tayanita; the Caddo people
K Key Knowledge	Trade helped people build friendships and maintain relationships
S Scenery / Setting	a Caddo village near a river in the Piney Woods

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students use TRACKS to hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT habit helps students read unfamiliar words. **4.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

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

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather ideas about evidence and reveal the CSI test with a quote from "A Promise Written Long Ago."

Standard	Focus
TEKS	4.12B(i) compose informational texts using a clear central idea
ELPS	4(F)(ix) write to explain, respond, or justify with supporting details

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! A quote is not automatically strong evidence. We will use CSI to choose exact words that prove a thesis (central idea).

TEACHER SCRIPT

"When you learn to prove your thinking with evidence, you move from guessing to knowing."

CLASS SLIDE

Slide 3, What Counts as Evidence? Evidence is exact words in quotation marks. A summary tells the idea in your own words.

Students DOT unfamiliar words and use TRACKS to locate time, reactions, actions, character or concept, key knowledge, and scenery or setting. **4.7E**

CLASS SLIDE

Today your brain learns how to choose a quote that passes CSI.

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, The CSI Test. Connect to the prompt. Support the thesis (central idea). Infer something important.

TEACHER SCRIPT

"A quotation is evidence. A well-chosen quotation that passes CSI is strong evidence."

Model the thesis (central idea): The Magna Carta was important because it limited government power and protected fair treatment. Read two possible quotes. "There, the Magna Carta was agreed to and sealed" names an event but does not prove why the document was important. "It said that the king had to follow the law, just like everyone else" connects, supports, and lets the writer infer a larger idea about limits on power.

Embedded Check for Understanding: students label C, S, and I for the selected quote. **4.7C** **4.7G**

Misconception / teacher move: if a student chooses the first quote noticed, ask which words prove the thesis (central idea). **Access without lowering rigor:** reread both choices; students still decide and justify. **Student product:** a CSI-marked quote.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt a strong-or-weak evidence sort and announce a quote with a signal phrase and quotation marks.

Standard	Focus
TEKS	4.12B(ii) use genre characteristics; 4.12B(iii) use craft
ELPS	4(D)(iii) write content-area texts using transition words

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 7, Catch the Strongest Evidence! Read three quotes, run CSI, and star the quote that best proves the thesis (central idea).

CLASS SLIDE

Use a signal phrase and quotation marks: The text says, "..."

Partners take turns reading a thesis (central idea), sorting three exact details as strong or weak, and explaining the choice.

MATERIALS

Prepare sentence strips with quotes from the two passages, the CSI chart, and a signal-phrase chart.

Evidence Sort and Signal-Phrase Routine

Step	Action	Check
1	Read the thesis (central idea).	Name what must be proved.
2	Read three exact details from a passage.	Keep the words exactly as written.
3	Run Connect.	Does the quote match the prompt?
4	Run Support.	Does the quote prove the thesis (central idea)?
5	Run Infer.	Can the writer explain a bigger idea?
6	Star the strongest quote.	Three strong yes answers.
7	Announce the quote.	The text says, "..."
8	Check quotation marks.	Opening mark, exact words, closing mark.
9	Explain the proof.	This shows the thesis (central idea) is true because...
10	Switch roles and repeat.	

Both partners defend a quote.

Teacher guidance: require students to say why the starred quote is stronger, not merely name it.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Listen for all three CSI answers and a signal phrase before the student records the evidence.

Misconception / teacher move: if a student chooses a true but unrelated detail, ask which words connect to the thesis (central idea).

Access without lowering rigor: provide oral rehearsal and a sentence frame; students still choose the quote and explain it. **Student product:** starred strong quote, CSI notes, and announced evidence sentence.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss why one quote is stronger than another, then independently add strong evidence to a thesis (central idea).

Standard	Focus
TEKS	4.12B(i) compose informational texts using a clear central idea
ELPS	4(F)(x) write to explain or respond with supporting evidence

DISCUSS ○ **LEARN**

CLASS SLIDE

Slide 8, Talk It Over! Why is one quote stronger than another?

TEACHER SCRIPT

"Do not choose a quote because it is interesting. Choose it because it proves your thesis (central idea)."

Compare a general quote with a precise quote from "A Promise Written Long Ago." Ask students to defend the stronger choice with C, S, and I. **4.7B** **4.7G**

PERSONAL CONNECTION QUESTION (DISCUSS) **4.7A**

Ask students: "When have you needed proof before someone believed your idea?" Return to the passage after two or three responses.

USE (Add Evidence to the thesis (central idea)) ✓ **ASSESS**

CLASS SLIDE

Slide 9, Try It On Your Own! Add strong evidence to this thesis (central idea): The Magna Carta was important because it limited the king's power.

Step 1: Reread the passage for exact words that fit the thesis (central idea). **4.7E**

Step 2: Run CSI on each quote: Connect, Support, Infer.

Step 3: Announce the strongest quote with a signal phrase and quotation marks.

Step 4: Explain what the evidence means. **4.7C**

CLASS SLIDE

A quote is not automatically strong evidence. The evidence must prove the thesis (central idea).

Independent Evidence-Sentence Check

Possible response: The text says, "It said that the king had to follow the law, just like everyone else." This proves the Magna Carta was important because it limited the king's power and made leaders follow the law.

WRITING REQUIREMENT 4.7F

Use at least two vocabulary words from this module's vocabulary list in your written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the thesis (central idea), quoted evidence, CSI notes, and explanation. Check that the quote is exact and the explanation tells what the proof means.

Misconception / teacher move: if a student uses a summary, ask for the exact words in quotation marks. **Access without lowering rigor:** offer "The text says, \"_____\". This proves _____ because _____"; the student supplies the quote and explanation. **Student product:** thesis (central idea), strong quote, signal phrase, quotation marks, and explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize strong evidence choices, revise word choice and sentence structure, and run a conventions sweep.

Standard	Focus
TEKS	4.11C(i), 4.11C(ii), 4.11D(i), 4.11D(xxv)
ELPS	4(C)(i) use content-area vocabulary; 4(E)(ii) use grammatical structures

AWARD ✓ ASSESS

CLASS SLIDE

Slide 10, The Moment They Figured It Out. Award a strong quote that passes CSI.

TEACHER SCRIPT

"You chose words that connect, support, and help your reader infer. That is strong evidence."

CLASS SLIDE

Take a Step Forward If... Your quote matched the thesis (central idea); you used a signal phrase; your quotation marks showed the exact words.

Students point to their own evidence sentence as proof of the strength they name.

TARGET ✓ ASSESS

CLASS SLIDE

Slide 11, What Do I Still Need to Grow? Revise a quote that is true but does not prove the thesis (central idea).

Students explain which CSI answer is missing, then replace the weak quote with one that fits.

CLASS SLIDE

Conventions Sweep: complete sentence, subject-verb agreement, quotation marks, signal phrase, and high-frequency spelling.

Embedded check: students underline the signal phrase, circle the quotation marks, and explain the word choice that makes the quote strong.

SMALL-GROUP SUPPORT: SLIDE 14

Build It: The thesis (central idea) is _____. The quote says _____. Fix It: Add a signal phrase and exact words. Say It: "This quote is strong because it connects, supports, and lets me infer _____."

Access without lowering rigor: reread the candidate quotes; each student chooses, revises, and edits. **Student product:** an evidence-based Award reflection, a specific Target, and a revised evidence sentence.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach a partner the CSI test, complete the exit ticket, and explain why the selected quote proves the thesis (central idea).

Standard	Focus
TEKS	4.12B(iii) compose informational texts using craft
ELPS	4(F)(ii) write to explain or respond with supporting details

EXPLAIN ✓ ASSESS 4.7G**CLASS SLIDE**

Slide 12, Turn and Teach! Explain Connect, Support, Infer.

EDUCATE**TEACHER SCRIPT**

"Turn to someone near you and teach them the CSI test. Explain how a strong quote proves a thesis (central idea)."

CLASS SLIDE

Use the CSI and signal-phrase charts. Explain how exact words, quotation marks, and an explanation make thinking visible.

Partners demonstrate Connect, Support, and Infer, then trace a thesis (central idea) to evidence and explanation. Listen for a reason the quote is strong. **4.7G**

Transfer (Exit Ticket) 4.7B**CLASS SLIDE**

Slide 13, Exit Ticket. Choose a thesis (central idea) about "Morning in the Village," add a strong quote, and explain what the evidence means.

Students complete the ticket independently. Check that the quote is from one of the two passages, passes CSI, uses a signal phrase and quotation marks, and is followed by an explanation.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain which words in the quote prove the thesis (central idea). A statement that the quote is interesting is not enough.

Access without lowering rigor: reread the prompt and allow oral rehearsal; the student chooses the quote and writes the explanation independently.

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Evidence proves; explanation tells what the proof means.

CLASS SLIDE

Slide 16, My Progress Tracker. Check whether you can choose, announce, and explain strong evidence.

Return to the Citizenship Connection

Ask one reconnecting question: "How do fairness, responsibility, and cooperation help a community grow stronger?"

Return to the Overarching Question

Students compare their First Thinking to their Final Thinking. Use Sections 51-53 to identify a response with a thesis (central idea), strong evidence, and explanation. **Student product:** partner teaching explanation, exit ticket, and progress reflection.

CLOSING ENCOURAGEMENT

"You can now choose the right words, prove your thesis (central idea), and explain what the proof means."

Student Exemplars

These exemplars use only the two module passages and show how a response grows from a quote that does not prove the thesis (central idea) to evidence that passes CSI.

51. Low / Developing Exemplar

Field	Detail
Student response	"There, the Magna Carta was agreed to and sealed."
What the student did successfully	Copied exact words and used quotation marks.
What is missing	The quote does not connect to or support the thesis (central idea) about why the Magna Carta was important.
Why it falls at this level	A quote is not automatically strong evidence. This detail names an event but does not prove the idea.
Exact next instructional step	Run CSI and choose a quote that shows how the document limited power or protected rights.

