THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 2

Informative Extended Constructed Response: Growing the Tree

Grade 4

Module 1 Growing the Tree

Module 2 Writing Thesis (Central Idea) Statements

Module 3 Organizing Reasons and Ways

Module 4 Choosing Evidence

Overarching question: How do writers grow a short response into a full informative ECR, from passage and prompt (roots) to thesis (central idea) (trunk) to reasons, evidence, and explanation (branches)?

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Growing the Tree

Grade 4 | Cluster 2 | Module 1

Grade: 4

Cluster: 2, Informative Extended Constructed Response (ECR) with the growing TREE structure

Module: 1 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Growing the Tree

Content Connection / Passage Titles: "The Energy We Use Everyday" and "Columbus's Arrival" (Week 1, Low Endurance, ECR Informative)

Primary TEKS: 4.11(B)(i), 4.12(B)(i), 4.12(B)(ii), and 4.12(B)(iii) (informative writing with a clear central idea)

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

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.

- 4.7 use text evidence to support an appropriate response. *[Woven into every evidence and explanation task.]*
- 4.10 explain the author's purpose and message in informational text. *[Woven into passage talk and ECR planning.]*
- 4.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing. *[Woven into the TREE plan and five-day lesson.]*
- 4.12(B)(i) compose informational texts using a clear central idea. *[Primary focus of the module.]*
- 4.12(B)(ii) compose informational texts using genre characteristics. *[Woven into informative response structure.]*
- 4.12(B)(iii) compose informational texts using craft. *[Woven into word choice, transitions, and explanation.]*
- 4.11(D)(i) edit complete simple sentences with subject-verb agreement. *[Woven into the conventions sweep.]*

1. A Little Inspiration Goes a Long Way!

This module opens with a picture students can remember: an informative ECR grows like a tree. The passage and prompt are the roots, the thesis (central idea) is the trunk, and the reason or way, evidence, and explanation are the branches. Keep the tree visible as students move from a short response to an extended response.

> **TEACHER SCRIPT**
> *"A strong thesis (central idea) gives your thinking a place to stand, a direction to grow, and a purpose to shine."*

Connection to this week's thinking: students read both passages, identify what the prompt asks, write a thesis (central idea), and grow the idea with a reason or way, evidence, and explanation.

2. Why This Module Matters

Students learn that an Extended Constructed Response grows like a tree. The roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reason or way, the evidence, and the explanation. The two passages, "The Energy We Use Everyday" and "Columbus's Arrival," give students concrete information to read, mark, discuss, and use.

Where it fits into writing: a short response may name one detail, but an extended response develops a central idea. Students begin with the roots, state a thesis (central idea), choose exact evidence, and explain what that evidence proves.

Why it matters beyond this module: students carry the TREE structure into every informative writing task. Strong roots make the trunk stable, and every branch must connect back to the thesis (central idea).

3. Module Essential / Overarching Question

How does understanding the passage, the prompt, and the parts of an ECR help us build a strong informative response?

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?

PART II

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

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 Grade 4 Cluster 2, Informative Extended Constructed Response. We picture the response as a growing tree. The roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reason or way, the evidence, and the explanation.

We will read "The Energy We Use Everyday," about renewable and nonrenewable resources, and "Columbus's Arrival," about Columbus's 1492 voyage and its lasting effects. Your student will move from a short response to an extended response by choosing a clear thesis (central idea), using exact evidence, and explaining what the evidence shows.

Ask your student, "What is your thesis (central idea), what evidence grows from it, and what does that evidence explain?" With appreciation, Your student's teacher, The Writing Academy, LLC

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

Estimadas familias:

Esta semana su estudiante comienza el Grupo 2 de escritura informativa de cuarto grado. Imaginamos la Respuesta Construida Extendida (ECR) como un árbol que crece. Las raíces son el pasaje y la indicación; el tronco es la tesis (idea central); y las ramas son la razón o la manera, la evidencia y la explicación.

Leeremos "The Energy We Use Everyday", sobre los recursos renovables y no renovables, y "Columbus's Arrival", sobre el viaje de Colón en 1492 y sus efectos duraderos. Su estudiante aprenderá a pasar de una respuesta corta a una respuesta extendida usando una idea central clara, evidencia exacta y una explicación que conecte con la tesis (idea central).

Pregúntele: "¿Cuál es tu tesis (idea central), qué evidencia crece de ella y qué explica esa evidencia?" Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- What are the roots, trunk, and branches of an informative ECR?
- What is the difference between a reason or way, evidence, and explanation?
- Choose one passage. What is one clear thesis (central idea) you could write?

- Read one exact detail from the passage. What does that evidence show?
- How does your explanation connect the evidence back to your thesis (central idea)?

8. Simple Family Activities

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

Family Activity: Grow an Idea

Start with a main idea about one of the passages, such as "Energy resources affect decisions." Grow it by adding one reason or way, one exact detail, and one sentence that explains what the detail shows.

Family Activity: Evidence or Explanation?

Take turns saying a sentence from the passage and a sentence about what it means. The listener names which is evidence and which is explanation, then says how the branch connects to the thesis (central idea).

PART III

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 2, Module 1
Module Category	Informative Writing / Extended Constructed Response, from short response to extended response
Primary TEKS	4.11(B)(i), 4.12(B)(i), 4.12(B)(ii), and 4.12(B)(iii)
Primary Breakout	Develop a focused, structured draft and compose informative text with a clear central idea, genre characteristics, and craft.
Spiral TEKS	4.7 text evidence and 4.10 informational purpose and message.
Recursive TEKS	4.11(C)(i), 4.11(C)(ii), and 4.11(D)(i), 4.11(D)(vi), 4.11(D)(vii), 4.11(D)(viii), 4.11(D)(ix), 4.11(D)(x), 4.11(D)(xxxiii), and 4.11(D)(xxxv).
Content Connection	"The Energy We Use Everyday" and "Columbus's Arrival"
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)	Labeled ECR tree; BOOM BOOM GRAB card sets; independent thesis (central idea), evidence, and explanation; revised sentence; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

PART IV

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will move from a short response to an extended informative response by identifying the passage and prompt as roots, writing a thesis (central idea) as the trunk, and growing branches with a reason or way, evidence, and explanation.

I Will Statements

- I will use the passage and prompt as the roots of my thinking.
- I will write a thesis (central idea) as the trunk of my response.
- I will choose a reason or way and exact evidence.
- I will explain what the evidence shows.
- I will make every branch connect back to the thesis (central idea).

I Can Statements

- I can name the roots, trunk, and branches of an informative ECR.
- I can write a clear thesis (central idea) for an ECR.
- I can use exact evidence from either passage.
- I can explain how my evidence connects to the thesis (central idea).

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 label the roots, trunk, and three branches of an ECR tree.
- I write a thesis (central idea) that answers the prompt with accurate information.
- I use an exact or clearly identified detail as evidence.
- I explain what the evidence proves and connect it back to the thesis (central idea).
- I check that my informative response has a focused, coherent structure.

14. Evidence That Will Demonstrate Mastery

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

- Day 1 Listen and Sketch: students name the roots, trunk, and branches.
- Day 2 BOOM BOOM GRAB: students sort thesis (central idea), evidence, and explanation cards from both passages.
- Day 3 Independent Tree Builder: students write a prompt-matched thesis (central idea), evidence, and explanation.
- Day 4 Award and Target: students revise one sentence for structure, word choice, and conventions.
- Day 5 Turn and Teach: students explain one ECR part and transfer the TREE to a new prompt.

15. TEKS Correlations

Primary targets are 4.11(B)(i), 4.12(B)(i), 4.12(B)(ii), and 4.12(B)(iii). The Student Expectation column preserves the Grade 4 wording supplied for this module.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11(B)(i)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Days 1-2	Days 3-5	Writing Assignment
4.12(B)(i)	Informative Writing	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 2-5	Tree Builder and Writing Assignment
4.12(B)(ii)	Informative Writing	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 2-5	Writing Assignment
4.12(B)(iii)	Informative Writing	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2	Days 3-5	Writing Assignment
4.11(C)(i)	Revising	revise drafts to improve sentence structure	Day 4	Day 5	Sentence quality check
4.11(C)(ii)	Revising	revise drafts to improve word choice	Day 4	Day 5	Sentence quality check
4.11(D)(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 3	Day 4	Conventions sweep
4.11(D)(vi)-(x)	Editing	edit drafts using standard English conventions, including past tense of irregular verbs and singular, plural, common, and proper nouns	Day 3	Day 4	Conventions sweep
4.11(D)(xxxiii) / 4.11(D)(xxxv)	Editing	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and high-frequency words	Day 4	Day 5	Writing Assignment

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	4.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	TREE plan; Days 1-5
PRIMARY	4.12(B)(i)	compose informative text using a clear central idea	Days 1-5; Tree Builder
PRIMARY	4.12(B)(ii) / 4.12(B)(iii)	use genre characteristics and craft in an informative response	Days 2-5; Writing Assignment
RECURSIVE	4.11(C)(i) / 4.11(C)(ii)	revise drafts to improve sentence structure and word choice	Day 4 quality check
RECURSIVE	4.11(D)(i), 4.11(D)(vi)-(x)	edit complete sentences, verb tense, and noun forms	Day 4 conventions sweep
RECURSIVE	4.11(D)(xxxiii) / 4.11(D)(xxxv)	edit spelling patterns and high-frequency words	Day 4 and Writing Assignment
SPIRAL	4.7 / 4.10	use text evidence and explain informational purpose and message	Passage reading; all TREE branches
RECURSIVE	DOT / TRACKS / TREE	read closely, gather evidence, and connect branches to the thesis (central idea)	Anchor charts; all five days
RECURSIVE	DOT / TRACKS / TREE	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, passage, 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 prompt-shaping 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	Use information from both passages to write a thesis (central idea) and connect two evidence branches.	Independent challenge after mastery.	A thesis (central idea) with accurate evidence and connected explanation.

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 passage evidence to write a matching thesis (central idea), then apply the same tree habit independently to the second passage.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding the topic completes ECR planning.	The teacher may skip the central idea and evidence connection.	Model roots, trunk, evidence, and explanation, then show how each part connects.
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.
Listing a fact is the final goal.	The teacher may stop before students explain the evidence.	Protect the roots-to-branches habit: write a thesis (central idea), choose exact evidence, then explain what it shows.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A detail and an explanation are the same.	The student copies a sentence and calls it an explanation.	Contrast evidence as passage words with explanation as the writer's thinking about those words.
A true detail is enough for a thesis (central idea).	The student writes "People gathered" without answering why they gathered.	Return to the shaped prompt 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 _____."

PART V

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; 4.12(B)(ii) use genre characteristics; and 4.12(B)(iii) use craft. Students build the roots, trunk, and branches of an informative ECR.

26. How I Say the Standard!

TEKS says	How I say it
4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write an informative response about a topic with one clear thesis (central idea). I can grow it with a reason or way, evidence, and an explanation.
4.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can use informative writing moves: state the topic, explain the thesis (central idea), and organize the branches so the reader can follow them.
4.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose exact evidence and precise words, then explain what the evidence shows.

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 ECR.

28. Before I Can... Prerequisites

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

- Read an informational passage and identify its topic and important details.
- 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. 4.7

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, name the topic of one passage, tell one exact detail, and say what that detail helps you understand."

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 states the main information	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, end punctuation, subject-verb agreement, irregular past tense, singular and plural nouns, common and proper nouns, spelling patterns, and high-frequency words. When students draft on Day 3 and revise on Day 4, have them check each sentence carefully under the Grade 4 editing standards.

32. Writing Connection

Reading the passage and prompt correctly is what makes a written response accurate. Students name the topic, write a thesis (central idea), select evidence, and explain it. This is the habit that turns a short answer into a focused, structured, coherent ECR.

33. Watch Out!

Common misconception: students copy a detail and think the detail is the whole response. **Teacher move:** point to the tree. Ask for the thesis (central idea) on the trunk, the exact evidence on one branch, and an explanation of what the evidence shows.

34. Ready Check

Read aloud: "Explain how renewable and nonrenewable resources affect decisions about energy use." Ask students to name the topic, the action, and the evidence they might need. Use responses to decide who needs the ECR Tree chart, oral rehearsal, or a vocabulary preview during Day 1.

35. Teacher Look-Fors

- Students name the roots as passage and prompt.
- Students write a thesis (central idea) that fits the topic.
- Students choose exact evidence from "The Energy We Use Everyday" or "Columbus's Arrival."
- Students explain what the evidence shows and connect it back to the thesis (central idea).
- Students begin sentences with capitals, use correct verbs and nouns, and end with punctuation.