52. Medium / Approaching Exemplar

Field	Detail
Student response	The Magna Carta was important because it limited the king's power. The text says, "The Magna Carta was important because it limited the king's power."
What the student did successfully	The thesis (central idea) is clear and the quote connects to the topic.
What is missing	The quote repeats the thesis (central idea) instead of giving a specific detail that proves it; explanation is limited.
Why it falls at this level	The response begins to use evidence, but the evidence is not the strongest proof for the thesis (central idea).
Exact next instructional step	Choose the precise quote "It said that the king had to follow the law, just like everyone else" and explain what that proves.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	The Magna Carta was important because it limited the king's power and protected fair treatment under the law.
Evidence	The text says, "It said that the king had to follow the law, just like everyone else."
Explanation	This proves the thesis (central idea) because the quote shows that even a king had to obey rules.
Why it works	It answers the central idea, chooses a quote that passes CSI, and explains what the proof means.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Informational transfer	WHY	The Magna Carta was important because it protected rights and limited government power.	Both ideas are developed by exact evidence in the passage.
Narrative transfer 4.7B	WHY	Morning in the Village shows that cooperation helps a community grow stronger.	The quote about cooperation connects to the village's work and trade.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The text says, "It said that the king had to follow the law, just like everyone else."	Gives exact proof that power was limited.
Explanation	This proves the thesis (central idea) because a leader who must follow the law cannot make unlimited decisions.	Connects the proof to the central idea and tells what it means.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can tell evidence from a summary, run CSI, choose the strongest quote, announce it with a signal phrase and quotation marks, and explain what the evidence means. Accept varied wording when the selected quote connects, supports, and allows a meaningful inference.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Evidence and summary distinguished.
T2	Day 1 Reveal	■ TEACH	CSI and signal phrases modeled.
L3	Day 2 Attempt	○ LEARN	Strong and weak quotes sorted and defended.
L4	Day 3 Discuss	○ LEARN	Students explain why one quote is stronger.
A5	Day 3 Use	✓ ASSESS	Independent thesis (central idea), strong quote, and explanation.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises weak evidence and edits the evidence sentence.
A8	Day 5 Explain	✓ ASSESS	Student teaches CSI accurately.
A9	Day 5 Transfer	✓ ASSESS	Student chooses a quote from either passage and explains its meaning.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can select evidence that passes CSI and announce it correctly.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two High Stamina passages, the CSI and signal-phrase charts, CSI Evidence Sort task cards, and student notebooks.
Related TEKS Breakout	4.12B(iii) compose informational texts using craft; 4.11C(ii) revise drafts to improve word choice.
Task	Students perform a CSI Evidence Sort and an independent task adding strong evidence to a thesis (central idea).
Expected Response	Students choose a quote that passes CSI, announce it with a signal phrase, and explain why it is strong.

Informal Assessment. During the lesson, watch CSI Evidence Sort and Catch the Strongest Evidence. Note whether students run all three CSI questions and choose short, meaningful quotes.

Formative Assessment. The Day 3 Add-Evidence-to-the-Thesis (central idea) practice serves as the formative check.

Answer Key. Three strong YES answers, Connect, Support, Infer, equal strong evidence. A quotation that fails any one of the three is weak for that task.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Why did the barons want limits on King John's power?	WHY	"The king collected heavy taxes and made unfair decisions."
How does the passage show cooperation in Tayanita's community?	HOW	"They brought pottery and tools to trade."
Why is the Magna Carta important?	WHY	"It said that the king had to follow the law, just like everyone else."

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: [4.12B\(i\)](#) and [4.12B\(iii\)](#) | **Student-Friendly Target:** I can choose strong evidence, announce it, and explain what it proves.

Directions: Read the prompt and the two possible quotes from "A Promise Written Long Ago." Run CSI on each quote. Choose the stronger quote, announce it with a signal phrase and quotation marks, and explain what it proves.

Prompt: Why was the Magna Carta important?

1. Selected response. Circle the stronger quote: [] "There, the Magna Carta was agreed to and sealed." [] "It said that the king had to follow the law, just like everyone else."

2. Constructed response. Write one evidence sentence that proves the thesis (central idea): The Magna Carta was important because it limited the king's power. (4 points)

3. Explanation. Explain what the quote proves: _____ (2 points)

4. Conventions Sweep. Check the signal phrase, quotation marks, complete sentence, subject-verb agreement, and high-frequency spelling. (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Choose "It said that the king had to follow the law, just like everyone else."	It connects to and supports the thesis (central idea).	2	4.12B(i)
2	Secure example: The text says, "It said that the king had to follow the law, just like everyone else."	Uses exact words, a signal phrase, and quotation marks.	4	4.12B(iii)
3	Accept an explanation such as: This proves the Magna Carta limited the king's power because even the king had to follow the law.	Tells what the evidence means.	2	4.7G ; 4.12B(i)
4	Two points for a complete sentence, subject-verb agreement, quotation marks, and high-frequency spelling.	Applies the conventions sweep.	2	4.11D(i) ; 4.11D(xxxv)

59. Scoring Principle

Score the primary TEKS, the accuracy of the evidence choice, CSI reasoning, signal phrase, quotation marks, explanation, and conventions sweep. A student who chooses a quote that passes CSI and explains it demonstrates the module's central learning.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Double Evidence Builder enrichment.
7-8	70-89%	Developing	Reteach the missing CSI question or signal phrase.
5-6	50-69%	Emerging	Small-group Quote or Not? intervention.
0-4	Below 50%	Beginning	Reteach evidence as exact words plus quotation marks.

61. Recommended Gradebook Label

Gradebook label: "G4 C1 M3 Strong Evidence (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.12B(i) , 4.12B(ii) , 4.12B(iii)
Spiral TEKS	4.7C text evidence; 4.7F vocabulary; 4.7G ideas important to meaning; 4.11C(i) and 4.11C(ii) revising
Purpose	Students choose exact quotes that pass CSI and explain why each quote is strong.
Exact Student Prompt	Choose one thesis (central idea) from the two passages and add strong evidence.
Exact Student Directions	Reread the passage for exact words that fit the thesis (central idea). Run CSI on each quote. Announce the strongest quote with a signal phrase and quotation marks. Explain why the quote is strong.
Non-Negotiable Expectations	Use only the two module passages; quote the exact words; make the quote pass Connect, Support, Infer; and explain what the evidence means.

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words and use TRACKS to find possible evidence.
2. Write or select a thesis (central idea) to prove.
3. Copy a short, exact quote from one of the two passages. **4.7C**
4. Run CSI: Connect, Support, Infer.
5. Announce the quote with a signal phrase and quotation marks.
6. Write an explanation: what does the evidence prove and mean? **4.7G**
7. Run the conventions sweep.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's central-idea progression; report that target separately from the supported SCR development.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about laws and fairness, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the message.	Names only the topic; does not answer WHY.
Evidence (CSI) 4.7C	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 4.7G	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 4.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure SCR writer	Enrichment: shape the WHY AND HOW prompt about laws and write a thesis (central idea) with a reason and a way.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You used the conflict to explain a reason or way when you wrote _____."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Quote or Not?

Field	Detail
Purpose	Support students who need help telling evidence from a summary and selecting a quote that passes CSI.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Quote or Not? sort, CSI chart, signal-phrases chart, and both provided passages
Relevant TEKS Breakout	4.12B(i) clear central idea; 4.11C(ii) revise word choice
Relevant ELPS	4(C)(i) use content-area vocabulary; 4(F)(x) respond with supporting evidence

Step 1: Sort. Students sort mixed sentences into EVIDENCE and NOT EVIDENCE. Evidence is exact words plus quotation marks; a paraphrase or general statement is not evidence.

CLASS SLIDE

Evidence = exact words in quotation marks. Not evidence = a summary or paraphrase.

TEACHER SCRIPT

"If it is not in quotation marks, it is not evidence."

Use sentences from both passages. Students rewrite each non-evidence sentence into evidence using exact words from the passage.

Step 2: Test. For each quote, ask whether it passes Connect, Support, and Infer.

CLASS SLIDE

Does this quote connect to the prompt? Does it support the thesis (central idea)? Can it help me infer something important?

Step 3: Announce. Students use "The text says, \"_____\" and complete a sentence explaining why the quote is strong.

Small Group Teacher Table: provide sentence stems and point to quotation marks, but return the final quote choice and CSI decision to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to identify evidence.	Students point to exact words in quotation marks.	Students give a summary.	Remind them: evidence is exact words plus quotation marks.
Ask students to run CSI.	Students answer Connect, Support, Infer.	Students think any quote is strong.	Ask, "Does it pass all three, C, S, and I?"
Ask students to announce a quote.	Students use a signal phrase and quotation marks.	Students drop the signal phrase or marks.	Point to the quotation check on the chart.
Ask why a quote is strong.	Students explain what the evidence proves.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Summarizes instead of quoting	Use the Quote or Not? sort.
Picks an off-topic quote	Run the C question: does it connect to the prompt?
Forgets quotation marks	Use the quotation check steps.
Masters quickly	Route to Double Evidence Builder enrichment.

Supporting Materials in This Book: the DOT chart, TRACKS guide, CSI chart, signal-phrase chart, sentence frames, exemplar responses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about laws, then transfer the same shaping and thesis (central idea)-writing habit to the drama.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12B(i) , 4.12B(ii) , and 4.12B(iii) ; 4.11C(i) and 4.11C(ii) ; 4.7B compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Strongest Evidence. Compare possible quotes from the two texts and explain why one passes CSI. [4.7B](#)

CLASS SLIDE

Double Evidence Builder: use two quotes to prove one thesis (central idea).

Use the thesis (central idea): The setting is important because people depend on farming and trade. Choose "Corn, beans, and squash grew in long rows" and "They brought pottery and tools to trade." Both quotes connect to the prompt and support the thesis (central idea).

Part 2: Explain Together. Students answer: What does Quote 1 prove? What does Quote 2 prove? How do the quotes work together? Why are both useful instead of repetitive?

Part 3: Reflect. Challenge students to decide whether two quotes create a stronger inference than either quote alone. Ask, "Why is one quote not enough in some cases?"

Expert Reflection: have students explain how each quote contributes a different part of the proof.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one thesis (central idea) below and add strong evidence that passes CSI.

Connection to This Module: this week you learned to choose short, meaningful quotes, announce them with signal phrases and quotation marks, and explain what the proof means.

Planning Support

1. DOT unfamiliar words and use TRACKS to find the kinds of textual evidence.
2. Choose one thesis (central idea): The Magna Carta was important because it limited the king's power, or Morning in the Village shows that cooperation helps a community grow stronger.
3. Find two possible exact quotes from one passage. **4.7C**
4. Run CSI on each quote and select the stronger one.
5. Announce the quote with a signal phrase and quotation marks.
6. Plan an explanation: what does the evidence prove and mean? **4.7G**
7. Run the evidence-sentence conventions sweep.

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your short constructed response. Start with your thesis (central idea), then add strong evidence and explanation.

Success Criteria

- My evidence is copied exactly and placed in quotation marks.
- My quote passes Connect, Support, and Infer.
- I announce the quote with a signal phrase.
- I explain what the evidence proves and means.
- I check sentence structure, word choice, and conventions.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice.

4.11C(i) **4.11C(ii)**

Edit. Check for complete sentences, quotation marks, signal phrases, subject-verb agreement, and correctly spelled high-frequency words. **4.11D(i)** **4.11D(xxxv)**

Share. Read your response to a partner. Your partner identifies the thesis (central idea), evidence, CSI reasoning, and explanation.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 3 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around choosing strong evidence, defending it with CSI, and explaining what the proof means.

- Read three quotes aloud. Students star the strongest and name its C, S, and I.
- Partners explain the difference between evidence and a summary.
- A student announces a quote; the class listens for a signal phrase and quotation marks.
- A student reads an explanation aloud; the class listens for what the evidence proves.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE CHOOSING

Does this quote connect to the prompt?

PAUSE POINT: MIDWAY

Does this quote support the thesis (central idea), or is it only generally true?

PAUSE POINT: BEFORE YOU FINISH

Can I infer something important, and did I explain what the proof means?

75. At-Home Connection

These at-home tasks help a student explain evidence. They need little or no materials and each ends in a short conversation, not a worksheet. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices telling evidence from a summary.

Task Card 1: Quote or Summary? Say one exact sentence from a book or conversation and one summary. Ask your student to identify which is evidence and explain why. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card practices choosing the stronger proof.

Task Card 2: Strong or Weak? Give a thesis (central idea) and two possible quotes. Ask your student to run CSI and defend the stronger quote. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Announce and Explain. Use "The text says, \"_____\". This proves _____ because _____.\" Ask your student to fill the frame with exact words and an explanation. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice choosing strong evidence, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Tell evidence from a summary.			
Use TRACKS to find possible textual evidence.			
Run Connect, Support, and Infer.			
Choose short, meaningful quotes.			
Match my quoted words exactly to the passage.			
Announce a quote with a signal phrase.			
Use quotation marks correctly.			
Explain what my evidence proves and means.			
Check sentence structure, word choice, and conventions.			

77. Student Award

What can I already do? One quote I chose or evidence sentence I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for choosing, announcing, or explaining evidence:

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you chose exact words, tested them with CSI, announced them with a signal phrase and quotation marks, and explained what the proof means. You now know that a quote is not automatically strong evidence."

80. Essential / Overarching Question, Answered

How can we decide whether a piece of evidence is strong enough to prove our thesis (central idea)?

We can decide by checking whether the exact quoted words Connect to the prompt, Support the thesis (central idea), and let us Infer something meaningful. Three strong yes answers mean the evidence is strong. We announce the quote with a signal phrase and quotation marks, then explain what the proof means.

81. Teacher Reflection

- Which students could tell evidence from a summary?
- Which students ran all three CSI questions independently?
- Did students choose short quotes that connected to the prompt and supported the thesis (central idea)?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Quote or Not? intervention, and who is ready for Double Evidence Builder enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- CSI Evidence Sort decisions and explanations
- Day 3 Add-Evidence-to-the-Thesis (central idea) practice
- Day 5 partner teaching explanations and exit tickets
- Revised evidence sentences
- The Module 3 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 3 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	Prove It with Strong Evidence	Module 3; Grade 4 Cluster 1; Week 3; High Stamina; SCR Informational	Cover
2	Meet Our Week!	Four I Will statements and four I Can statements about strong evidence	Learning Destination; Day 1
3	What Counts as Evidence?	Exact words in quotation marks versus a summary	Day 1 Gather
4	The CSI Test	Connect, Support, Infer	Day 1 Reveal
5	Signal Phrases	The text says, ...; quotation marks; exact words	Day 1 Reveal
6	Strong Evidence vs. Weak Evidence	A quote is not automatically strong evidence	Day 1 Reveal
7	CSI Evidence Sort	Read a quote, test it, decide strong or weak, defend the decision	Day 2 Attempt
8	Why Was It Strong?	Explain how one quote connects and supports the thesis (central idea)	Day 3 Discuss
9	Add Evidence to the thesis (central idea)	Choose exact words, announce them, explain the proof	Day 3 Use
10	The Moment They Figured It Out	Award a quote that passes CSI	Day 4 Award
11	What Do I Still Need to Grow?	Revise a true but weak quote and edit the evidence sentence	Day 4 Target
12	Turn and Teach!	Teach Connect, Support, Infer	Day 5 Explain
13	Exit Ticket	Choose strong evidence from one of the two passages	Day 5 Transfer
14	Quote or Not?	Sort exact words and summaries, then apply CSI	Small-group support
15	Double Evidence Builder	Use two quotes and explain how they work together	Enrichment
16	My Progress Tracker	Reflect on choosing, announcing, and explaining evidence	Day 5 reflection
17	Let's Look at an Answer!	LOW: an exact quote that does not prove the thesis (central idea)	Section 51
18	Let's Look at Another Answer!	MEDIUM: a connected quote with limited proof	Section 52
19	Our Strongest Answer!		Section 53

		HIGH: thesis (central idea), CSI quote, signal phrase, and explanation	
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Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**4.7D**). **Task cards** support the CSI Evidence Sort.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's CSI Evidence Sort and evidence sentence for live, whole-class feedback.
Annotation	Students mark exact quotes, signal phrases, and CSI notes on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to choose one quote, defend it with C, S, and I, and share back.
Oral response	Students say the signal phrase and explanation aloud on camera before typing.
Asynchronous option	Use digital task cards with three quotes. Students submit the strongest quote, CSI reasoning, and explanation.
LMS submission	Collect each evidence sentence through a form or shared document so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Make the Evidence Mean Something

Grade 4 | Cluster 1 | Module 4

Grade: 4

Cluster: 1, Short Constructed Response (SCR)

Module: 4 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Make the Evidence Mean Something

Content Connection / Passage Titles: the informational passage "A Promise Written Long Ago" and the narrative "Morning in the Village" (Week 4, Very High Endurance level, SCR)

Primary TEKS: 4.12(B)(i) (clear central idea), 4.12(B)(iii) (craft)

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

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

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **4.7A** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **4.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **4.7C** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **4.7D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **4.7E** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **4.7F** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **4.7G** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students move from quoting evidence to explaining what the proof means. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"When you explain your thinking, you help the reader understand what your evidence proves. This week you will make your evidence mean something."

Connection to this week's type of thinking: the whole week builds the habit that evidence proves and explanation tells what the proof means.

2. Why This Module Matters

Students complete the SCR, Thesis (central idea), Evidence, Explanation, by writing the explanation sentence. Using the two Cluster 1 passages at Very High Endurance level, students distinguish explanation from evidence, use starter signals, make THIS point back to the evidence, and complete a full three-sentence SCR.

Where it fits into writing: the explanation is the third sentence that completes a Short Constructed Response. It interprets the evidence, tells why it matters, and connects back to the thesis (central idea).

Why it matters beyond this assignment: readers and writers need to make meaning clear, not merely repeat a fact or quote.

3. Module Essential / Overarching Question

How does an explanation sentence turn evidence into clear thinking for the reader?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday): Evidence proves. Explanation tells what the proof means.

My Final Thinking (Friday): An explanation interprets the evidence, tells why it matters, and connects it back to the thesis (central idea).

What changed in my thinking? I learned to use THIS to point back to the evidence.

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives every family a clear picture of the week's learning, one question to ask at home, and one simple way to help. Nothing here is a worksheet. It is an invitation to listen as a student explains what evidence means.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student finishes Cluster 1 with Module 4, "Make the Evidence Mean Something." Your student now knows how to write a thesis (central idea) and choose strong evidence. This week your student learns the third sentence of a Short Constructed Response: the explanation. Evidence proves an idea; the explanation tells the reader what the proof means and why it matters, and connects it back to the thesis (central idea).

We are reading "A Promise Written Long Ago," about the Magna Carta, and "Morning in the Village," about a day in a Caddo community, now at the longest, most detailed level.