PART VI

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

"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
idea	a thought about something	My idea about the passage is _____.
reason	why something is true or happens	One reason is _____.
show	to make something known	The text shows that _____.
explain	to make an idea clear	I explain my idea by _____.
answer	what you say to a prompt	My answer to the prompt is _____.
prove	to show something is true	I can prove my idea by _____.
build	to make something part by part	I build my response by _____.
plan	to think out before writing	My plan is to _____.
connect	to link two things together	I connect the evidence to my thesis (central idea) by _____.
support	to hold up or back up an idea	I support my thesis (central idea) with _____.

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 central idea a response will prove	My thesis (central idea) is _____.
evidence	proof from the text, often exact words	My evidence is _____.
explanation	the writer's thinking about what the evidence means	My explanation shows _____.
prompt	the statement that tells you what to write about	The prompt asks me to _____.
analyze	to look closely at parts to understand the whole	I analyze the prompt by _____.
response	the writing you build to answer the prompt	My response includes _____.
inform	to give information about a topic	This response informs the reader about _____.
structure	the way the parts are organized	The structure of my ECR is _____.
central idea	the main point the whole response is about	The central idea is _____.
transition	a word that links ideas, such as because, however, or in addition	I use the transition _____ to _____.

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	Say It This Way	Student-Friendly Definition
renewable	rih-NOO-uh-buhl	able to be replaced over time and used again
nonrenewable	non-rih-NOO-uh-buhl	not able to be replaced quickly once it is used
resource	REE-sorss	a material or supply that people use
pollution	puh-LOO-shun	harmful materials that damage the environment
environment	en-VY-run-ment	the natural world around us
exploration	eks-plur-AY-shun	the act of traveling to learn about new places
influence	IN-floo-uhns	the power to change or affect something
conflict	KON-flikt	a serious disagreement or struggle
missionaries	MISH-uh-nair-eez	people who travel to teach a religion
expedition	eks-puh-DISH-un	a journey taken for a special purpose
TREE	tree	Roots, Trunk, and Branches for an informative ECR

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. This low-endurance module uses two informational passages. "The Energy We Use Everyday" explains renewable resources such as wind, water, sunlight, plants, and animals and nonrenewable resources such as coal, oil, and natural gas. It gives advantages and limitations for each kind. "Columbus's Arrival" explains Christopher Columbus's 1492 voyage, his claim of land for Spain, the spread of Christianity, conflicts over land and resources, and lasting effects on Native American groups such as the Taino and the Carib.

Important conceptual background. An informative ECR is not a debate. Students state a thesis (central idea) and explain it with evidence. The passage and prompt are the roots. The thesis (central idea) is the trunk. The reason or way, evidence, and explanation are branches that grow from the trunk and connect back to it.

Content context and connection to writing instruction. The energy passage supports comparison of renewable and nonrenewable resources. The Columbus passage supports explanation of how one arrival affected land, culture, and people. Students use the exact passage words as evidence, then explain what each detail shows.

The ECR Habit

Before writing, students DOT unfamiliar words, reread the passage and prompt, name the topic, write a matching thesis (central idea), and use the TREE: roots, trunk, and branches. The reason or way develops the thesis (central idea); evidence gives text proof; explanation connects that proof to the thesis (central idea). 4.7

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	Tree cards labeled Thesis (central idea), Evidence, and Explanation; BOOM BOOM GRAB cards; markers
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 Growing the ECR Tree chart with roots, trunk, reason or way, evidence, and explanation.

☐ Prepare prompt cards from the module's displayed prompts, a WHY/HOW/BOTH spinner, and a movement path for each pair or group.

☐ Prepare a passage, prompt, and TREE chart in student notebooks with space to write a thesis (central idea).

☐ Copy "The Energy We Use Everyday" and "Columbus's Arrival." Plan short reading and writing portions for this low-endurance module.

☐ Prepare the energy model thesis (central idea), evidence, and explanation, plus a Columbus transfer response.

☐ Set out notebooks and pencils for writing complete theses (central ideas) during BOOM BOOM GRAB.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Listen and sketch the ECR tree, then reveal roots, trunk, and branches with the energy and Columbus passages.
Day 2	15	A Attempt	Sort thesis (central idea), evidence, and explanation cards from both passages in BOOM BOOM GRAB.
Day 3	15	D Discuss + U Use	Discuss what makes the tree strong, build an independent tree for energy decisions, and run a conventions sweep.
Day 4	15	A Award + T Target	Recognize a growing branch, choose a precise next goal, and revise a sentence for structure, word choice, and spelling.
Day 5	15	E Educate and Explain to Others	Teach a partner one ECR part, explain why it matters, and transfer the TREE to a Columbus prompt.

43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short prompt from the module.
- Students make roots, trunk, and branches hand motions while naming the passage, prompt, thesis (central idea), evidence, and explanation.
- Students say, "Roots strong, trunk tall, branches growing," then return quietly to their work.

PART VII

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to responsible decisions about energy and to the historical effects of Columbus's arrival, while keeping the writing task informative.

Element	This Module
Suitability	A natural fit. The energy passage explains choices about resources; the Columbus passage explains effects on land, culture, and people.
Focus	Responsible decisions about resources and careful explanation of historical information.
Content Connection	Renewable resources can be replaced over time; nonrenewable resources form over millions of years. Columbus's arrival led to exploration and lasting effects.
Perspective Connection	Informative writing asks students to explain information accurately and connect evidence to a central idea.
Literacy-to-Citizenship Connection	Reading closely before making a statement helps a writer represent information fairly and responsibly.
Citizenship Question	"How can careful information help people make responsible decisions?"
Teacher Script	*"When you explain information, use the passage as your roots, state your thesis (central idea), and make every evidence branch connect back to it."*
Accuracy / Source Note	Use only the facts stated in the two module passages. Students should explain evidence from the passages without adding outside claims.

PART VIII

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Growing the TREE Key

Roots	Trunk	Branches
Passage + prompt	Thesis (central idea)	Reason or way + evidence + explanation

The Informative ECR Prompt Chart

Part	Student Question	What the Writer Does
Roots	What passage and prompt am I using?	Read closely and keep the task in view.
Trunk	What is my thesis (central idea)?	State the main information clearly.
Branches	What supports the thesis (central idea)?	Add a reason or way, evidence, and explanation.

ECR TREE Thinking Chart

Tree Part	ECR Part	What It Means
Roots	Passage + Prompt	Everything starts here.
Trunk	Thesis (central idea)	The clear main idea of the response.
Branch 1	Reason or Way	The idea that develops the thesis (central idea).
Branch 2	Evidence	Exact information from the passage. 4.7
Branch 3	Explanation	What the evidence shows and how it connects to the thesis (central idea).

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you build your response, DOT any word you are unsure about. Then reread the passage and prompt so your roots are strong."

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 an anchor chart titled "Growing the ECR Tree." Draw roots labeled Passage + Prompt, a trunk labeled Thesis (central idea), and three branches labeled Reason or Way, Evidence, and Explanation. Add the reminder: every branch must connect back to the trunk. Keep the exact two passage titles nearby for students to use as roots.

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: "The Energy We Use Everyday" (Stamina: Low)

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, or travel in a car, you are using energy produced from natural resources found on Earth.
[2] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.
[3] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.
[4] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used.
[5] Nonrenewable resources provide a large and steady supply of energy, which makes them useful.
[6] However, their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up.
[7] Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use.

Passage 2: "Columbus's Arrival" (Stamina: Low)

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.
[2] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region.
[3] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled to the Americas to teach Native Americans about this religion. This changed many traditions and ways of life.
[4] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. However, these relationships did not always stay peaceful. Conflicts developed over land, resources, and control. The Carib were known for resisting the Spanish, which led to fighting between the groups.
[5] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage, but many people also think about how his arrival affected Native Americans.
[6] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas.

48. Student Annotation Guide

The evidence students learn to identify in each source. 4.7

The Energy We Use Everyday

TRACKS	Evidence
T Time	each day; over millions of years
R Reactions	advantages; limitations; pollution and environmental damage
A Actions	turn on lights; charge a device; generate electricity; plan carefully
C Character/ Concept/Creature	renewable; nonrenewable; energy resources
K Key Knowledge	wind, water, sunlight, plants, animals, coal, oil, and natural gas
S Scenery/Setting	natural resources found on Earth; deep underground

Columbus's Arrival

TRACKS	Evidence
T Time	In 1492; Today
R Reactions	growth of Spain's influence; changed many traditions and ways of life
A Actions	sailed; claimed; explore and settle; spread; trading and cooperating; resisting
C Character/ Concept/Creature	Christopher Columbus; Taino; Carib; Spain
K Key Knowledge	the route to Asia, land, religion, resources, control, and lasting effects
S Scenery/Setting	Atlantic Ocean; islands in the Caribbean; the Americas

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 tree parts organize the response. 4.7

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, Creature	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.

PART IX

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 the parts of the informative ECR tree by listening and sketching, then reveal how roots, trunk, and branches work together.

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

GATHER ■ TEACH

CLASS SLIDE
ROOTS = passage + prompt. TRUNK = thesis (central idea). BRANCHES = reason or way, evidence, explanation.

TEACHER SCRIPT
"Do not try to copy my words yet. Listen for the structure. When I pause, sketch only the parts that help your brain remember how an informative response grows."

Students sketch a tree with roots labeled passage and prompt, a trunk labeled thesis (central idea), and three branches labeled reason or way, evidence, and explanation. Students add an arrow showing that every branch connects back to the trunk.

CLASS SLIDE
Read "The Energy We Use Everyday" and "Columbus's Arrival." Both passages give information that can grow an ECR.

Read the first passage aloud, then have students name one fact: renewable resources can be replaced over time and used again. Read the second passage aloud, then have students name one fact: Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas.

REVEAL ■ TEACH

TEACHER SCRIPT
"The roots hold the passage and the prompt. The trunk is your thesis (central idea), or the main idea you will explain. The branches grow from that idea: reason or way, evidence, and explanation."

Model the prompt: "Explain how renewable and nonrenewable resources affect decisions about energy use." Name the roots: the energy passage and the prompt. Model a trunk: "Renewable and nonrenewable resources affect energy decisions because each has advantages and limitations." Add the branch

"Renewable energy sources are not always available." Explain: this shows people must plan carefully when they choose an energy resource.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN
Ask students to point to roots, trunk, and branches. Listen for passage and prompt, thesis (central idea), and reason or way, evidence, and explanation.

Teaching move: if a student names a detail as the thesis (central idea), ask, "What is the whole response teaching the reader?" Return to the trunk and ask for a main idea that the detail can support.

Access without lowering rigor: read both passages aloud and let students sketch before writing. The student still names each part and supplies the thesis (central idea).

Student product: a labeled ECR tree with roots, trunk, three branches, and arrows connecting the branches to the trunk.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt the module skill by sorting thesis (central idea), evidence, and explanation cards from the two passages.

Standard	Focus
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 ○ LEARN

CLASS SLIDE
BOOM BOOM GRAB: place Thesis (central idea), Evidence, and Explanation cards between partners. Listen, grab the matching card, and justify the choice.

TEACHER SCRIPT
"I will read a sentence. The first person to grab the matching tree card wins a point. Then you must explain why your card is the thesis (central idea), evidence, or explanation."

Sentence from the module passages	Card	Why
Energy choices are shaped by the advantages and limitations of different resources.	Thesis (central idea)	It states the main information the response will explain.
The passage states, "Renewable energy sources are not always available."	Evidence	It uses exact information from "The Energy We Use Everyday."
This shows people must plan carefully when they choose an energy resource.	Explanation	It tells what the evidence means.
Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas.	Thesis (central idea)	It names the central information about the passage.
The Carib were known for resisting the Spanish, which led to fighting between the groups.	Evidence	It is a specific detail from the passage.
This shows that the arrival affected relationships and control, not only exploration.	Explanation	It connects the detail to the thesis (central idea).

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN
Before awarding the point, ask the student to use the frame, "This is ____ because ____." Accept a paraphrase only when the student identifies the correct TREE part.

Teaching move: when students call a copied sentence an explanation, ask, "What does it mean?" When they give a broad idea as evidence, ask them to point to the passage's exact words.

Access without lowering rigor: allow partners to reread the exact passages and say the card label before writing. The student still sorts and justifies each card.

Student product: two completed card sets in the interactive notebook, one from each passage.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss what makes a tree strong, then independently build an ECR tree for an informative energy prompt and check one sentence.

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)(i)	edit complete simple sentences with subject-verb agreement
ELPS 4(F)(x)	write to explain with supporting evidence using appropriate style for a specific purpose

DISCUSS ○ LEARN

TEACHER SCRIPT
"Why is evidence not enough by itself? What happens if we skip the thesis (central idea)?"

Expected response: evidence is a detail, so it needs an explanation. Without the thesis (central idea), the tree has no trunk. Invite students to compare the energy passage and the Columbus passage: both give a topic, central information, and details that a writer can explain.