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

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

Estimadas familias:

Esta semana su hijo o hija termina el Grupo 1 con el Módulo 4, "Make the Evidence Mean Something." Su hijo o hija ya sabe escribir una tesis y elegir evidencia fuerte. Esta semana aprende la tercera oración de una Respuesta Construida Corta: la explicación. La evidencia demuestra una idea; la explicación le dice al lector lo que la prueba significa y por qué importa, y la conecta de nuevo con la tesis. Los estudiantes usan señales de inicio como "Esto significa..." y "Esto muestra...", y aprenden que la palabra ESTO apunta a la evidencia justo antes.

Seguimos leyendo "A Promise Written Long Ago," sobre la Carta Magna, y "Morning in the Village," sobre un día en una comunidad Caddo, ahora al nivel más largo y detallado.

Por favor, intente esto en casa: Cuando su hijo o hija comparta un hecho, pregúntele "¿Y qué significa eso?" y "¿Por qué importa?" Convertir un hecho en significado es el hábito de explicación que practicamos esta semana.

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

7. Family Conversation Starters

- What does an explanation sentence do that an evidence sentence does not?
- What does the word THIS point back to in a response?

- Why is repeating the evidence not the same as explaining it?
- What is one starter you can use to begin an explanation?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: So What Does It Mean?

Share one fact from your day ("It rained"). Then explain it with "This means..." or "This shows..." ("This means we moved the picnic inside").

Family Activity: Point It Back

Give a fact, then an explanation that starts with THIS. Check together that THIS clearly points back to the fact you just said.

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 1, Module 4
Module Category	Informational Writing / Short Constructed Response (Make the Evidence Mean Something)
Primary TEKS	4.12(B)(i) , 4.12(B)(ii) , 4.12(B)(iii)
Primary Breakout	Plan a first draft (4.11A); compose informational text with a clear central idea (4.12B / 4.12B(i))
Spiral TEKS	4.7A, 4.7B , 4.7C , 4.7D , 4.7E , 4.7F , 4.7G (Response strand); SS 4.2A and SS 4.13A (interdisciplinary content)
Recursive TEKS	4.11C revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the SCR (SCR) structure
Content Connection	Informational passage "A Promise Written Long Ago" and narrative "Morning in the Village"
Daily Lesson Time	About 15 MINUTES per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Explanation Relay Race sort; completed Thesis (central idea), Evidence, Explanation responses; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (SCR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

I Will Statements

- I will find important nouns, the important verb, and the clue word in a prompt.
- I will decide whether a prompt asks WHY or HOW.
- I will identify the problem in the text.
- I will write a thesis (central idea) that matches the prompt.
- I will connect my thesis (central idea) to reasons, evidence, and explanation.

I Can Statements

- I can shape a prompt with a circle, box, and triangle.
- I can tell whether a prompt asks for reasons or a way something happened.
- I can use the conflict in a text to help me think.
- I can write a complete thesis (central idea) for an SCR.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I circle important nouns, box the important verb, and triangle WHY or HOW.
- I tell whether the prompt asks for reasons or a way something happened.
- I identify the problem or conflict that helps me answer the prompt.
- I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- I write a complete thesis (central idea) with a reason for WHY or a way for HOW.
- I use SCR to connect my thesis (central idea) to a reason or way, evidence, explanation, and significance.

14. Evidence That Will Demonstrate Mastery

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

- Day 2 guided practice: evidence-and-explanation sort cards and prompt-matched theses from Explanation Relay Race.
- Day 3 independent product: a evidence-and-explanation sort, an independent thesis (central idea) explaining WHY people gathered to create laws, and an underlined reason.
- Day 4 revision: a revised thesis (central idea) and a stated next step.
- Day 5 exit ticket: a shaped HOW prompt about Tayanita, a thesis (central idea) with the way underlined, and a partner teaching explanation; the printable addendum checks the informational passage's WHY central idea.

- Transfer task: the Module Writing Assignment: a WHY thesis (central idea) about laws connected to the SCR (SCR) plan.

15. TEKS Correlations

Primary targets are **4.11A** and **4.12B**. The companion identifies the central-idea focus as **4.12B(i)**. The Student Expectation column preserves the template's TEKS wording; **4.11C** supports revision.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11A	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Day 3 Use; Writing Assignment
4.11C	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
4.12B	Composition, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Days 1-2	Days 3-5	Day 3 Use; Day 5 exit ticket; Writing Assignment
SS 4.2A	Social Studies, History	identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
Content context	Social Studies	Use the Magna Carta and Caddo community details as content for explaining evidence.	Days 1-3	Days 1-5	Not assessed as a writing standard

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **4.12B** is labeled **4.12B(i)** in the Module 4 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11A	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	4.12B	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	4.11C	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	4.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	4.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	4.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; SCR
SPIRAL	4.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	4.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	4.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	4.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 4.2A / SS 4.13A	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / SCR	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the evidence-and-explanation and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate important nouns, the important verb, and WHY or HOW in the prompt.	Supported on Day 1.	Important nouns are circled, the important verb is boxed, and the clue word is triangulated.
Inferential	Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Shape one prompt asking WHY AND HOW laws improved communities and write a thesis (central idea) that answers both parts.	Independent challenge after mastery.	A thesis (central idea) with a reason and a way, ready to develop with SCR.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

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

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use the conflict and textual evidence to write a matching thesis (central idea), then apply the same shaping habit independently to a new WHY or HOW prompt.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding WHY or HOW completes prompt analysis.	The teacher may skip the important nouns and verb or the text's conflict.	Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.
A HOW answer only needs to say the solution was helpful.	The teacher may accept a general judgment without the way the problem was solved.	Ask, "How did it solve the problem?" Model a by phrase that names the way.
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched central idea.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same answer.	The student tells why a discovery matters without explaining how it solved a problem.	Contrast WHY = reasons, using because, with HOW = a way something happened, using by.
A true detail is enough for a thesis (central idea).	The student writes "People gathered" without answering why they gathered.	Return to the evidence-and-explanation sort and the conflict. Ask for a complete sentence that answers WHY with a reason.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standards and breakouts being taught: [4.12\(B\)\(i\)](#) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; [4.12\(B\)\(ii\)](#) using genre characteristics; [4.12\(B\)\(iii\)](#) using craft. Students complete the SCR by interpreting evidence in an explanation sentence.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	I organize my response so my thesis (central idea), evidence, and explanation work together.
4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I write a clear thesis (central idea) that my evidence can prove.
4.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I use the Short Constructed Response structure: thesis (central idea), evidence, and explanation.
4.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I choose a starter such as This means or This shows and make my explanation clear.
4.11(C)(i) revise drafts to improve sentence structure	I revise my explanation so it is a complete, connected sentence.
4.11(C)(ii) revise drafts to improve word choice	I choose precise words that tell what my evidence means.
4.11(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	I check that my sentences are complete and that the subject and verb agree.
4.11(D)(vi) edit drafts using standard English conventions, including past tense of irregular verbs	I check irregular past-tense verbs when I write about what happened.
4.11(D)(vii) edit drafts using standard English conventions, including singular nouns	I check singular nouns when I name one person, place, or thing.
4.11(D)(viii) edit drafts using standard English conventions, including plural nouns	I check plural nouns when I name more than one.
4.11(D)(ix) edit drafts using standard English conventions, including common nouns	I check common nouns for correct spelling and use.
4.11(D)(x) edit drafts using standard English conventions, including proper nouns	I capitalize proper nouns such as Magna Carta, Runnymede, Caddo, and Tayanita.
4.11(D)(xxxiii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns	I check spelling patterns in my finished response.

4.11(D)(xxxv) edit drafts using standard English conventions, including correct spelling of high-frequency words	I check high-frequency words before I turn in my response.
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27. This Week I Can...

This week I can shape a prompt with a circle, box, and triangle, tell whether it asks for reasons or a way something happened, use the conflict to help me think, and write a complete thesis (central idea) for an SCR.

28. Before I Can... Prerequisites

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

- Read a grade-level informational passage and narrative and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **4.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned SCR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain WHY laws help communities stay safe and fair." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, let's preview the words we will use to talk about explanation, meaning, and the SCR - everyday words, academic words, and words from our two passages."

Word	Student-Friendly Definition	Oral Rehearsal Frame
explain	to make an idea clear	I explain the quote by ____.
mean	what something stands for	This means ____.
show	to make something known	This shows ____.
point	to direct attention to something	THIS points back to ____.
connect	to link two things together	My explanation connects to ____.
matter	to be important	This matters because ____.
prove	to show something is true	The evidence proves ____.
clear	easy to understand	A clear explanation ____.
think	to use your mind	This makes me think of ____.
understand	to know the meaning of something	The reader can understand ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic words you will use to explain meaning and connect evidence to a thesis (central idea)."

Word	Student-Friendly Definition	Oral Rehearsal Frame
explanation	thinking that tells what the evidence means	My explanation shows ____.
clarify	to make an idea clearer	I clarify the quote by ____.
meaning	what the evidence tells us	The meaning of this quote is ____.
signal marker	a starter that begins an explanation	I use the signal marker ____.
demonstrative pronoun	a word like THIS that points to something	THIS is a demonstrative pronoun that ____.
anecdote	a short story that connects to an idea	An anecdote here is ____.
cause	the reason something happens	The cause was ____.
effect	what happens because of a cause	The effect was ____.
metacognition	thinking about your own thinking	I use metacognition when I ____.
thesis (central idea)	the clear main idea a response will prove	My thesis (central idea) is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the special words from our two passages. Knowing them helps you explain evidence precisely."