TEACHER SCRIPT
"Connect to the overarching question: How do the passage, the prompt, and the parts of an ECR work together to build a strong informative response?"

USE AGAIN: INDEPENDENT TREE BUILDER ✓ ASSESS

Prompt: Explain how renewable and nonrenewable resources affect decisions about energy use.

Students draw roots, trunk, and three branches. They write the passage and prompt in the roots, a thesis (central idea) on the trunk, a reason or way, exact evidence, and an explanation.

Answer Key: Roots: "The Energy We Use Everyday" plus the energy decisions prompt. Trunk: Renewable and nonrenewable resources both affect energy decisions because each has advantages and limitations. Evidence: "Renewable energy sources are not always available." Explanation: This shows that people must plan carefully and weigh advantages and limitations when they choose an energy resource.

Standards Application Check

Students choose one sentence from their ECR tree. They revise it for clearer sentence structure and stronger word choice. Then they check subject-verb agreement, past tense of an irregular verb if used, singular and plural nouns, common and proper nouns, spelling patterns, and high-frequency words.

TEACHER SCRIPT

"This is a quick quality check on the sentence you already wrote. Make the information clearer, then edit the sentence carefully."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Look for a topic-matched thesis (central idea), text evidence, and an explanation that connects back to the trunk.

Teaching move: if the branch does not connect to the thesis (central idea), ask, "What does this evidence show about the main idea?" Do not supply the explanation.

Access without lowering rigor: provide the tree outline and reread the passage; the student chooses the thesis (central idea), evidence, and explanation.

Student product: independent energy ECR tree and one revised, edited sentence.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize evidence of a growing ECR tree and set a precise next goal for informative writing.

Standard	Focus
4.11(C)(ii)	revise drafts to improve word choice
4.11(D)(xxxv)	edit drafts using correct spelling of high-frequency words
ELPS 4(C)(i)	write using a combination of high-frequency words and content-area vocabulary

AWARD ✓ ASSESS

TEACHER SCRIPT

"Look at your tree and name one part that is growing strong. You may award yourself for clear roots, a focused trunk, an exact evidence branch, or an explanation that connects back."

- I named the passage and prompt in the roots.
- I wrote a thesis (central idea) that fits the topic.
- I used a detail from the passage as evidence.
- I explained what the evidence shows.

TARGET ✓ ASSESS

Students choose one part that needs more practice: roots, thesis (central idea), evidence, explanation, or conventions. They write one measurable goal, such as "I will use an exact detail and explain what it shows." Students revise the sentence "Resources affect choices" to "Renewable and nonrenewable resources affect energy choices because each has advantages and limitations."

EMBEDDED CHECK FOR UNDERSTANDING

Ask students to point to the part of their work that proves the award and the part that shows the target. A target must describe a writing action, not a feeling.

Teaching move: if a student chooses "write more" as the goal, ask for a specific TREE part and a specific action.

Access without lowering rigor: offer the goal frames "I will add evidence by ____" and "I will explain my evidence by ____" while the student supplies the action.

Student product: award statement, target statement, and one revised sentence.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach a partner one part of the ECR tree, explain why it matters, and transfer the structure to the Columbus passage.

Standard	Focus
4.12(B)(iii)	compose informational texts using craft
4.12(B)(i)	compose informational texts using a clear central idea
ELPS 4(F)(ii)	write to explain with supporting details using appropriate style for a specific purpose

EXPLAIN AND EDUCATE ✓ ASSESS

TEACHER SCRIPT

"Teach one ECR tree part to your partner. Say what it is, why it matters, and one example from our passages."

Sentence frame: "The ____ of an ECR is ____. It matters because ____. For example, ____." Partners listen for accurate vocabulary and a complete connection to the tree.

TRANSFER TO COLUMBUS'S ARRIVAL

Prompt: Explain how Columbus's arrival affected land, culture, and the people who lived in the Americas.

Students name the roots, write a thesis (central idea), choose one evidence detail, and write an explanation. A model is: "Columbus's arrival had lasting effects because it increased Spain's influence, changed traditions and ways of life, and led to conflicts over land, resources, and control." Evidence may be, "The Carib were known for resisting the Spanish, which led to fighting between the groups." Explanation: "This shows that the arrival affected people and control as well as exploration."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain how their evidence connects to the thesis (central idea). If the response only retells a detail, ask what the detail shows about the main idea.

Teaching move: when a student adds information not stated in the passage, point to the roots and say, "Use only what this passage gives you." When a student gives a detail without meaning, ask for one explanation sentence.

Access without lowering rigor: reread the passage and provide the sentence frame. The student selects the evidence and completes the explanation.

Student product: partner teaching explanation, Columbus ECR tree, and final response to the overarching question.

Overarching Question Answered: Understanding the passage and prompt gives the response strong roots. Knowing the ECR parts gives the writer a structure for turning a clear thesis (central idea) into a reason or way, evidence, and explanation.

PART X

Student Exemplars

Use this informative prompt: Explain how renewable and nonrenewable resources affect decisions about energy use. The three responses below show a short response growing toward an extended response.

51. Low / Developing Exemplar

Field	Detail
Student response	Energy comes from resources. The text says there are renewable and nonrenewable ones. This is important.
What the student did successfully	Named the topic and included a related detail from the passage.
What is missing	The response does not state a clear thesis (central idea), and the explanation does not tell what the evidence proves.
Why it falls at this level	The response begins with information but does not grow a trunk and connected branches.
Exact next instructional step	Write a thesis (central idea) about how the two resource types affect decisions. Add exact evidence and explain what it shows.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Renewable and nonrenewable resources affect energy decisions. The text states, "Renewable energy sources are not always available." This shows renewable energy has a limitation.
What the student did successfully	Wrote a topic-matched thesis (central idea), selected exact evidence, and began an explanation.
What is missing	The explanation does not yet connect fully to the central idea about decisions, and it does not include the nonrenewable branch.
Why it falls at this level	The tree has a trunk and one branch, but the explanation needs to show why people must weigh advantages and limitations.
Exact next instructional step	Add the second resource type and explain how both advantages and limitations affect a decision.

53. High / Secure Exemplar

Part	Example
Roots	"The Energy We Use Everyday" and the energy decisions prompt
Trunk: strong thesis (central idea)	Renewable and nonrenewable resources both affect energy decisions because each has advantages and limitations.
Branch: evidence	"Renewable energy sources are not always available," and nonrenewable resources "cannot be replaced quickly once they are used."
Branch: explanation	This shows people must plan carefully and weigh advantages against limitations when they choose an energy resource.
Why it works	Every branch connects to the trunk, uses the passage, and explains the central information.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Energy transfer	Trunk	Renewable and nonrenewable resources affect energy decisions because their advantages and limitations are different.	Clear central idea that can grow with evidence.
Columbus transfer	Trunk	Columbus's arrival affected land, culture, and people through exploration, changed traditions, and conflict over land and resources.	Explains the central information using both the passage topic and effects.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The text states, "Renewable energy sources are not always available."	Gives exact proof about a limitation.
Explanation	This shows people must plan carefully and weigh advantages and limitations when they choose an energy resource.	Connects the proof to the prompt-matched thesis (central idea).

PART XI

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) name the passage and prompt as roots, (2) write a clear thesis (central idea) as the trunk, (3) select evidence from "The Energy We Use Everyday" or "Columbus's Arrival," and (4) explain what that evidence shows. Accept varied wording when the thesis (central idea) is accurate and every branch connects back to it.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Roots, trunk, and branches of an informative ECR are named and sketched.
T2	Day 1 Reveal	■ TEACH	An energy prompt is modeled with a thesis (central idea), evidence, and explanation.
L3	Day 2 Attempt	○ LEARN	Students sort thesis (central idea), evidence, and explanation cards from both passages.
L4	Day 3 Discuss	○ LEARN	Students explain why evidence needs an explanation and why a tree needs a trunk.
A5	Day 3 Use	✓ ASSESS	Independent energy tree with roots, thesis (central idea), evidence, and explanation.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence from the tree.
A7	Day 4 Target	✓ ASSESS	Student revises one sentence and states a specific next goal.
A8	Day 5 Explain	✓ ASSESS	Student teaches one ECR part accurately to a partner.
A9	Day 5 Transfer	✓ ASSESS	Columbus tree with a prompt-matched thesis (central idea), evidence, and explanation.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build an informative ECR from passage and prompt roots to a thesis (central idea), evidence, and explanation.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, BOOM BOOM GRAB cards, pencils, the ECR Tree chart, and both provided passages.
Related TEKS Breakout	4.11(B)(i) focused structure; 4.12(B)(i) clear central idea; 4.12(B)(ii) genre characteristics; 4.12(B)(iii) craft.
Task	Students name the passage and prompt, write a thesis (central idea), select exact evidence, and explain how it connects to the thesis (central idea).

Expected Response	The response states accurate information, uses a detail from one of the two passages, and explains what the detail shows.

Informal Assessment. During Days 1-2, watch students name roots and listen as they identify the topic, rehearse a matching thesis (central idea), and sort cards during BOOM BOOM GRAB.

Formative Assessment. The Day 3 independent Tree Builder is the formative check. Students build the energy tree, write the thesis (central idea), choose evidence, and explain what it shows.

Exit Ticket Assessment. The Day 5 exit ticket asks students to build a brief Columbus tree and explain how the arrival affected land, culture, and people.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain how renewable and nonrenewable resources affect decisions about energy use.	Energy information	Renewable and nonrenewable resources both affect energy decisions because each has advantages and limitations.
Explain how Columbus's arrival affected land, culture, and the people who lived in the Americas.	Historical information	Columbus's arrival had lasting effects because it increased Spain's influence, changed traditions and ways of life, and led to conflicts over land, resources, and control.
Explain why understanding advantages and disadvantages helps build responsibility when making decisions about energy use.	Energy information	Understanding advantages and disadvantages helps people plan carefully when choosing among energy resources.

PART XII

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.11(B)(i) and 4.12(B)(i) (focused structure and clear central idea) | **Student-Friendly Target:** I can build a clear informative ECR from roots to branches.

Directions: Reread the selected passage. Write the passage title and prompt in the roots. Write a thesis (central idea) on the trunk, then add one exact detail as evidence and one explanation.

Passage: "The Energy We Use Everyday."

Prompt: Explain how renewable and nonrenewable resources affect decisions about energy use.

1. Roots. Write the passage title and the topic of the prompt. (2 points)

_____

2. Trunk. Write one clear thesis (central idea) about the energy information. (4 points)

_____

_____

3. Evidence. Copy one exact detail from the passage that supports your thesis (central idea). (2 points)

_____

4. Explanation. Explain what the evidence shows about the thesis (central idea). (2 points)

_____

_____

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Accept "The Energy We Use Everyday" and energy decisions or a clear equivalent.	Names the roots accurately.	2	4.11(B)(i)
2	Secure example: Renewable and nonrenewable resources both affect energy decisions because each has advantages and limitations. Award 4 for a clear, accurate thesis (central idea); 3 for a related but general idea; 2 for one accurate detail without a central idea; 1 for a topic only; 0 for no response.	States the central idea, not a single detail.	4	4.12(B)(i)
3		Uses text evidence.	2	4.7

	Accept an exact detail such as "Renewable energy sources are not always available" or "Nonrenewable resources provide a large and steady supply of energy."			
4	Secure example: This shows that people must plan carefully and weigh advantages and limitations when they choose an energy resource.	Explains what the evidence shows and connects it back to the thesis (central idea).	2	4.12(B)(i)

59. Scoring Principle

Score the primary TEKS, the accuracy of the information, the prompt-matched thesis (central idea), the evidence, and the explanation. Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who states accurate information and connects evidence to the thesis (central idea) 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 C2 M1 Growing the Tree (Exit Ticket)."

PART XIII

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), and 4.12(B)(iii)
Spiral TEKS	4.7 text evidence; 4.11(C)(i) sentence structure; 4.11(C)(ii) word choice; 4.11(D)(i) conventions
Purpose	Students write an informative response that grows from roots to a thesis (central idea), evidence, and explanation.
Exact Student Prompt	Explain how renewable and nonrenewable resources affect decisions about energy use.
Exact Student Directions	Read "The Energy We Use Everyday." Write the passage and prompt in the roots. Write one complete thesis (central idea) on the trunk. Add an exact detail as evidence and explain what it shows.
Non-Negotiable Expectations	A clear informative thesis (central idea), accurate evidence from the passage, and an explanation that connects the evidence back to the thesis (central idea).

WRITING REQUIREMENT

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 reread the passage and prompt.
2. Write the passage title and prompt in the roots.
3. Write a thesis (central idea) that clearly explains the energy information.
4. Plan one reason or way and one exact piece of evidence from the passage. 4.7
5. Plan an explanation: what does the evidence show about the thesis (central idea)?
6. Run the conventions sweep: sentence structure, word choice, verbs, nouns, and spelling.

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 central-idea progression; report that target separately from the supported TREE 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 informative central idea about the selected passage, broad enough to develop.	Clear idea, slightly general.	Retells details without stating the main information.	Names only the topic; does not state a central idea.
Evidence 4.7	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation	Explains what the evidence shows and connects to the thesis (central idea).	Explains the link.	Restates evidence without explaining.	No explanation.
Conventions and vocabulary	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 ECR writer	Enrichment: grow two trees from the two passages with different evidence branches.
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 the prompt. Does your thesis (central idea) explain the topic it asks about?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain what it shows about your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

PART XIV

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help naming the roots, writing a thesis (central idea), selecting evidence, or explaining a branch.
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	4.11(B)(i) focused structure; 4.12(B)(i) clear central idea; 4.11(C)(i) sentence structure
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Roots. Students reread one passage and write its title and topic in the roots.

CLASS SLIDE
The roots are the passage and the prompt.

TEACHER SCRIPT
"Point to the roots. What passage are you using? What does the prompt ask you to explain? Keep both in view while you write."

Use either passage. Ask students to point to the exact sentence that gives their evidence.

Step 2: Build the Trunk.

CLASS SLIDE
Write a thesis (central idea) that tells the main information about the topic.

Use the frame "_____ affects _____ because _____" or "_____ had lasting effects because _____." The student supplies the accurate information.

Step 3: Grow the Branches. Students add one exact detail from the passage and complete, "This shows _____ because _____." Ask them to explain the connection rather than repeat the evidence.

Step 4: Say It. Students turn to a partner and rehearse, "My thesis (central idea) is ___. My evidence is ___. This shows ___." Then each student writes the response.

Small Group Teacher Table: Ask "What passage is your root?" "What is the main idea?" "Which exact words support it?" "What does the detail show?" Keep the final choice and writing with 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 shaped prompt, 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
Cannot name the roots	Reread the title and prompt, then write both in the roots before drafting.
Writes a detail instead of a thesis (central idea)	Ask what the whole response explains and return to the trunk.
Copies evidence without explaining	Use "This shows _____ because _____" and have the student supply the meaning.
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the ECR Tree chart, two passage copies, TRACKS guide, sentence frames, exemplar responses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who build one tree accurately to grow two different informative trees from the two passages.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12(B)(i) clear central idea, 4.12(B)(ii) genre characteristics, and 4.12(B)(iii) craft; 4.11(C)(ii) word choice
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Compare Information. Compare the two passages. One explains advantages and limitations of resources; the other explains lasting effects of an arrival. 4.7

> **CLASS SLIDE**
> Explain how the two kinds of resources affect decisions about energy use.

Students write two possible theses for the energy prompt. One may focus on availability and pollution; another may focus on steady supply and limited replacement. Both must be accurate and supported by the passage.

Part 2: Write Matching Branches. Students choose different evidence for each thesis (central idea) and explain how the evidence connects to the central idea.

Part 3: Transfer. Build a second tree for "Columbus's Arrival." Students write a thesis (central idea), select a detail about exploration, religion, conflict, or lasting effects, and explain its meaning.

Expert Reflection: have students explain how the passage topic and evidence helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain how Columbus's arrival affected land, culture, and the people who lived in the Americas.

Connection to This Module: this week you learned that an ECR grows from roots to a trunk to branches. Use "Columbus's Arrival" as the roots, write a thesis (central idea), then develop it with a reason or way, evidence, and explanation.

Planning Support

1. DOT unfamiliar words and reread the passage and prompt.
2. Write the passage title and prompt in the roots.
3. Identify the topic and use it to plan the thesis (central idea).
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one exact piece of evidence from the passage. 4.7
6. Plan an explanation: what does the evidence show about your thesis (central idea)?
7. Plan one transition such as because, however, or in addition.

WRITING REQUIREMENT
Use at least two content words from this module's vocabulary list, such as renewable, resource, advantage, limitation, influence, or conflict.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, and explanation.

Success Criteria

- My roots name the passage and prompt.
- My thesis (central idea) answers the informative prompt.
- I use exact evidence from the passage.
- I explain what the evidence shows and connect it to the thesis (central idea).
- I revise and edit for clear sentences, precise words, correct verbs, nouns, and spelling.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS 4.11(C)(i) and 4.11(C)(ii)).

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 roots, thesis (central idea), evidence, and explanation.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 1 answer keys are available in the companion resources.

PART XV

Engagement & Home Connection

73. Auditory Engagement Moments

Give every student a chance to hear and say the thinking, not only read it. These moments are built around the module's work: naming roots, stating a thesis (central idea), selecting evidence, and explaining it.

- Read a passage title and prompt aloud. Students name the roots and point to the tree chart.
- Partners say, "My thesis (central idea) is ____. My evidence is ____. This shows ____."
- Read a BOOM BOOM GRAB card aloud; students say thesis (central idea), evidence, or explanation before writing.
- A student reads a thesis (central idea) aloud; the class listens for evidence and an explanation that connects to it.

74. Pause Points

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

PAUSE POINT: ROOTS FIRST
What passage and prompt are my roots?

PAUSE POINT: GROW THE TRUNK
Does my thesis (central idea) state the main information about the topic?

PAUSE POINT: CONNECT THE BRANCH
Is this exact evidence, and what does it show about my thesis (central idea)?

75. At-Home Connection

These at-home tasks turn a student into a passage reader 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.

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 Roots. Read one passage title and name the prompt topic. Complete: "My roots are _____ and _____." Family signature: _____

TEACHER INFORMATION: TASK CARD 2
This card helps students grow a trunk and one branch from the energy passage.

Task Card 2: Grow the Tree. Use the energy passage. Say a thesis (central idea), one exact evidence detail, and one explanation sentence. Family signature: _____

TEACHER INFORMATION: TASK CARD 3
Card 3 provides language support without reducing the thinking demand.

Task Card 3: Explain the Branch. Choose one detail from "Columbus's Arrival." Say, "My evidence is ____. This shows ____." Read your complete explanation aloud to a family member. Family signature: _____

PART XVI

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 growing ECR trees, 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!
Name the passage and prompt as my roots.			
Write a thesis (central idea) on the trunk.			
Choose a reason or way that develops my thesis (central idea).			
Add exact evidence from a passage.			
Explain what my evidence shows.			
Connect every branch back to the trunk.			
Revise sentence structure and word choice.			
Edit verbs, nouns, spelling, and punctuation.			

77. Student Award

What can I already do? One ECR tree 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 writing a matching thesis (central idea), evidence, or explanation:

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

PART XVII

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you used the passage and prompt as roots, wrote a thesis (central idea) as the trunk, and grew branches with a reason or way, evidence, and explanation. Your next informative response can grow from the same TREE."

80. Essential / Overarching Question, Answered

How does understanding the passage, the prompt, and the parts of an ECR help us build a strong informative response?

Understanding the passage and prompt gives the response strong roots. Knowing the ECR parts gives the writer a structure for turning a clear thesis (central idea) into a reason or way, evidence, and explanation. The result is an informative response in which every branch connects back to the trunk.

81. Teacher Reflection

- Which students named roots, trunk, and branches accurately?
- Which students wrote a thesis (central idea) but still need help selecting evidence?
- Which students explained what evidence shows and connected it back to the trunk?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Build the Tree intervention, and who is ready to grow two trees across the passages?
- 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 ECR trees and BOOM BOOM GRAB card sets
- Day 3 independent energy thesis (central idea), evidence, and explanation
- Day 5 Columbus transfer trees
- Revised sentences showing stronger structure and word choice
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

PART XVIII

Production & Implementation Support

83. Module Slide Deck Build Sheet

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

Slide	Title	Required Content	Lesson Location
1	Growing the Tree	Module 1; Grade 4 Cluster 2; Week 1; Low Endurance; ECR Informative	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	Read the Roots	Read both informational passages; DOT unfamiliar words; name the topics	Day 1 Gather
4	Grow the Tree	Roots are passage and prompt; trunk is thesis (central idea); branches are reason or way, evidence, explanation	Day 1 Reveal
5	Watch Me Build It	Energy prompt; clear thesis (central idea); exact evidence; connected explanation	Day 1 Reveal
6	The ECR TREE Chart	Roots; trunk; reason or way; evidence; explanation	Day 1 Reveal
7	BOOM BOOM GRAB	Sort thesis (central idea), evidence, and explanation cards from both passages	Day 2 Attempt
8	Talk It Over!	Why evidence needs explanation and why every branch connects to the trunk	Day 3 Discuss
9	Build It On Your Own!	Energy prompt; write roots, trunk, evidence, and explanation	Day 3 Use
10	Award the Branch	Point to a strong root, thesis (central idea), evidence, or explanation	Day 4 Award
11	What Do I Still Need to Grow?	Revise a vague energy sentence into a clear thesis (central idea)	Day 4 Target
12	Turn and Teach!	Teach one ECR tree part and explain why it matters	Day 5 Educate / Explain
13	Exit Ticket	Build a Columbus tree with a thesis (central idea), evidence, and explanation	Day 5 Transfer
14	Build It, Say It	Name the roots; state the thesis (central idea); explain the branch	Small-group support
15	Grow Two Trees		Enrichment

		Write two accurate energy theses and match different evidence to each	
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: topic and a detail named; thesis (central idea) and explanation need growth	Section 51
18	Let's Look at Another Answer!	MEDIUM: thesis (central idea), evidence, and beginning explanation	Section 52
19	Our Strongest Answer!	HIGH: connected branches explain energy decisions	Section 53

Guide routines and companion materials: retrieval, the overarching question, and passage rereading remain guide routines. **Game cards** support BOOM BOOM GRAB; slide 7 supplies the directions and sample cards.

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 ECR tree and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students label roots, trunk, and branches on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to name one passage detail and rehearse an explanation that connects to a thesis (central idea).
Oral response	Students say the frame aloud on camera before typing a thesis (central idea) and evidence.
Asynchronous option	Use digital passage copies and TREE cards for BOOM BOOM GRAB. Students submit a thesis (central idea), evidence, and explanation.
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	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Writing Thesis (central idea) Statements

Grade 4 | Cluster 2 | Module 2

Grade: 4

Cluster: 2, Extended Constructed Response (ECR) with the growing TREE structure

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Writing Thesis (central idea) Statements

Content Connection / Passage Titles: "The Energy We Use Everyday" and "Columbus's Arrival" (Week 2, Medium Stamina, ECR Informative)

Primary TEKS: 4.11B(i) and 4.12B(i) (organize an introduction and compose informational text with a clear central idea)

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

Response and Writing TEKS Woven Into This Module

The Grade 4 writing and response expectations below are built into this module at the point named in brackets.

- 4.7B write responses that demonstrate understanding of texts, including comparing sources. *[Woven into cross-text discussion.]*
- 4.7C use text evidence to support an appropriate response. *[Woven into evidence and explanation.]*
- 4.7E interact with sources through note taking and annotating. *[Woven into TRACKS.]*
- 4.7F respond using newly acquired vocabulary as appropriate. *[Woven into every writing assignment.]*
- 4.7G discuss specific ideas in the text that are important to the meaning. *[Woven into explanation.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose: students are moving from a prompt to a clear thesis (central idea), the trunk of the informative ECR TREE. Hold that purpose in front of the class all week.

TEACHER SCRIPT
"You are learning to build the trunk of an informative ECR TREE. Find the noun and verb in the prompt, decide WHY or HOW, and add your own answer."

Connection to this week's type of thinking: the whole week builds a habit: find the Noun of Importance and Verb of Importance, decide WHY or HOW, add the student's own answer, and write a matching thesis (central idea).

2. Why This Module Matters

Students learned in Module 1 that the thesis (central idea) is the trunk of the ECR TREE. This module zooms in on the trunk: a strong thesis (central idea) has the Noun of Importance from the prompt, the Verb of Importance from the prompt, and the student's own Answer. WHY prompts use a complex sentence with a subordinator; HOW prompts use a simple sentence with a preposition. The two passages are "The Energy We Use Everyday" and "Columbus's Arrival."

Where it fits into writing: the thesis (central idea) begins an informative ECR. Roots are the passage and prompt; the trunk is the thesis (central idea); branches are the reason or way, evidence, and explanation.

Why it matters beyond this assignment: students carry a durable habit of turning a prompt into a clear controlling idea in every subject.

3. Module Essential / Overarching Question

How can the words in an ECR prompt guide us to build a strong thesis (central idea) statement?

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

My First Thinking (Monday): The prompt tells me...

My Final Thinking (Friday): The prompt gives me…

What changed in my thinking?