Word	Say It This Way	Student-Friendly Definition
Magna Carta	MAG-nuh KAR-tuh	a 1215 document that limited the king's power
Runnymede	RUN-ee-meed	the field in England where the Magna Carta was sealed
barons	BAIR-uhnz	powerful landowners who wanted the king to follow rules
territory	TERR-ih-tor-ee	an area of land a country controls
Caddo	KAD-oh	a Native American people of the Piney Woods
Three Sisters	three SIS-terz	corn, beans, and squash grown together
mound	mownd	a tall built-up hill used for important events
pottery	POT-uh-ree	objects shaped from clay
harvest	HAR-vist	the gathering of ripe crops
Constitution	kon-stih-TOO-shun	a written plan of a government's rules and powers

See the Vocabulary Opportunities page for 50 activities, and the companion The Writing Academy Academic Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This Very High Endurance level module uses the two Cluster 1 passages: the informational passage "A Promise Written Long Ago" and the narrative "Morning in the Village." The first passage traces King John's taxes and unfair decisions, the barons' demand for limits, the sealing at Runnymede, and the Magna Carta's lasting influence. The second passage follows Tayanita through a Caddo village as she learns about farming, the mound, the river, trade, and family tradition.

Important conceptual background. The heart of the module is that explanation interprets evidence: it tells what the quote means and why it matters. The word **THIS** points back to the evidence right before it. Starter signals such as **This means** and **This shows** help students build the habit without replacing the thinking.

Content context and connection to writing instruction. Each passage supplies strong evidence to explain. Students may explain that the Magna Carta limited royal power because the barons wanted rules, or that the Caddo village depended on cooperation because people farmed, traded, and preserved traditions together.

The SCR Habit

Before explaining, students use the DOT habit for reading and TRACKS for finding the kinds of textual evidence. They write a thesis (central idea), choose evidence, and add an explanation that begins with a starter, uses **THIS** to point back, tells what the proof means, and connects to the thesis (central idea).

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; explanation cards using the module's displayed prompts; a simple movement path and markers for Explanation Relay Race
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Starter Pack and Power-of-THIS charts; WHY / HOW sorting mat; sentence frames; picture-supported explanation cards

41. Preparation Before Day 1

- ☐ Prepare a evidence-and-explanation chart and a WHY / HOW chart: WHY asks for reasons; HOW asks for a way something happened. Add the SCR (SCR) chart with Reason/Way.
- ☐ Prepare explanation cards from the module's displayed prompts, a WHY/HOW/BOTH spinner, and a movement path for each pair or group.
- ☐ Prepare a WHY / HOW sorting chart in student notebooks with space to shape a prompt and write a thesis (central idea).
- ☐ Copy the provided informational passage "A Promise Written Long Ago" and narrative "Morning in the Village." Plan short reading and writing portions for this Very High endurance level module.
- ☐ Prepare the model WHY thesis (central idea) about laws, the weak thesis (central idea) "The Magna Carta mattered" and its revision, and a HOW thesis (central idea) about Tayanita's learning.
- ☐ Set out notebooks and pencils for shaping prompts and writing complete theses during Explanation Relay Race.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce SCR.
Day 2	15	A Attempt	Play Explanation Relay Race: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).
Day 3	15	D Discuss + U Use	Discuss the informational passage's conflict; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.
Day 4	15	A Award + T Target	Recognize accurate shaping and a matching thesis (central idea); revise "The Magna Carta mattered" using the conflict and set a next step.
Day 5	15	E Educate and Explain to Others	Teach a partner prompt shaping and SCR; shape the Tayanita HOW exit ticket and write a thesis (central idea) with the way underlined.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the informational passage) and to science and society (the narrative).

Element	This Module
Suitability	A natural fit. The informational passage is about why communities create laws; the narrative is about a scientific discovery that protects public health.
Focus	Self-government and responsible citizenship; free enterprise and science in society.
Historical / Content Connection	The Magna Carta shows how limits on power and rights became lasting ideas. "Morning in the Village" shows farming, trade, cooperation, responsibility, and respect in a Caddo community.
Perspective Connection	Laws protect the rights of every person in a community; scientific discovery serves the common good.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a rule or a public message carefully. Citizens who read closely make better decisions.
Citizenship Question	"How do fair rules and shared knowledge help a community keep people safe?"
Teacher Script	<i>"Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i>
Accuracy / Source Note	Use only the two authoritative passages. Do not add facts beyond "A Promise Written Long Ago" and "Morning in the Village."

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Evidence-and-Explanation Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

SCR (SCR) Thinking Chart

Letter	SCR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 4.7C
E	Explanation	How the evidence proves the thesis (central idea). 4.7G
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build three charts: What an Explanation Does, The Explanation Starter Pack, and The Power of THIS. Add the SCR structure: Thesis (central idea) - Evidence - Explanation. Display the reminder: Evidence proves. Explanation tells the reader what the proof means.

47. Student Source Passage(s)

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

Passage 1: "A Promise Written Long Ago" (Stamina: Very High)

[1] Lexile band listed in the scope and sequence: 810, 1000L

[2] Documented student-facing word count: 1,490

[3] In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England. At that time, King John ruled England. Many people, especially powerful landowners called barons, were unhappy with how he treated them. The king collected heavy taxes and made unfair decisions.

[4] England in the early 1200s was very different from the country people know today. Most people lived in small villages and worked on farms. Roads were rough, and traveling long distances took a great deal of time. There were no cars, trains, or airplanes. News spread slowly because messages had to be carried by travelers on horseback or by foot. Life was difficult for many people, and most families worked hard every day to grow food and care for their homes.

[5] At that time, kings held tremendous power. The king made important decisions about laws, taxes, land, and government. Many people believed a king's authority came from God, which made it difficult for ordinary citizens to challenge his decisions. If a king chose to create a new tax or punish someone, there were often few ways for people to object.

[6] King John became ruler of England in 1199. During his reign, he faced several challenges. He spent large amounts of money fighting wars against neighboring countries. Many of these military campaigns ended unsuccessfully, causing England to lose territory and influence. Because wars were expensive, King John continually searched for ways to raise money.

[7] One of the main ways he raised money was through taxes. He demanded payments from landowners and other groups throughout the kingdom. Many people believed these taxes were unfair. They felt they were being forced to pay more and more money while receiving little in return. As frustration grew, trust in the king began to decline.

[8] Among the most dissatisfied people were the barons. Barons were wealthy landowners who controlled large areas of land throughout England. They often provided soldiers and support to the king during times of war. In return, they expected fair treatment and protection of their rights.

[9] However, many barons believed King John was not treating them fairly. They felt he ignored their concerns and made decisions without listening to anyone else. They worried that if the king's power continued to grow, the rights of the people would become even weaker.

[10] The barons wanted the king to follow rules. They believed even the king should not have complete power. They argued that leaders should be responsible for their actions and should not be allowed to make decisions without limits. At the time, this idea was unusual because many rulers believed they could govern however they wished.

[11] As disagreements increased, tensions between King John and the barons became more serious. The barons began meeting together to discuss possible solutions. They believed something needed to change. Eventually, they decided to demand that the king agree to certain rules that would limit his authority.

[12] Their goal was not to remove King John from power. Instead, they wanted to make sure he governed more fairly. They hoped to create an agreement that would protect people from unfair treatment and prevent the king from abusing his power.

[13] Finally, in June of 1215, King John met the barons at Runnymede, a grassy meadow beside the River Thames. It was there that one of the most important documents in history was created.

[14] The Magna Carta was agreed to and sealed.

- [15] Although the document may have seemed like a simple agreement at the time, its impact would last for centuries. The Magna Carta established rules that limited the authority of the king and protected certain rights. It became a symbol of fairness and the belief that no one should be above the law.
- [16] The Magna Carta was important because it limited the king's power. Before this document existed, kings often made decisions without restrictions. The Magna Carta introduced a different idea. It stated that the king must follow the law just like everyone else.
- [17] Today, this idea may seem ordinary, but in 1215 it was groundbreaking. Many people had never considered the possibility that a king could be required to obey laws. The Magna Carta challenged the belief that rulers should have unlimited authority.
- [18] The document also protected certain rights of the people. One of its most famous principles involved fair treatment under the law. For example, it stated that free men could not be punished without a lawful judgment. This meant a person could not simply be arrested or punished because a ruler wanted it to happen.
- [19] Instead, there needed to be a legal process. Evidence had to be considered, and decisions needed to be made fairly. This concept became an important foundation for future legal systems.
- [20] The circumstances at the time helped shape the Magna Carta. People were tired of unfair treatment and wanted change. They wanted leaders who would respect laws and consider the needs of the people they governed. Because of this, the document reflects the growing belief that fairness and justice should be important parts of government.
- [21] While the Magna Carta was an important step forward, it did not immediately solve every problem. Conflicts between the king and the barons continued. Some parts of the document were challenged, revised, or ignored over time. Even so, the ideas contained in the Magna Carta continued to spread.
- [22] Many people recognized that the document introduced powerful concepts about government. They saw value in the idea that leaders should have limits and that citizens should have protections under the law.
- [23] As centuries passed, the Magna Carta became more than just an agreement between a king and a group of barons. It became a symbol of freedom, fairness, and accountability. Scholars, lawmakers, and political leaders studied its principles and applied them in new situations.
- [24] Its influence reached far beyond England. Governments in different parts of the world began considering similar ideas about rights and the rule of law. Many leaders believed that fair governments should protect citizens and prevent any one person from becoming too powerful.
- [25] Hundreds of years later, the ideas from the Magna Carta influenced other governments. Leaders in the United States used similar ideas when creating the U.S. Constitution. Like the Magna Carta, the Constitution limits government power and protects the rights of citizens.
- [26] When American leaders met to design a new government after the American Revolution, they carefully considered lessons from history. They wanted to avoid the problems that can occur when too much power is placed in the hands of one person or group.
- [27] As a result, they created a system that divided power among different branches of government. This structure helps prevent any single branch from becoming too powerful. The idea of limiting government authority can be connected to principles first expressed in the Magna Carta.
- [28] Other American documents also reflect ideas that can be traced back to the Magna Carta. The Bill of Rights protects important freedoms and guarantees certain legal protections. Concepts such as fair trials, due process, and equal treatment under the law are connected to principles that were first introduced centuries earlier.
- [29] The influence of the Magna Carta can still be seen today. Courts continue to rely on laws and legal procedures to help ensure fairness. Government leaders are expected to follow laws rather than act however they choose. Citizens have rights that governments are responsible for protecting.
- [30] These ideas help create stability and trust within society. When people believe laws will be applied fairly, they are more likely to feel confident in their government. Fair laws help protect individuals and encourage leaders to act responsibly.
- [31] The Magna Carta also reminds people that positive change often begins when individuals work together to

address problems. The barons recognized that something needed to change, and they took action to seek a solution. Their efforts resulted in a document that would eventually influence millions of people around the world.