PART II

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives every family a clear picture of the Grade 4 skill, a question to ask at home, and a simple way to help.

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

5. Family Letter (English)

Dear Families,

This week your student continues Cluster 2 of our Grade 4 writing curriculum with Module 2, "Writing Thesis (central idea) Statements." A thesis (central idea) is the main-idea sentence that begins an informative response. A strong thesis (central idea) has three pieces: the Noun of Importance from the prompt, the Verb of Importance from the prompt, and the Answer from the student's own thinking. WHY questions use a "because" sentence; HOW questions use a "through" or "by" sentence.

We are reading "The Energy We Use Everyday," about renewable and nonrenewable resources, and "Columbus's Arrival," about Columbus's 1492 voyage and its effects.

At home, ask your student to keep the topic word and add an own idea in one clear sentence. 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 continúa el Grupo 2 de nuestro currículo de escritura de cuarto grado con el Módulo 2, "Writing Thesis (central idea) Statements". Una tesis es la oración de idea principal que comienza una respuesta informativa. Una tesis fuerte tiene tres partes: el Sustantivo de Importancia de la indicación, el Verbo de Importancia de la indicación y la Respuesta del pensamiento del estudiante. Las preguntas de POR QUÉ usan una oración con "porque"; las preguntas de CÓMO usan una oración con "a través de" o "por medio de".

Seguimos leyendo "The Energy We Use Everyday", sobre los recursos renovables y no renovables, y "Columbus's Arrival", sobre el viaje de Colón en 1492 y sus efectos.

En casa, pídale que conserve la palabra del tema y agregue su propia idea en una oración clara. Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- What are the three pieces of a strong thesis (central idea)?
- Why cannot a thesis (central idea) just copy the question?
- What is the difference between a WHY sentence and a HOW sentence?
- What is a cause-and-effect relationship in one of our two passages?

8. Simple Family Activities

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

Family Activity: Keep the Topic, Add Your Idea

Ask a WHY question such as "Why is recycling helpful?" Have your student keep the topic word and add a "because" reason in one sentence.

Family Activity: Why or How

Take turns asking WHY and HOW questions. Notice that a WHY answer uses "because" and a HOW answer uses "by" or "through."

PART III

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 2, Module 2
Module Category	Informative Writing / Extended Constructed Response: Writing Thesis (central idea) Statements
Primary TEKS	4.11B(i), 4.12B(i), 4.12B(ii), 4.12B(iii)
Primary Breakout	Organize an introduction with purposeful structure and compose informational text using a clear central idea: 4.11B(i), 4.12B(i)
Spiral TEKS	4.11C(i), 4.11C(ii), 4.11D(i), 4.11D(vi), 4.11D(vii), 4.11D(viii), 4.11D(ix), 4.11D(x), 4.11D(xxxiii), 4.11D(xxxv)
Recursive TEKS	Revision, editing, the DOT and TRACKS reading habits, and the informative ECR TREE: roots, trunk, and branches.
Content Connection	Informational passages "The Energy We Use Everyday" and "Columbus's Arrival"
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)	Thesis (central idea) Builder Trail responses; Prompt-to-Thesis (central idea) Foldable; revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

PART IV

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will build a strong ECR thesis (central idea) with the Noun of Importance, Verb of Importance, and their own Answer in the matching sentence structure.

I Will Statements

- I will use the passage, speak about my thinking, and record my work.
- I will explain how my choices strengthen the response.
- I will keep the noun and verb from the prompt and add my own answer.
- I will notice informational relationships such as cause and effect.

I Can Statements

- I can use the prompt to build a complete thesis (central idea) with the noun, the verb, and my answer.
- I can find the Noun of Importance and the Verb of Importance in a prompt.
- I can decide whether a prompt is WHY or HOW and use the matching sentence type.
- I can add my own answer to complete a strong thesis (central idea).

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 the noun, verb, and answer in my thesis (central idea).
- I can tell WHY and HOW prompts apart and match the sentence type.
- I can build a thesis (central idea) that does more than copy the prompt.
- I can run the conventions sweep on my thesis (central idea).

14. Evidence That Will Demonstrate Mastery

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

- The Thesis (central idea) Builder Trail responses with the correct noun, verb, type, and answer.
- The Prompt-to-Thesis (central idea) Foldable with thesis (central idea) statements for WHY and HOW prompts.
- The Turn-and-Teach explanation of the three thesis (central idea) pieces.

15. TEKS Correlations

The Student Expectation column uses the full Grade 4 wording supplied for this module.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11B(i)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with	Day 1	Days 1-3	Writing Assignment

		purposeful structure, including an introduction			
4.12B(i)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-3	Days 3-5	Exit ticket; Writing Assignment
4.12B(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 2-5	Writing Assignment
4.12B(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2	Days 4-5	Day 5
4.11C(i)	Revising	revise drafts to improve sentence structure	Day 3	Day 4	Writing Assignment
4.11C(ii)	Revising	revise drafts to improve word choice	Day 2	Day 4	Writing Assignment
4.11D(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 4	Days 4-5	Writing Assignment
4.11D(vi)	Editing	edit drafts using standard English conventions, including past tense of irregular verbs	Day 4	Day 5	Writing Assignment
4.11D(vii)	Editing	edit drafts using standard English conventions, including singular nouns	Day 4	Day 5	Writing Assignment
4.11D(viii)	Editing	edit drafts using standard English conventions, including plural nouns	Day 4	Day 5	Writing Assignment
4.11D(ix)	Editing	edit drafts using standard English conventions, including common nouns	Day 4	Day 5	Writing Assignment
4.11D(x)	Editing	edit drafts using standard English conventions, including proper nouns	Day 4	Day 5	Writing Assignment
4.11D(xxxiii)	Editing	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns	Day 4	Day 5	Writing Assignment
4.11D(xxxv)	Editing	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 4	Day 5	Writing Assignment

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

16. Standards Coverage Matrix

This matrix classifies the Grade 4 Cluster 2 expectations and names where each occurs.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11B(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Day 1 model; Days 1-3 planning
PRIMARY	4.12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5
PRIMARY	4.12B(ii), 4.12B(iii)	compose informational texts using genre characteristics and craft	Days 2-5
RECURSIVE	4.11C(i), 4.11C(ii)	revise drafts to improve sentence structure and word choice	Day 4; Additional Writing Opportunity
RECURSIVE	4.11D(i), 4.11D(vi), 4.11D(vii), 4.11D(viii), 4.11D(ix), 4.11D(x), 4.11D(xxxiii), 4.11D(xxxv)	edit drafts using standard English conventions	Conventions sweep; Day 4; Writing Assignment
SPIRAL	4.7B, 4.7C, 4.7E, 4.7F, 4.7G	understand, compare, annotate, support, and discuss ideas from sources	TRACKS; Day 3; Day 5; Writing Assignment
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREE	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
4(C)(i)	Writing Genre	Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Days 1-5
4(D)(i)-(iii)	Writing Genre	Language Structures	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 1-5
4(D)(iii)	Writing Process	Transitions	write content-area texts using a variety of transition words	Day 2
4(E)(i)-(ii)	Revising and Editing	Grammar	write content-area-specific text using conventions and grammatical structures	Day 4
4(F)(i)-(ii), (v)-(vi)	Writing Genre	Purpose and Audience	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience	Days 1, 3, and 5
4(F)(ix)-(x), (xiii)-(xiv)	Writing Genre	Supporting Evidence	write to narrate, describe, explain, respond, or justify with supporting details or supporting evidence using appropriate content and style for purpose and audience	Days 3-5
4(A)(i), 4(B)(i)-(ii)	Editing	Spelling	apply relationships between sounds and letters of the English language to represent sounds when writing; write text following conventional spelling patterns and rules	Day 4 and Writing Assignment

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 prompt-shaping 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 about energy resources or Columbus's arrival and write a thesis (central idea) that shows cause/effect or advantage/ limitation.	Independent challenge after mastery.	A thesis (central idea) with an Answer, ready to develop with the TREE.

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 passage relationships and textual evidence to write a matching thesis (central idea), then apply the same 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 Noun of Importance, Verb of Importance, or Answer.	Model all three pieces, decide the sentence type, 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 shaped prompt 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 _____."

PART V

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: 4.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; 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; and 4.12B(iii) use craft.

26. How I Say the Standard!

TEKS says	How I say it
4.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	I can organize my informative response so the introduction begins with a clear thesis (central idea).
4.12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can keep the noun and verb from the prompt, add my own answer, and write one clear thesis (central idea) that my whole informative response can grow from.
4.12B(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose precise words and a sentence structure that clearly shows my thinking.

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 ECR.

28. Before I Can... Prerequisites

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

- Know that the thesis (central idea) is the trunk of the ECR TREE.
- Recognize a writing prompt as the task a writer must answer.
- Know that the prompt supplies the Noun of Importance and Verb of Importance.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word and read both passages closely.

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner the noun, verb, and answer in a strong thesis (central idea). Name one WHY clue and one HOW clue."

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. Use the Conventions Sweep for subject-verb agreement, past tense of irregular verbs, singular and plural nouns, common and proper nouns, and grade-appropriate spelling patterns and high-frequency words: 4.11D(i), 4.11D(vi), 4.11D(vii), 4.11D(viii), 4.11D(ix), 4.11D(x), 4.11D(xxxiii), 4.11D(xxxv).

32. Writing Connection

A strong thesis (central idea) keeps the noun and verb from the prompt and adds the student's own answer. WHY uses a complex sentence with a subordinator. HOW uses a simple sentence with a preposition. The thesis (central idea) is the trunk; the reason or way, evidence, and explanation grow as branches.

33. Watch Out!

Common misconception: students think a thesis (central idea) is a copied prompt or forget to keep the noun and verb. **Teacher move:** model the three pieces aloud, show the WHY and HOW sentence structures, and have students point to each piece.

34. Ready Check

Read one prompt aloud: "Explain why Columbus's arrival affected people in the Americas in important ways." Ask students to identify the Noun of Importance, Verb of Importance, WHY type, and a possible Answer. Use responses to decide who needs the sentence frame and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students name the Noun of Importance and Verb of Importance.
- Students say whether the prompt is WHY or HOW and name the matching sentence type.
- Students add an answer from their own thinking.
- Students run a conventions sweep on a complete thesis (central idea).

PART VI

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 informational relationships: 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
noun	a person, place, thing, or idea	The noun of importance is ____.
verb	an action or state word	The verb of importance is ____.
answer	your response to the prompt	My answer is ____.
ask	to put a question	The prompt asks me to ____.
build	to make part by part	I build my thesis (central idea) by ____.
word	a unit of language	A stronger word here is ____.
reason	why something is true	One reason is ____.
way	how something happens	One way is ____.
cause	what makes something happen	The cause was ____.
effect	what happens because of a cause	The effect was ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Strong word choice can make your thesis (central idea) more precise. Upgrade vocabulary to match your thinking."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the clear central idea a response will prove	My thesis (central idea) is ____.
prompt	the statement that tells you what to write about	The prompt asks me to ____.
analyze	to look closely at parts to understand the whole	I analyze the prompt by ____.
response	the writing you build to answer the prompt	My response begins with ____.
complex sentence	a sentence with a subordinator	A complex sentence uses ____.
simple sentence	a sentence with one complete thought	A simple sentence states ____.
subordinator	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 the method	I use ____ to name the method.
noun of importance	the main topic word in the prompt	The noun of importance is ____.
verb of importance	the word that tells what to explain	The verb of importance is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These are the words from our two passages. Use them to build a precise thesis (central idea) about energy or Columbus's arrival."

Word	Say It This Way	Student-Friendly Definition
renewable	rih-NOO-uh-buhl	able to be replaced over time and used again
nonrenewable	non-rih-NOO-uh-buhl	not able to be replaced quickly once it is used
resource	REE-sorss	a material or supply that people use
pollution	puh-LOO-shun	harmful materials that damage the environment
environment	en-VY-run-ment	the natural world around us
Columbus	kuh-LUM-bus	the explorer who sailed to the Americas in 1492
exploration	eks-plur-AY-shun	traveling to learn about new places
missionaries	MISH-uh-nair-eez	people who travel to teach a religion
influence	IN-floo-uhns	the power to change or affect something
conflict	KON-flikt	a serious disagreement or struggle

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. "The Energy We Use Everyday" is an informational passage about renewable resources such as wind, water, sunlight, plants, and animals, and nonrenewable resources such as coal, oil, and natural gas. It explains advantages, limitations, replacement, and environmental effects. "Columbus's Arrival" is an informational passage about Columbus's 1492 voyage, Spain's exploration and settlement, cultural exchange, conflict, and lasting effects on Native American communities.

Important conceptual background. The thesis (central idea) is the trunk of the ECR TREE. Roots are the passage and prompt. Branches are the reason or way, evidence, and explanation. A strong thesis (central idea) keeps the Noun of Importance and Verb of Importance from the prompt and adds the student's own Answer.

Content context and connection to writing instruction. Students notice cause/effect, comparison, advantage/limitation, and problem/solution relationships in the two passages. The prompt tells students how to begin: build the thesis (central idea) that the whole informative ECR will grow from.

The ECR Habit

Before writing, students DOT unknown words and reread both passages. They identify the Noun of Importance and Verb of Importance, decide WHY or HOW, add their own Answer, and write the thesis (central idea). The trunk then grows branches: reason or way, evidence, and explanation. 4.7E 4.7G

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	Sentence strips, a spinner labeled Noun / Verb / Answer / Type, a gameboard and game pieces, "Pencil Guy" markers
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	What a Thesis (central idea) Needs chart; WHY / HOW charts; sentence frames; oral rehearsal

41. Preparation Before Day 1

☐ Prepare "What a Thesis (central idea) Needs": Noun of Importance, Verb of Importance, and Student Answer.

☐ Prepare the WHY chart with subordinators and the HOW chart with prepositions.

☐ Prepare the Informational Relationship Clues chart: cause, effect, comparison, advantage, and limitation.

☐ Prepare the Prompt-to-Thesis (central idea) Foldable and Thesis (central idea) Builder Trail cards using the two passages.

☐ Copy "The Energy We Use Everyday" and "Columbus's Arrival" at Medium Stamina.

☐ Set out interactive notebooks, glue, scissors, crayons or colored pencils, sentence strips, and sticky notes.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	G Gather + R Reveal	Label thesis (central idea) statements as WHY or HOW; reveal the Noun of Importance, Verb of Importance, Answer, and matching sentence type.
Day 2	15 MINUTES	A Attempt	Use Thesis (central idea) Builder Trail: spin Noun, Verb, Answer, or Type and complete the matching part.
Day 3	15 MINUTES	D Discuss + U Use	Discuss why a thesis (central idea) cannot copy the prompt; transform prompts and run a conventions sweep.
Day 4	15 MINUTES	A Award + T Target	Recognize a strong thesis (central idea), underline the student's own answer, and set a precise next goal.
Day 5	15 MINUTES	E Explain / Educate	Teach a partner the three pieces, the WHY/HOW structures, and one example from either passage.

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.

PART VII

Citizenship & Content Connection

44. The Citizenship Connection

This module connects informative writing to responsible choices about energy and to studying the effects of Columbus's voyage.

Element	This Module
Suitability	A natural fit. The energy passage explains choices that protect Earth's resources; the history passage explains lasting effects on land, culture, and people.
Focus	Informative explanation, cause and effect, comparison, advantage and limitation.
Content Connection	Renewable resources can be replaced over time; nonrenewable resources form over millions of years. Columbus's voyage led to exploration, settlement, cultural exchange, conflict, and lasting effects.
Perspective Connection	Students study advantages and limitations and consider different perspectives on Columbus's arrival.
Literacy-to-Citizenship Connection	Reading the prompt carefully helps students make informed choices and explain effects with evidence.
Citizenship Question	"How can learning about energy and history help people make informed choices?"
Teacher Script	*"Informative writers study facts, connect causes and effects, and explain why the information matters."*
Accuracy / Source Note	Use only the two passages in this module for examples and models.

PART VIII

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping 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.

ECR TREE Thinking Chart

Letter	ECR 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 an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a method). Display the Noun of Importance, Verb of Importance, Answer, and matching sentence structures. Add the ECR TREE with reason or way, evidence, and explanation. After analyzing a prompt, students add a matching thesis (central idea) example.

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: "The Energy We Use Everyday" (Stamina: Medium)

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on each day would not be possible.

[2] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[3] People use renewable resources in many ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

[4] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. However, they also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

[5] Imagine a town that relies mostly on solar energy. On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available. The same challenge can occur with wind energy. If the wind is not blowing, wind turbines cannot produce as much electricity. Because of this, communities often use several different energy sources to meet their needs.

[6] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. Because they take so long to develop, they cannot be replaced quickly once they are used.

[7] Nonrenewable resources provide a large and steady supply of energy, which makes them useful. Many homes, businesses, and vehicles rely on these resources every day. Coal has been used for many years to generate electricity. Oil is used to make fuels such as gasoline, and natural gas is commonly used for heating and cooking.

[8] However, the use of nonrenewable resources can also create challenges. Their use can lead to pollution and environmental damage. In addition, these resources are limited and may eventually be used up. Once a nonrenewable resource is gone, it cannot be replaced within a human lifetime.

[9] Scientists, engineers, and community leaders continue to study ways to use energy wisely. Many people look for methods that reduce pollution while still providing enough energy for homes and businesses. Some communities use a combination of renewable and nonrenewable resources to meet their energy needs.

[10] Understanding the advantages and disadvantages helps build responsibility when making decisions about energy use. Learning about renewable and nonrenewable resources can help people make informed choices that protect Earth's resources for future generations.

Passage 2: "Columbus's Arrival" (Stamina: Medium)

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.

[2] At the time, many European countries were looking for faster trade routes. Traveling to Asia by land could

be difficult and costly. Columbus believed that sailing west across the Atlantic Ocean would be a quicker way to reach Asia. Although he did not arrive in Asia, his voyage connected Europe and the Americas in new ways.
[3] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region. Other European countries soon became interested in exploring the Americas as well.
[4] As more explorers arrived, Spain established settlements in different areas. Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas. These voyages helped increase trade and allowed European countries to expand their influence in the Americas.
[5] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled to the Americas to teach Native Americans about this religion. This changed many traditions and ways of life.
[6] The arrival of Europeans introduced new customs, languages, and technologies. Some Native American groups adopted certain European practices, while others worked to keep their own traditions. As different cultures came into contact, many changes took place throughout the Americas.
[7] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. They exchanged goods and shared information about the area. These early interactions helped both groups learn about one another.
[8] However, these relationships did not always stay peaceful. Conflicts developed over land, resources, and control. The Carib were known for resisting the Spanish, which led to fighting between the groups. As more Europeans arrived, disagreements often became more common.
[9] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of their land, while others experienced changes to their cultures and daily lives. These effects were different from place to place, but they often had lasting results.
[10] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage, but many people also think about how his arrival affected Native Americans. Historians study different perspectives to better understand the events that followed his journey.
[11] People continue to discuss the impact of Columbus's voyage because it marked an important turning point in history. His journey opened the door to further exploration, settlement, and cultural exchange between Europe and the Americas.
[12] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas. His voyage remains one of the most significant events in world history because of the changes it set into motion.

48. Student Annotation Guide

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

The Energy We Use Everyday

TRACKS	Evidence
T Time	over millions of years
R Reactions	lead to pollution and environmental damage
A Actions	Solar panels collect energy from sunlight
C Character/ Concept/Creature	Renewable resources
K Key Knowledge	coal, oil, and natural gas
S Scenery/Setting	natural resources found on Earth

Columbus's Arrival

TRACKS	Evidence
T Time	In 1492
R Reactions	changed many traditions and ways of life
A Actions	he claimed the land for Spain
C Character/ Concept/Creature	Christopher Columbus
K Key Knowledge	spread Christianity to the people they met
S Scenery/Setting	islands in the Caribbean

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 thesis (central idea) 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 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, Creature	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)

Teacher note: keep the passage copies and annotation guides together so students can return to evidence when they build a thesis (central idea).

PART IX

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 by labeling thesis (central idea) statements as WHY or HOW, then reveal the three thesis (central idea) pieces and the sentence type that matches each prompt.

Standard	Focus
TEKS	4.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; 4.12B(i) compose informational texts 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 ■ TEACH

CLASS SLIDE
Meet Our Week! Find the Noun of Importance and Verb of Importance; decide WHY or HOW; add your Answer; write a thesis (central idea); grow the TREE with reason or way, evidence, and explanation.

TEACHER SCRIPT
"Listen for the relationship. Is the sentence explaining why something is true, or how something happens?"

CLASS SLIDE
Listen for the Relationship. Today's thesis (central idea) examples use "The Energy We Use Everyday" and "Columbus's Arrival." Label WHY for a reason relationship or HOW for a method relationship.

Students DOT unknown words as they read. Notice renewable and nonrenewable resources, advantages and limitations, Columbus's arrival, cultural change, conflict, and lasting effects. 4.7E

CLASS SLIDE
Today your brain learns how to unlock prompts and build powerful thesis (central idea) statements.

REVEAL ■ TEACH

CLASS SLIDE
A Thesis (central idea) Has 3 Pieces: Noun of Importance, Verb of Importance, and Answer. WHY = complex sentence with a subordinator. HOW = simple sentence with a preposition.

CLASS SLIDE
Model WHY: "Explain why Columbus's arrival affected people in the Americas in important ways."

TEACHER SCRIPT
"The noun of importance is Columbus's arrival. The verb of importance is affected. My answer is that it changed land, culture, and relationships. Because creates a complex WHY sentence."

Model HOW with the energy prompt: "Renewable and nonrenewable resources shape energy decisions through differences in availability, replacement, and environmental effects."

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE
Model WHY thesis (central idea): "Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways."

Point out the Noun of Importance, Verb of Importance, and Answer. Explain that the answer comes from the student and the sentence structure matches WHY.

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 the TREE

CLASS SLIDE
The ECR TREE. Roots are the passage and prompt. The trunk is the thesis (central idea). Branches are the reason or way, evidence, and explanation.

CLASS SLIDE
T = Thesis (central idea), clearly answers the prompt. R = Reason/Way, tells why or how the thesis (central idea) is true.

CLASS SLIDE
E = Evidence, gives text proof. E = Explanation, connects the proof to the thesis (central idea). S = Significance, states why the idea matters.

Point to each part on the chart. Keep the independent writing target to a complete, prompt-matched thesis (central idea); show how the branches develop that idea. 4.7C 4.7G

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 parts and thinking type. **Student product:** passage notes, a prompt analysis, and a thesis (central idea)-to-TREE connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt the module skill through Thesis (central idea) Builder Trail: spin Noun, Verb, Answer, or Type and complete the matching part of a thesis (central idea) from a prompt card.

Standard	Focus
TEKS	4.12B(iii) compose informational texts using craft; 4.11C(ii) revise drafts to improve word choice
ELPS	4(D)(iii) write content-area texts using a variety of transition words

ATTEMPT ○ LEARN

CLASS SLIDE

Thesis (central idea) Builder Trail. Spin Noun, Verb, Answer, or Type. Pull a prompt card. Complete the part you spun. Correct answer moves one space; extra-strong academic language moves two.

CLASS SLIDE

Sample Prompt Card: "Explain how renewable and nonrenewable resources shape energy decisions."

Use a spinner labeled Noun, Verb, Answer, and Type. Partners take turns identifying the Noun of Importance, Verb of Importance, creating an Answer, or deciding WHY or HOW and naming the sentence type.

GAME MATERIALS

Prepare the spinner, prompt cards, gameboard, game pieces, and "Pencil Guy" markers before play.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin Noun, Verb, Answer, or Type.	Name the result.
2	Draw a prompt card.	Read the whole prompt.
3	For the sample, identify renewable and nonrenewable resources / shape / HOW.	Noun, verb, and type.
4	Complete the part you spun.	Use the prompt and passage.
5	If you spin Answer, add your own thinking.	Do not copy the prompt.
6	If you spin Type, decide WHY or HOW.	Name the sentence type.
7	Use a WHY subordinator or HOW preposition.	Because for WHY; through or by for HOW.
8	Write a complete thesis (central idea).	Keep the noun and verb.
9	Check the thesis (central idea) against the prompt.	Match the exact prompt.
10	Possible thesis (central idea): "Renewable and nonrenewable resources shape energy decisions through differences in availability, replacement, and environmental effects."	States the method.
11	Use precise academic vocabulary.	Extra-strong language moves two spaces.
12	Switch roles and play another turn.	Both partners build and explain.

Teacher guidance: the sample card and game directions come from the module; 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 method and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student copies the prompt, ask, "What is YOUR answer?" If a student mixes up WHY and HOW, ask, "Is there a reason with because, or a method with through or by?"

Access without lowering rigor: allow oral rehearsal and pointing to the shape chart before writing. **Student product:** shaped prompts and prompt-matched theses.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss why a thesis (central idea) cannot copy the prompt, then independently transform prompts into thesis (central idea) statements and run a conventions sweep.

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

DISCUSS ○ LEARN

CLASS SLIDE
Talk It Over! Why cannot a thesis (central idea) just copy the question?

TEACHER SCRIPT
"Connect to the Overarching Question: How do the words in the prompt guide the thesis (central idea)?"