[32] Students who study the Magna Carta are learning about more than a single historical event. They are learning about ideas that continue to shape governments and societies today. Concepts such as fairness, justice, accountability, and equal treatment remain important because they help communities function effectively.

[33] More than 800 years have passed since the Magna Carta was sealed at Runnymede. Yet its message remains relevant. It reminds people that laws should apply to everyone, leaders should be accountable for their actions, and citizens deserve protection under the law.

[34] Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly. What began as an agreement between a king and a group of barons eventually became one of the most influential documents in world history. Its ideas have shaped governments, inspired leaders, and helped protect the rights of citizens for generations. Because of its lasting impact on freedom, justice, and the rule of law, the Magna Carta continues to be remembered as a promise written long ago that still matters today.

Passage 2: "Morning in the Village" (Stamina: Very High)

[1] The sun was just starting to come up when Tayanita stepped outside. The tall pine trees were still dark, but she could hear people moving around the village.

[2] Her family lived in a Caddo village near a river in the Piney Woods. Their homes were built close together, and everyone knew each other. Some people were already cooking, while others were heading out to work.

[3] Tayanita liked the early morning hours. The village felt peaceful before the day became busy. Smoke drifted from cooking fires, and the smell of food filled the air. Birds called from the trees, and the river moved quietly nearby. She could hear people talking as they began their daily chores.

[4] The Caddo people worked hard to provide for their families. Everyone had responsibilities. Some people farmed, some hunted, and others made baskets, pottery, or tools. Children learned by watching adults and helping whenever they could. Tayanita felt proud when her parents trusted her with important jobs.

[5] Her family had lived in the village for many years. The people knew one another well and often worked together. If someone needed help building a home or gathering food, neighbors were willing to assist. The community depended on cooperation.

[6] Tayanita walked with her mother to the fields. Corn, beans, and squash grew in long rows. Her mother always called them the "Three Sisters" because they helped each other grow. Tayanita didn't understand all of it, but she knew they needed all three to have enough food.

[7] The fields were important to the village. Families worked together to plant, water, and harvest the crops. Everyone understood that a successful harvest meant there would be enough food for the coming months. Tayanita often helped by pulling weeds or carrying baskets filled with vegetables.

[8] As they worked, her mother explained how the plants supported one another. The corn grew tall and provided a place for bean vines to climb. The beans helped improve the soil. The squash spread across the ground and helped keep weeds from taking over. Although the explanation seemed complicated, Tayanita liked learning about the plants.

[9] Nearby, her uncle was talking about planting something different in one part of the field next season. He said it helped the soil stay strong. Tayanita just nodded and kept pulling weeds.

[10] Although she did not understand everything her uncle was saying, she enjoyed listening to the adults discuss farming. They seemed to know exactly what the land needed. Her grandfather often said that people should take care of the land because the land took care of them. Tayanita thought about those words whenever she worked outside.

[11] As the morning continued, the sun climbed higher into the sky. Workers moved steadily through the fields. Some people carried baskets, while others checked the growing crops. Children helped where they could. The village depended on everyone doing their part.

[12] One woman walked through the fields checking the condition of the plants. Another family was preparing an area for future planting. Everywhere Tayanita looked, people were busy. The work was not easy, but everyone understood its importance.

[13] By midday, the weather had become warmer. Tayanita wiped sweat from her forehead and took a short break. She sat beneath a tree and looked across the fields. Rows of crops stretched in every direction. Seeing all the work made her realize how much effort it took to feed an entire village.

[14] Her mother sat beside her and handed her a drink of water.

[15] "You are becoming a good worker," her mother said.

[16] Tayanita smiled. She liked hearing that.

[17] After their break, they continued working until it was time to leave the fields. Tayanita gathered her tools and followed her grandfather toward the center of the village.

[18] Later, she went with her grandfather to the large mound in the middle of the village. It was tall, and it had taken many years to build. People gathered there for important events. From the top, she could see trees stretching far in every direction.

[19] Her grandfather told her that many generations of Caddo people had helped build the mound. It was a special place where leaders met, ceremonies were held, and important decisions were discussed. People respected the mound because it connected them to their history.

[20] As they climbed, her grandfather explained that the mound represented the hard work of many people. No single person had built it alone. Each generation had added to it little by little.

[21] "That is how communities become strong," her grandfather said. "People work together."

[22] Tayanita liked that idea.

[23] When they reached the top, she looked across the village. Homes stood in neat groups. Smoke rose from cooking fires. Children played near their families while adults worked nearby.

[24] Beyond the village stood the Piney Woods. Tall trees covered the landscape in every direction. Tayanita thought the forest looked endless.

[25] Her grandfather pointed toward different parts of the village and explained their importance. He showed her where food was stored after harvests and where families gathered for celebrations. Every place had a purpose.

[26] As they climbed down from the mound, they passed several people carrying supplies. Some were bringing wood for cooking fires. Others transported baskets of food. Everyone seemed busy preparing for the afternoon.

[27] Near the river, several people were collecting water while others prepared canoes. The river was one of the village's most valuable resources. It provided water for drinking, cooking, and cleaning. It also helped people travel to nearby villages.

[28] Tayanita enjoyed watching the canoes. She imagined what it would be like to travel far from home and see places she had never visited before.

[29] That afternoon, visitors came from another village. They brought pottery and tools to trade. In return, her people shared food. Tayanita liked watching the trades. It felt like everyone was connected somehow.

[30] The visitors displayed carefully made pottery decorated with patterns. Some carried stone tools, while others brought items their village was known for producing. The Caddo people examined the goods and discussed possible exchanges.

[31] Trade was important because no village could make everything it needed. By exchanging goods, communities gained access to resources that might not be available nearby. Trade also helped people build friendships and maintain relationships with neighboring groups.

[32] Tayanita listened as adults talked with one another. Some discussed hunting, while others shared news about nearby communities. The visitors told stories about places they had traveled and people they had met.

[33] One visitor described a river much larger than the one near the village. Another spoke about traveling for many days through forests and grasslands. Tayanita listened carefully and imagined what those places looked like.

[34] She noticed that the visitors were treated with respect. Even though they came from another village, they were welcomed warmly. Her family believed that cooperation helped communities grow stronger.

[35] One of the visitors showed Tayanita a piece of pottery decorated with patterns she had never seen before.

[36] "Did you make this?" she asked.

[37] The visitor smiled.

[38] "My family did," he replied.

[39] Tayanita studied the pottery carefully. She admired the skill it must have taken to create something so beautiful.

[40] As the afternoon turned to evening, families began preparing meals. Children returned home, and workers finished their tasks for the day. The sounds of conversation filled the village as people gathered together.

[41] Tayanita helped carry food while her mother prepared dinner. The smell of cooking filled the air. Family members shared stories about their day while they worked.

[42] As they ate, her grandfather shared stories about Caddo traditions. He spoke about the importance of community, responsibility, and respect. He reminded everyone that each generation had a responsibility to preserve the customs that had been passed down.

[43] Tayanita listened closely. She enjoyed hearing stories about the past. They helped her understand why certain traditions remained important.

[44] Her grandfather explained that traditions connected people to those who came before them. They reminded families of their history and helped keep the community strong.

[45] As darkness slowly settled over the village, cooking fires glowed brightly. Families finished their meals and spent time together. Some people told stories while others laughed and talked about the day.

[46] Tayanita looked around and felt grateful for everything she had experienced. She had worked in the fields, learned from her grandfather, visited the mound, watched traders arrive, and spent time with her family.

[47] As the day ended, she looked around her village. It was busy, but it also felt like home.

[48] The glow of evening fires spread across the village. Families shared meals, laughed together, and prepared for the next day. The sounds of conversation mixed with the gentle sounds of nature surrounding the community.

[49] Before going inside, Tayanita looked one last time at the homes, the fields, the mound, the river, and the forests beyond the village. Tomorrow would bring another busy day. There would be more work to do and more things to learn.

[50] She smiled as she stepped inside her home. Surrounded by family, friends, and traditions that had been passed down for generations, Tayanita felt thankful to be part of the Caddo community and proud of the village she called home.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.7E**

A Promise Written Long Ago

TRACKS	Evidence
T Time	In the year 1215; early 1200s; June of 1215
R Reactions	trust in the king began to decline; the ideas continued to spread
A Actions	the barons demanded rules; the Magna Carta limited authority
C Character/Concept	King John, the barons, and the Magna Carta
K Key Knowledge	fair trials, rights, accountability, and rule of law
S Scenery/Setting	Runnymede, a grassy meadow beside the River Thames

Morning in the Village

TRACKS	Evidence
T Time	early morning; by midday; afternoon; evening
R Reactions	Tayanita felt proud; she smiled; she felt grateful
A Actions	planting, watering, harvesting, trading, and sharing food
C Character/Concept	Tayanita and the Caddo community
K Key Knowledge	the village depends on farming, trade, cooperation, and traditions
S Scenery/Setting	Piney Woods, river, fields, mound, and village homes

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **4.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the The Writing Academy color key.

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

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: catch and repair a near-miss explanation, then reveal what an explanation does, the Explanation Starter Pack, and the power of THIS.