Expected student response: "The answer part has to come from the student." A WHY thesis (central idea) needs a reason connection. A HOW thesis (central idea) uses a preposition to point to the path or means.

CROSS-TEXT DISCUSSION 4.7B
Compare the energy passage's advantages and limitations with the history passage's lasting effects. Name one informational relationship from either passage.

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE
Prompt-to-Thesis (central idea) Foldable. Complete Prompt, Noun + Verb, Type, and Thesis (central idea).

Step 1: Use Prompt A: "Explain why Columbus's arrival affected people in the Americas in important ways."

Step 2: Record Noun + Verb: Columbus's arrival / affected.

Step 3: Label Type: WHY and write a complex thesis (central idea).

Step 4: Use Prompt B about renewable and nonrenewable resources for a HOW thesis (central idea). 4.7C

CLASS SLIDE
A thesis (central idea) must answer the exact WHY or HOW question, not just state a detail.

Standards Application Check: Thesis (central idea) Quality Check

Teacher Model: "Renewable resources are important for the future because they can be replaced over time." Underline the Noun of Importance, box the Verb of Importance, bracket the Answer, label WHY, revise one word for precision, and check conventions and spelling.

WRITING REQUIREMENT 4.7F
Use precise vocabulary from the energy or Columbus passage in the written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS
Collect the Prompt-to-Thesis (central idea) Foldable. Check the noun, verb, type, answer, and sentence form.

Misconception / teacher move: if a student copies the prompt, ask for the student's own answer. If the sentence type is wrong, return to the WHY subordinator and HOW preposition charts.

Access without lowering rigor: offer oral rehearsal and the sentence frames; the student still chooses the answer and writes the thesis (central idea). **Student product:** completed foldable and conventions sweep.

DAY 4 | AWARD AND TARGET | 15 MINUTES

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

Standard	Focus
TEKS	4.11C(ii) revise drafts to improve word choice; 4.11D(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 ✓ ASSESS

CLASS SLIDE
Award. Underline the part of your thesis (central idea) that came from YOU.

TEACHER SCRIPT
"Your thesis (central idea) is strong because it keeps the noun and verb, adds your answer, and matches WHY or HOW."

CLASS SLIDE
Draw a tree trunk and write one strong thesis (central idea) across it. Class cheer: "Noun! Verb! Answer too! Strong thesis (central idea) thinkers coming through!"

Students point to the Noun of Importance, Verb of Importance, and Answer in their own work.

TARGET ✓ ASSESS

CLASS SLIDE
Target. Choose one: find the Noun of Importance, find the Verb of Importance, identify WHY/HOW, build the sentence, or strengthen word choice.

Curiosity Questions: "How can one prompt lead to more than one good thesis (central idea)?" "Why might two students answer the same prompt differently but still be correct?" "What happens to the rest of the ECR if the thesis (central idea) is weak?"

CLASS SLIDE
My next thesis (central idea) goal is ____ because ____.

Embedded check: students underline their own answer and name their next target.

SMALL-GROUP SUPPORT
Use the Noun / Verb / Answer frames with one of the two passages. Say it first. Then write it.

Access without lowering rigor: rehearse the passage relationship aloud; each student writes the revision. **Student product:** an evidence-based Award reflection, a specific Target, and a revised thesis (central idea).

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

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

Standard	Focus
TEKS	4.12B(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

EXPLAIN ✓ ASSESS 4.7G

CLASS SLIDE
Turn and Teach the Three Pieces!

EDUCATE

TEACHER SCRIPT
"Teach your partner the three pieces, how to know whether the prompt is WHY or HOW, and one example thesis (central idea) from today."

CLASS SLIDE
Sentence Frames: "The noun of importance is ____." "The verb of importance is ____." "The answer comes from ____." "A WHY thesis (central idea) uses ____." "A HOW thesis (central idea) uses ____."

Partners teach the three pieces and trace the trunk to its branches: reason or way, evidence, and explanation. Listen for accurate vocabulary from either passage.

Transfer Across the Two Informational Passages 4.7B

CLASS SLIDE
Build one thesis (central idea) from "The Energy We Use Everyday" and one from "Columbus's Arrival."

Students complete one WHY or HOW thesis (central idea) independently. Check that the Noun of Importance and Verb of Importance remain, the Answer is the student's own, and the sentence structure matches.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS
Ask students to explain how their underlined words answer HOW. A statement that the discovery was helpful needs a way to match this prompt.

Access without lowering rigor: reread the prompt and allow oral rehearsal; the student chooses the Answer and writes the thesis (central idea) independently.

CLASS SLIDE
One piece of a thesis (central idea) I can teach is ____.

CLASS SLIDE
Use the My Progress Tracker. Color in or check the box that matches how independently you can complete each skill.

Return to the Informational Relationship

Ask: "Which relationship did your thesis (central idea) show: cause/effect, comparison, advantage/limitation, or another relationship from a passage?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). **Student product:** partner teaching explanation, one thesis (central idea) from each passage, and progress reflection.

CLOSING SCRIPT

"You learned how to turn a prompt into a clear thesis (central idea). The prompt gives you the noun, verb, and WHY/HOW clue, and your thinking gives the answer. Keep growing your ECR TREE."

PART X

Student Exemplars

Use this prompt from "Columbus's Arrival": Explain why Columbus's arrival affected people in the Americas in important ways. Build a WHY thesis (central idea) with all three pieces.

51. Low / Developing Exemplar

Field	Detail
Student response	Columbus's arrival affected people in the Americas in important ways.
What the student did successfully	Kept the Noun of Importance and Verb of Importance from the prompt.
What is missing	The response copies the prompt and adds no Answer; it is not a complex WHY sentence.
Why it falls at this level	The topic and action are present, but the student has not explained the effects.
Exact next instructional step	Add a because reason naming changed land, culture, and relationships.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Columbus's arrival affected people because he came to the Americas.
What the student did successfully	Used a WHY sentence with a subordinator and kept the noun and verb.
What is missing	The Answer repeats the topic rather than explaining the effect.
Why it falls at this level	The sentence type matches WHY, but the idea needs sharper language.
Exact next instructional step	Sharpen the Answer to name changed land, culture, and relationships.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.
Why it works	It includes the Noun of Importance, Verb of Importance, and the student's own Answer in a complex WHY sentence.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Energy WHY	WHY	Renewable resources are important for the future because they can be replaced over time and often cause less environmental damage.	Clear reason relationship.
Energy HOW 4.7B	HOW	Renewable and nonrenewable resources shape energy decisions through differences in	Answers HOW with a method.

		availability, replacement, and environmental effects.	

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The passage says that the arrival of Europeans introduced new customs, languages, and technologies and that some groups lost control of their land.	Gives text proof of lasting effects.
Explanation	This shows why Columbus's arrival affected people in important ways: it changed land, culture, and relationships.	Connects the proof to the prompt-matched thesis (central idea).

PART XI

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can find the Noun of Importance and Verb of Importance, decide WHY or HOW, add an Answer, and write a complete thesis (central idea) in the matching sentence structure. Accept varied wording when the thesis (central idea) keeps the prompt's noun and verb, includes a reasonable Answer, and uses the two passages accurately. The thesis (central idea) is the trunk; reason or way, evidence, and explanation grow as branches.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Students label WHY and HOW thesis (central idea) examples from the two passages.
T2	Day 1 Reveal	■ TEACH	Three thesis (central idea) pieces, sentence types, and the TREE connection modeled.
L3	Day 2 Attempt	○ LEARN	Thesis (central idea) Builder Trail responses identify noun, verb, answer, and type.
L4	Day 3 Discuss	○ LEARN	Students explain why the thesis (central idea) cannot copy the prompt.
A5	Day 3 Use	✓ ASSESS	Independent Prompt-to-Thesis (central idea) Foldable and conventions sweep.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student selects a next goal: noun, verb, WHY/HOW, sentence, or word choice.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Student teaches one example from the energy or Columbus passage.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can find the noun and verb of importance and build a thesis (central idea) that matches the prompt type.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The two Medium Stamina passages, thesis (central idea) charts, Thesis (central idea) Builder Trail cards, and student notebooks.
Related TEKS Breakout	**4.11B(i)** organize with purposeful structure, including an introduction; **4.12B(i)** compose informational texts using a clear central idea
Task	Students perform a formative check in Thesis (central idea) Builder Trail and an independent task with the Prompt-to-Thesis (central idea) Foldable.

Expected Response	Students keep the noun and verb, add an answer, and match the sentence type to WHY or HOW.

Informal Assessment. During the lesson, observe Thesis (central idea) Builder Trail and Listen for the Relationship. Note whether students keep the noun and verb, add their own answer, and choose the correct sentence type.

Formative Assessment. The Day 3 Prompt-to-Thesis (central idea) Foldable serves as the formative check.

Exit Ticket Assessment. The student writes one thesis (central idea) from a prompt about renewable resources or Columbus's voyage and runs the conventions sweep.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain why Columbus's arrival affected people in the Americas in important ways.	WHY (reasons)	Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.
Explain how renewable and nonrenewable resources shape energy decisions.	HOW (method)	Renewable and nonrenewable resources shape energy decisions through differences in availability, replacement, and environmental effects.
Explain why renewable resources are important for the future.	WHY (reasons)	Renewable resources are important for the future because they can be replaced over time and often cause less environmental damage.

PART XII

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.12B(i) (clear central idea) | **Student-Friendly Target:** I can use the prompt to build a complete thesis (central idea) with the noun, the verb, and my answer.

Directions: Use one prompt from the two passages. Find the Noun of Importance and Verb of Importance, decide WHY or HOW, add your own Answer, and write the thesis (central idea) in the matching sentence structure.

Prompt: Explain why renewable resources are important for the future.

1. Selected response. This prompt asks for: [ ] REASONS (WHY) [ ] A METHOD (HOW) (2 points)

2. Constructed response. In one sentence, write a thesis (central idea) explaining why renewable resources are important for the future: (4 points)

_____

_____

3. Underline the reason in your thesis (central idea). (2 points)

4. Transfer / application. Name the detail in the excerpt that BEST shows why people needed a solution: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	REASONS (WHY). Find renewable resources and are important, then label WHY.	WHY asks for reasons.	2	4.11B(i); 4.12B(i)
2	Secure example: Renewable resources are important for the future because they can be replaced over time and often cause less environmental damage.	States the central idea with an Answer.	4	4.12B(i)
3	Underline "because they can be replaced over time and often cause less environmental damage."	Locates the WHY Answer in the thesis (central idea).	2	4.12B(i)
4	Accept a detail such as renewable resources can be replaced over time and used again, or they often cause	Connects evidence to the thesis (central idea).	2	4.7C; 4.12B(i)

	less damage to the environment.			

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 Noun, Verb, Answer, and Type with the charts and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C2 M2 Thesis (central idea) Statements."

PART XIII

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11B(i); 4.12B(i) (clear central idea)
Spiral TEKS	4.11C(i), 4.11C(ii); 4.11D(i), 4.11D(viii), 4.11D(x); 4.7C, 4.7F, 4.7G
Purpose	Students build a thesis (central idea) from one of the two informational passages.
Exact Student Prompt	Choose one: Explain why renewable resources are important for the future. Explain how Columbus's voyage changed the Americas.
Exact Student Directions	Find the Noun of Importance and Verb of Importance. Decide WHY or HOW. Add your own Answer and write the thesis (central idea) in the matching sentence structure. Run the Conventions Sweep.
Non-Negotiable Expectations	A complete thesis (central idea) that keeps the noun and verb, adds the student's own Answer, matches WHY or HOW, and uses accurate information from the selected passage.

WRITING REQUIREMENT 4.7F

Use precise vocabulary from the selected passage in the written response.

63. Student Planning Frame

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

1. Find the Noun of Importance, the topic word.
2. Find the Verb of Importance, what to explain.
3. Decide WHY (complex) or HOW (simple with a preposition).
4. Add your own Answer and build the thesis (central idea) in the matching sentence structure.
5. Point to the passage detail that supports the thesis (central idea). 4.7C
6. Run the Conventions Sweep: complete sentence, subject-verb agreement, noun forms, proper nouns, and spelling.

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 central-idea progression; report that target separately from the supported TREE 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 thesis (central idea) about renewable resources, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the central idea.	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 passage vocabulary.	Mostly complete; precise vocabulary is developing.	Some fragments; vocabulary is limited.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: build precise thesis (central idea) statements that show cause/effect or advantage/limitation across the two passages.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on the 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."

PART XIV

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	4.11B(i) organizing an introduction; 4.12B(i) using a clear central idea; 4.11C(i) 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 Noun of Importance, Verb of Importance, and type before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain why renewable resources are important for the future.

Use the frame: "Renewable resources are important for the future because ____." Help students add an Answer from the energy passage, then complete a thesis (central idea) that answers WHY.