Standard	Focus
TEKS	4.11A plan a first draft; 4.12B / 4.12B(i) compose informational text with a clear central idea
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Catch and Correct the Mistake. Show CATCH IT!, name the problem, repair the sentence, and explain why the repair is stronger.

TEACHER SCRIPT

"The barons wanted the king to follow rules is an explanation."

Correct: it is evidence when quoted because it uses the author's exact words. Then repair a repeated explanation: This shows the barons believed the king's power should be limited by rules.

CLASS SLIDE

Evidence Proves, Explanation Explains. SCR Structure: Thesis (central idea) - Evidence - Explanation.

REVEAL ■ TEACH

CLASS SLIDE

What an Explanation Does: it tells what the evidence means, explains why it matters, and connects the evidence to the thesis (central idea).

TEACHER SCRIPT

"Keep the explanation short, direct, and connected to the sentence before it. Ask yourself: What do I want the reader to understand because of this quote?"

Explanation is not another quote, repeated evidence, or a random thought. It is the writer's interpretation.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Starter Pack: This means... / This shows... / This reminds me of... / This makes me think of...

Point out that THIS points back to the evidence sentence right before it. A true detail alone is not an explanation.

WHY: tells me to give reasons. A because phrase can help me state a reason.

HOW: tells me to explain a way something happened. A by phrase can help me state a way.

Connect the Thesis (central idea) to SCR

CLASS SLIDE

The Power of THIS: THIS points back to the evidence sentence right before it.

Chant: "Wow! Wow! Wow! I'm explaining now!" Evidence proves. Explanation tells the reader what the proof means.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-SCR connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt the module skill through the Explanation Relay Race: sort sentences into Evidence or Explanation and explain why.

Standard	Focus
TEKS	4.11A planning; 4.12B / 4.12B(i) a clear, prompt-matched central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

Explanation Relay Race: pick up a card, read the sentence, decide Evidence or Explanation, place it in the correct category, and be ready to explain why.

CLASS SLIDE

Fast check: quotation marks and exact text are likely evidence; meaning, connection, or why it matters signals explanation.

Use cards from both passages. Students sort "The barons wanted the king to follow rules" as evidence and This means the barons believed rules should apply even to a powerful ruler as explanation.

GAME MATERIALS

Prepare the spinner, explanation cards, and a simple movement path before play. Match a drawn card to the spinner's WHY, HOW, or BOTH category.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin WHY, HOW, or BOTH.	Name the result.
2	Draw an explanation card for the thinking type.	Read the whole prompt.
3	Use the sample: Why is the setting important to the people in Tayanita's village?	The response needs meaning from evidence.
4	Read the evidence: "Corn, beans, and squash grew in long rows."	Exact words are evidence.
5	Box the important verb with a hand motion.	solved

6	Triangle the clue word with a hand motion.	HOW
7	Say the type aloud.	A way something happened
8	Use the village's evidence to guide thinking.	Farming helps provide food for the community.
9	Write a complete thesis (central idea).	Match the exact prompt.
10	Possible explanation: This means the village setting helps the people grow food for the community.	Interprets the evidence and connects to the thesis (central idea).
11	Check the thesis (central idea) against the prompt.	Correct thesis (central idea): move 2 spaces!
12	Switch roles and play another turn.	Both partners shape and write.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only repeats the quote, point to the evidence and ask, "What does this mean and why does it matter?"

Access without lowering rigor: allow oral rehearsal and pointing to the shape chart before writing. **Student product:** evidence-and-explanation sorts and prompt-matched theses.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss how to tell evidence from explanation, then independently build the third sentence to complete full SCRs and run a cumulative conventions sweep.

Standard	Focus
TEKS	4.11A planning; 4.12B / 4.12B(i) composing a clear central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ LEARN

CLASS SLIDE

Evidence or Explanation - How Do You Know?

TEACHER SCRIPT

"Connect to the Overarching Question: How is the explanation helping the reader understand the evidence?"

Students say: the evidence had quotation marks; the explanation told what the quote meant; THIS points back to the quote before it.

PERSONAL CONNECTION QUESTION (DISCUSS) 4.7A

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to fairness, rules, safety, or discovery before the class returns to the texts.

Compare the conflicts in the informational passage and narrative: each creates a need for a solution that protects people. Return to the informational passage's conflict when answering its WHY prompt. **4.7B**

4.7G

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Build the Third Sentence. Read the thesis (central idea), read the evidence, then write the explanation.

Step 1: Begin with a starter signal.

Step 2: Make THIS point back to the evidence sentence.

Step 3: Tell what the evidence means or why it matters.

Step 4: Connect the explanation to the thesis (central idea) and check conventions.

Independent Explanation Check

Possible response: The barons wanted the king to follow rules. This means the barons believed the king should not have unlimited power.

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the evidence-and-explanation sort and thesis (central idea). Check the important nouns, verb, and WHY; then check whether the underlined reason explains the need for laws.

Misconception / teacher move: a detail such as "People gathered" tells what happened. Ask how the conflict explains WHY they gathered.

Access without lowering rigor: offer "People gathered to create laws because _____"; the student supplies the reason independently. **Student product:** evidence-and-explanation sort, complete thesis (central idea), underlined reason, and optional evidence and explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize the explanation that makes evidence mean something and set a precise next goal.

Standard	Focus
TEKS	4.12B / 4.12B(i) a clear central idea; 4.11C revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS

CLASS SLIDE

AWARD - Put a star beside the explanation you are most proud of. Finish: My explanation helped the reader understand ____.

TEACHER SCRIPT

"Circle the strongest signal marker you used. Your explanation earned the title Meaning Maker when it added meaning."

Students point to their own explanation as evidence for the strength they name.

TARGET ✓ ASSESS

CLASS SLIDE

TARGET - Choose one next step: connect more clearly to evidence; use THIS correctly; explain why the quote matters; improve word choice; check capitalization and punctuation.

Students choose one next step and complete: My next explanation goal is ____ because ____.

SMALL-GROUP SUPPORT

Use the frame: My evidence is _____. This means _____. This connects back to my thesis (central idea) because _____.

Access without lowering rigor: rehearse orally, but each student writes the explanation and target independently.

Student product: an Award reflection and a specific Target.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach a partner what an explanation sentence does, proving understanding of the full SCR.

Standard	Focus
TEKS	4.11A planning; 4.12B / 4.12B(i) composing a prompt-matched central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS **4.12(B)(iii)**

CLASS SLIDE

Turn and Teach: What Does Explanation Do?

EDUCATE

TEACHER SCRIPT

"Teach your partner the definition of explanation, one starter signal, what THIS points to, one example using today's evidence, and how explanation connects back to the thesis (central idea)."

CLASS SLIDE

An explanation sentence tells _____. I can start with _____. In this response, THIS points back to _____. The explanation helps the reader understand _____.

Sample: An explanation sentence tells what the evidence means. I can start with This shows. In this response, THIS points back to Corn, beans, and squash grew in long rows.

Transfer to a Full SCR

CLASS SLIDE

Evidence gives the proof, but explanation tells the reader what to understand from that proof.

Students complete the three-sentence response independently and run the cumulative conventions sweep.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain what their THIS points to and how the explanation connects back to the thesis (central idea).

Access without lowering rigor: reread the evidence and allow oral rehearsal; the student writes the explanation independently.

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain WHY AND HOW laws improved communities. WHY: because they created fairness and reduced conflict. HOW: by setting clear rules that guided behavior and prevented disagreements.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do cooperation, responsibility, and respect help a community grow stronger?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use the exemplars and Sections 50-53 to identify an explanation that adds meaning. **Student product:** partner teaching explanation, full SCR, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can make their evidence mean something.

Student Exemplars

Deck slides 17-19 use this prompt: Why is the setting important to the people in Tayanita's village? Complete a full SCR - thesis (central idea), evidence, and an explanation that makes the evidence mean something.

51. Low / Developing Exemplar

Field	Detail
Student response	The setting is important. The text says, "Corn, beans, and squash grew in long rows." The corn, beans, and squash grew in long rows.
What the student did successfully	Included a thesis (central idea) and exact evidence from "Morning in the Village."
What is missing	The third sentence repeats the evidence instead of explaining it. It adds no meaning.
Why it falls at this level	The response does not tell why the evidence matters to the village.
Exact next instructional step	Replace the repeat with an explanation that starts with a signal and tells what the evidence means.

52. Medium / Approaching Exemplar

Field	Detail
Student response	The setting is important because people depend on farming. The text says, "Corn, beans, and squash grew in long rows." This means they grow food.
What the student did successfully	Included a thesis (central idea), exact evidence, and an explanation that begins with a starter and interprets the quote.
What is missing	The explanation is accurate but general and does not fully connect back to the thesis (central idea) about the community.
Why it falls at this level	The response explains part of the quote but does not show why farming matters to the whole village.
Exact next instructional step	Push the explanation to show why farming matters to the whole village.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	The setting is important because people depend on farming and trade.
Why it works	It states a clear central idea about the village and can be proved with details from the narrative.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Companion central idea	WHY	The author shows the setting through details about the environment.	Clear message that can be developed with evidence.

Narrative evidence transfer 4.12(B)(iii)	WHY	The setting is important because people depend on farming and trade.	Answers the prompt with a central idea.
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Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	"Corn, beans, and squash grew in long rows" and "They brought pottery and tools to trade."	Gives exact text proof of farming and trade.
Explanation	This means the village setting helps the people grow food and exchange goods with others.	Interprets the proof and connects it to the thesis (central idea) using THIS.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can tell evidence from explanation, begin an explanation with a starter signal, make THIS point to the evidence, tell what the proof means and why it matters, and complete a full thesis (central idea), evidence, explanation response. Accept varied wording when the explanation interprets the quoted detail and connects back to the thesis (central idea).

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students distinguish evidence from explanation and repair a repeated explanation.
T2	Day 1 Reveal	■ TEACH	The Starter Pack and the power of THIS are modeled.
L3	Day 2 Attempt	○ LEARN	Students sort exact quotes and interpretations in the Explanation Relay Race.
L4	Day 3 Discuss	○ LEARN	Students explain why repeating evidence is not enough.
A5	Day 3 Use	✓ ASSESS	Students build the third sentence of a full SCR.
A6	Day 4 Award	✓ ASSESS	Student identifies the explanation that makes evidence mean something.
A7	Day 4 Target	✓ ASSESS	Student sets a next step for connection, THIS, meaning, or conventions.
A8	Day 5 Explain	✓ ASSESS	Student teaches what an explanation sentence does.
A9	Day 5 Transfer	✓ ASSESS	Student completes and checks a three-sentence SCR.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can write an explanation sentence that completes an SCR.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two Very High Endurance level passages, the explanation charts, Explanation Relay Race cards, and student notebooks.
Related TEKS Breakout	4.12(B)(iii) compose informational texts using craft; 4.11(C)(i) revise drafts to improve sentence structure.
Task	Students sort evidence and explanation, then build the third sentence of a full SCR.

Expected Response	Students write an explanation that interprets the evidence, uses THIS, and connects to the thesis (central idea).
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Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Explanation Relay Race.

Formative Assessment. The Day 3 Build the Third Sentence practice serves as the formative check. Students begin with a starter, make THIS point back to the evidence, tell what it means or why it matters, and connect to the thesis (central idea).

Exit Ticket Assessment. The Day 5 exit ticket asks students to complete an explanation for evidence from either passage and run the cumulative SCR conventions sweep.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Why is the setting important to the people in Tayanita's village?	Evidence and explanation	The setting is important because people depend on farming and trade. The text says, "Corn, beans, and squash grew in long rows." This means the village setting helps the people grow food.
What does "The barons wanted the king to follow rules" mean?	Evidence and explanation	The barons wanted the king to follow rules. This means the barons believed the king should not have unlimited power.
How does an explanation turn evidence into clear thinking?	Explanation	It tells the reader what the proof means, why it matters, and how it connects to the thesis (central idea).

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.12(B)(iii) (craft) | **Student-Friendly Target:** I can explain what my evidence means.

Directions: Read this evidence from "Morning in the Village": "Corn, beans, and squash grew in long rows." Write an explanation sentence that begins with This means or This shows and use THIS to point back to the evidence.

Prompt: Why is the setting important to the people in Tayanita's village?

1. Selected response. An explanation sentence should: [] repeat the evidence [] tell what the proof means and why it matters (2 points)

2. Constructed response. Complete the SCR with an explanation: (4 points)

3. Underline THIS and draw an arrow to the evidence it points to. (2 points)

4. Transfer / application. Explain why repeating the evidence is not enough:
_____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Tell what the proof means and why it matters.	Explanation interprets evidence.	2	4.12(B)(iii)
2	Secure example: This means the village setting helps the people grow food for the community.	Explanation adds meaning and connects to the thesis (central idea).	4	4.12(B)(i); 4.12(B)(iii)
3	Underline THIS and draw an arrow to "Corn, beans, and squash grew in long rows."	THIS points back to the evidence.	2	4.11(C)(i)
4	Repeating the evidence gives another fact but does not tell the reader what the proof means.	Explanation makes the writer's thinking visible.	2	4.12(B)(iii)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C1 M4 Evidence and Explanation, Central Idea (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11A (planning); 4.12B / 4.12B(i) (clear central idea)
Spiral TEKS	4.11C (revising); 4.7C (text evidence); 4.7F (newly acquired vocabulary); 4.7G (discuss ideas important to meaning)
Purpose	Students complete a full SCR by adding an explanation that makes evidence mean something.
Exact Student Prompt	Why is the setting important to the people in Tayanita's village?
Exact Student Directions	Use the DOT habit for reading and TRACKS to find evidence. Write a thesis (central idea), quote strong evidence, and add an explanation that begins with This means or This shows. Make THIS point back to the evidence and explain why it matters.
Non-Negotiable Expectations	A complete thesis (central idea), accurate evidence from one of the two passages, and an explanation that interprets the evidence, uses THIS, and connects back to the thesis (central idea).

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Use the DOT habit for reading and tap the TRACKS to find a strong detail.
2. Write a thesis (central idea) that the evidence can support.
3. Quote one piece of evidence from "A Promise Written Long Ago" or "Morning in the Village."
4. Begin the explanation with This means, This shows, This reminds me of, or This makes me think of.
5. Make THIS point back to the evidence sentence.
6. Tell what the evidence means or why it matters.
7. Connect the explanation back to the thesis (central idea) and run the conventions sweep.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's central-idea progression; report that target separately from the supported SCR development.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about laws and fairness, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the message.	Names only the topic; does not answer WHY.
Evidence (CSI) 4.7C	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 4.7G	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 4.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure SCR writer	Enrichment: shape the WHY AND HOW prompt about laws and write a thesis (central idea) with a reason and a way.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You used the conflict to explain a reason or way when you wrote _____."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	4.11A planning; 4.12B clear central idea; 4.11C revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain WHY laws were needed in the informational passage.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, laws were needed because: _____. Help students name arguments and lost fairness, then complete a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "The Magna Carta mattered." Ask how the conflict helps answer WHY. Revise to "Laws were needed because people argued and fairness was lost." For HOW practice, use "Explain HOW Tayanita's learning solved a problem" and revise "Tayanita helped" to name the way heating liquids made crops safer.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the laws WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the evidence-and-explanation sort, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "The Magna Carta mattered"	Name the conflict and rehearse "Laws were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the evidence-and-explanation key, WHY / HOW chart, explanation cards, SCR (SCR) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about laws, then transfer the same shaping and thesis (central idea)-writing habit to the narrative.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and explanation cards
Relevant TEKS Breakout	4.12B clear central idea, genre characteristics, and craft; 4.11C revising; 4.7B
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the informational passage and shape one prompt. **4.7B**

CLASS SLIDE

Explain WHY AND HOW laws improved communities.

Use the deck's dual lens: WHY, laws improved communities because they created fairness and reduced conflict; HOW, laws improved communities by setting clear rules that guided behavior and prevented disagreements. Students circle laws and communities, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching Thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "Laws improved communities because they created fairness and reduced conflict by setting clear rules that guided behavior." Partners check the thesis (central idea) against both parts of the evidence-and-explanation sort.

Part 3: Develop and Transfer. Use SCR to plan text evidence, explanation, and significance for the laws thesis (central idea). Then apply the same habit to one narrative prompt: "Explain HOW Tayanita's learning solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people gathered to create laws in the informational passage "A Promise Written Long Ago."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with SCR: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Use the DOT habit and tap TRACKS.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.7G**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Short Constructed Response. Start with your thesis (central idea), then add evidence and an explanation.

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11C**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 4 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Explanation Relay Race card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how SCR can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW.

Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Use the DOT habit and tap TRACKS.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

What can I already do? One prompt I shaped or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today you learned that evidence gives the proof, but explanation tells the reader what to understand from that proof. Your explanation connects the quote to your thesis (central idea) and makes your thinking visible."

80. Essential / Overarching Question, Answered

How does an explanation sentence turn evidence into clear thinking for the reader?

An explanation sentence interprets the evidence. It tells the reader what the quoted words mean, why they matter, and how they connect back to the thesis (central idea). Starters such as This means and This shows help the writer point back to the evidence, but the explanation must add thinking rather than repeat the quote.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student evidence-and-explanation sorts and Explanation Relay Race theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Tayanita with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 4 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 4 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	Make the Evidence Mean Something	Module 4; Grade 4; Cluster 1; Very High endurance level; SCR	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	Which One Really Explains?	Evidence or explanation; Catch It!; DOT unknown words; both passages	Day 1 Gather
4	What an Explanation Does	Meaning; why it matters; connection to the thesis (central idea)	Day 1 Reveal
5	The Power of THIS	THIS points back to the evidence sentence right before it	Day 1 Reveal
6	SCR Structure	Thesis (central idea); Evidence; Explanation	Day 1 Reveal
7	Explanation Relay Race!	Sort exact quotes and interpretations; explain why each card belongs	Day 2 Attempt
8	Evidence or Explanation - How Do You Know?	Quotation marks; meaning; connection; the job of THIS	Day 3 Discuss
9	Build the Third Sentence	Use a starter, point THIS back, tell what the evidence means, connect to the thesis (central idea)	Day 3 Use
10	AWARD	Star the explanation that makes evidence mean something	Day 4 Award
11	TARGET	Choose a next step for connection, THIS, meaning, word choice, or conventions	Day 4 Target
12	Turn and Teach	Teach the definition, starter, THIS, evidence example, and thesis (central idea) connection	Day 5 Explain
13	Full SCR	Complete thesis (central idea), evidence, explanation, and cumulative conventions sweep	Day 5 Transfer
14	Match, Build, and Say It Slowly	Choose the explanation that matches the evidence and thesis (central idea)	Intervention
15	Explanation Stretch Lab		Enrichment

		Write a clarifying explanation and a connected story explanation for the same evidence	
16	My Progress Tracker	Reflect on telling evidence from explanation, using a starter, pointing THIS back, and completing a full SCR	Day 5 reflection
17	Low Exemplar	Evidence is present, but the third sentence repeats the quote	Section 51
18	Medium Exemplar	Starter and interpretation are present, but the connection is general	Section 52
19	High Exemplar	Complete SCR with exact evidence and an explanation using THIS	Section 53

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**4.7D**). **Game cards** support Explanation Relay Race; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and explanation cards for Explanation Relay Race. Students submit a evidence-and-explanation sort and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

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