Step 3: Read Aloud and Check. Ask: Did I keep the noun? The verb? Did I add my own answer? Did I use the right sentence type? Use one passage at a time and say it first, then write it.

Step 4: Say It. Students turn to a partner and rehearse: "My noun is ____. My verb is ____. My answer is ____." Then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the Noun of Importance?" "What is the Verb of Importance?" "What is YOUR Answer?" "Does your thesis (central idea) use the right sentence type?" 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 shaped prompt, 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.
Copies the prompt	Require an Answer piece from the student's own thinking.
Masters quickly	Route to the Relationship Thesis (central idea) Challenge.

Supporting Materials in This Book: What a Thesis (central idea) Needs chart, WHY / HOW chart, prompt cards, ECR TREE chart, sentence frames, exemplar thesis (central idea) statements, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who build thesis (central idea) statements accurately to show cause and effect and advantage or limitation across the two passages.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12B(i) clear central idea, genre characteristics, and craft; 4.11C(i), 4.11C(ii) revising; 4.7B compare sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Relationship. Briefly compare the energy passage's advantages and limitations with the history passage's lasting effects. 4.7B

> **CLASS SLIDE**

> Build one thesis (central idea) about Columbus's actions and one thesis (central idea) about energy resource differences.

Use the two passage prompts: "Columbus's actions influenced the Americas" and "Energy resource differences shape community decisions." Students identify the noun, verb, type, and Answer.

Part 2: Write a Matching Thesis (central idea). A sample Columbus thesis (central idea) is: "Because Columbus's actions brought control, cultural change, and conflict to the Americas, they influenced the region in lasting ways." A sample energy thesis (central idea) is: "Energy resource differences shape community decisions through availability, environmental effects, and long-term supply."

Part 3: Develop and Transfer. Use the TREE to plan a reason or way, evidence, and explanation for the thesis (central idea). Then revise the thesis (central idea) for precise word choice.

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: Choose one: Explain why renewable resources are important for the future. Explain how Columbus's voyage changed the Americas.

Connection to This Module: this week you learned to keep the Noun of Importance and Verb of Importance, decide WHY or HOW, and add your own Answer. Grow the TREE with a reason or way, evidence, and explanation.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Use a passage relationship and one detail 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 precise vocabulary from the selected passage in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, explanation, and significance.

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 thesis (central idea) aloud. Improve one word or phrase for precision so the relationship is clear (TEKS 4.11C(i), 4.11C(ii)).

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 1 answer keys are available in the companion resources.

PART XV

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 Thesis (central idea) Builder Trail card aloud; students say WHY or HOW and name the Answer 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 Answer, then check how the TREE 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 find the Noun of Importance and Verb of Importance before writing a matching thesis (central idea).

Task Card 2: Build a Thesis (central idea). Use "Explain how renewable and nonrenewable resources shape energy decisions." Find the noun and verb, decide HOW, and say a thesis (central idea) using "through". 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 passage prompt: "Explain why renewable resources are important for the future" or "Explain how Columbus's voyage changed the Americas." Find the noun and verb, add your own Answer, and read the complete thesis (central idea) aloud. Family signature: _____

PART XVI

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!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
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.

PART XVII

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked how the words in an ECR prompt guide us to build a strong thesis (central idea). Now we can answer it: the prompt gives us the noun of importance, the verb of importance, and the WHY/HOW clue, and our own thinking gives the answer."

80. Essential / Overarching Question, Answered

How can the words in an ECR prompt guide us to build a strong thesis (central idea) statement?

The prompt gives us the Noun of Importance, the Verb of Importance, and the WHY/HOW clue. Those parts tell us what to answer and which sentence structure will make the thesis (central idea) clear. The student's Answer becomes the trunk that the informative ECR grows from.

81. Teacher Reflection

- Which students can find the noun and verb of importance?
- Which students match sentence structure to WHY and HOW?
- Which students still copy the prompt instead of adding an answer?
- Who is ready for Module 3, growing reasons or ways that support the thesis (central idea)?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Thesis (central idea) Builder Trail responses
- Day 3 Prompt-to-Thesis (central idea) Foldable
- Day 5 partner teaching explanations and passage-based thesis (central idea) statements
- Revised thesis (central idea) statements with precise word choice
- The Module 2 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

PART XVIII

Production & Implementation Support

83. Module Slide Deck Build Sheet

The 19-slide Grade 4 Module 2 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	Writing Thesis (central idea) Statements	Module 2; Grade 4 Cluster 2; Week 2; Medium Stamina; ECR Informative	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	Our Two Informational Passages	Energy resources; Columbus's arrival; DOT unknown words	Day 1 Gather
4	A Thesis (central idea) Has 3 Pieces	Noun of Importance; Verb of Importance; Answer; WHY and HOW sentence types	Day 1 Reveal
5	Watch Me Build the Trunk	Model Columbus WHY thesis (central idea)	Day 1 Reveal
6	The ECR TREE	Roots; trunk; reason or way; evidence; explanation	Day 1 Reveal
7	Thesis (central idea) Builder Trail	Spin Noun, Verb, Answer, or Type; build from an energy prompt	Day 2 Attempt
8	Talk It Over!	Why cannot a thesis (central idea) copy the prompt?	Day 3 Discuss
9	Prompt-to-Thesis (central idea) Foldable	Build WHY and HOW thesis (central idea) statements from the two passages	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Choose a target: noun, verb, WHY/ HOW, sentence, or word choice	Day 4 Target
12	Turn and Teach!	Teach the three pieces and explain the TREE branches	Day 5 Educate / Explain
13	Build a Thesis (central idea)	Choose an energy or Columbus prompt and match the sentence type	Day 5 Transfer
14	Sort Before You Write	Sort noun, verb, and answer; say it first, then write it	Small-group support
15	Relationship Thesis (central idea) Challenge	Make cause/effect and advantage/ limitation relationships precise	Enrichment
16	My Progress Tracker		Day 5 reflection

		Reflect honestly on independent prompt shaping and thesis (central idea) writing	
17	Let's Look at an Answer!	LOW: Columbus's arrival affected people; topic and verb copied; Answer missing	Section 51
18	Let's Look at Another Answer!	MEDIUM: Columbus's arrival affected people because he came; WHY structure present; Answer vague	Section 52
19	Our Strongest Answer!	HIGH: complex WHY thesis (central idea) names changed land, culture, and relationships	Section 53

Guide routines: retrieval, the overarching question, and the two passage connections remain guide routines. **Builder Trail cards** support Day 2; 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 Noun / Verb / Answer / Type spinner and prompt cards for Thesis (central idea) Builder Trail. Students submit the four parts and a matching thesis (central idea).
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	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Organizing Reasons and Ways

Grade 4 | Cluster 2 | Module 3

Grade: 4

Cluster: 2, Extended Constructed Response (ECR) with the TREE structure

Module: 3 of the cluster

Primary Instructional Category: Informative Writing / Extended Constructed Response (ECR)

Module Title: Organizing Reasons and Ways

Content Connection / Passage Titles: "The Energy We Use Everyday" and "Columbus's Arrival" (High stamina informational passages)

Primary TEKS: 4.11B(iv), 4.12B(i), 4.12B(ii), 4.12B(iii)

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

1. A Little Inspiration Goes a Long Way!

This module grows the first big branch of the informative ECR Tree. Students move from a thesis (central idea) to organized reasons or ways that come from different groups.

> **TEACHER SCRIPT**
> *"Students who can sort, narrow, and connect ideas are better prepared to write with confidence."*

Student reminder: Brainstorm wide, sort with care, choose from different baskets.

2. Why This Module Matters

After building a strong thesis (central idea), students grow the first major branch of the ECR Tree: the Reason/Way branch. A reason tells WHY the thesis (central idea) is true; a way tells HOW. Students brainstorm connected ideas, sort them into buckets or baskets, choose one strong idea from each, and narrow to two or three different groups.

Where it fits into writing: Organized reasons or ways become focused topic-sentence directions for body paragraphs. Different baskets help each paragraph develop a different part of the thesis (central idea).

Why it matters beyond this assignment: Sorting before choosing helps writers manage many details in informative writing and keep a response coherent.

3. Module Essential / Overarching Question

> **How can organizing reasons or ways into different groups help us build focused, nonrepetitive body paragraphs?**

Students record their first thinking, revisit the question during the five-day lesson, and answer it at the end.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

PART II

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 a simple way to help. The family conversation supports the student's thinking without sorting the ideas for the student.

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

5. Family Letter (English)

Dear Families,

This week your student continues Cluster 2 with Module 3, "Organizing Reasons and Ways." After writing a strong thesis (central idea), writers grow reasons, which tell WHY, and ways, which tell HOW. Your student is learning the Magnifying Process: brainstorm many ideas, sort them into groups we call buckets or baskets, choose one strong idea from each group, and narrow to two or three.

We are reading "The Energy We Use Everyday" and "Columbus's Arrival" at a longer, more detailed level. Please try this at home: when your student lists reasons, help your student group similar ideas together and pick the strongest one from each group. Grouping before choosing keeps thinking organized.

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 2 con el Módulo 3, "Organizing Reasons and Ways". Después de escribir una tesis fuerte (idea central), los escritores desarrollan razones, que explican POR QUÉ, y maneras, que explican CÓMO. Su estudiante está aprendiendo el Proceso de Ampliar: pensar en muchas ideas, ordenarlas en grupos, elegir una idea fuerte de cada grupo y reducirlas a dos o tres.

Seguimos leyendo "The Energy We Use Everyday" y "Columbus's Arrival" con más detalles. En casa, cuando su estudiante dé razones, ayúdele a agrupar las ideas parecidas y elegir la más fuerte de cada grupo. Agrupar antes de elegir mantiene organizado el pensamiento.

Con aprecio, El maestro o la maestra de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- ¿Cuál es la diferencia entre una razón y una manera?
- What are the four steps of the Magnifying Process?
- Why is an off-topic basket helpful?
- Why should reasons come from different groups?

8. Simple Family Activities

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

Family Activity: Sort the Ideas

Choose a topic such as why exercise is good. Brainstorm many reasons together, sort them into a few groups, and pick the strongest one from each.

Family Activity: Different Angles

Name one central idea, then give three reasons that are each about a different part of it, not the same idea said three ways.

PART III

Teacher Road Map

9. Teacher Navigation Key

G **Gather**: listen, recall, and collect the process.

R **Reveal**: name the Reason/Way branch and the Magnifying Process.

A **Attempt**: sort cards into baskets and choose keepers.

D **Discuss**: explain why organized thinking matters.

U **Use**: magnify a thesis (central idea) independently.

A **Award**: recognize organized thinking.

T **Target**: choose the next organizing goal.

E **Explain and Educate**: teach the four steps and answer the overarching question.

Symbol	Teacher move	Student evidence
G	Gather the process.	Orders the four steps.
R	Reveal the branch.	Names reason and way.
A	Attempt the sort.	Places cards in baskets.
E	Explain and educate.	Teaches a partner.

10. GRADUATE Evidence Alignment

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

GRADUATE Stage	Evidence Role	What It Shows
Gather + Reveal	Listen and Number	The student orders Brainstorm, Sort, Choose, Narrow and names the first big branch.
Attempt	Bucket Sort	The student groups like ideas, uses an off-topic basket, and chooses keepers.
Discuss + Use	Magnify My Thesis (central idea)	The student selects two or three reasons or ways from different baskets.
Award + Target	Star and goal	The student identifies a strength and a precise next step.
Explain and Educate	Turn and Teach	The student teaches the process and explains why different baskets matter.

11. Module at a Glance

Day	Stage	Focus	Product
1	Gather + Reveal	Reason/Way branch and four steps	Numbered process and Columbus model
2	Attempt	Bucket Sort	Sorted baskets with keepers
3	Discuss + Use	Magnify a thesis (central idea)	Two or three different reasons or ways

4	Award + Target	Recognize organization and set a goal	Starred basket and target
5	Explain and Educate	Teach the process and answer the question	Partner explanation

PART IV

Standards, Learning & Rigor

12. Learning Destination

BIG Goal: Students will magnify a thesis (central idea) into two or three strong, distinct reasons or ways from different baskets.

Destination	Student action
Grow the branch	Move from the thesis (central idea) to reasons or ways.
Keep focus	Choose connected ideas from different baskets.

I Will Statements

- I will use the passage, speak about my thinking, and record my work.
- I will explain how my choices strengthen the response.
- I will brainstorm freely before I narrow.
- I will keep only ideas that prove the thesis (central idea).

I Can Statements

- I can brainstorm, sort, and narrow reasons or ways that directly support my thesis (central idea).
- I can tell a reason, WHY, from a way, HOW.
- I can sort ideas into buckets or baskets, including an off-topic basket.
- I can choose reasons or ways from different baskets so my paragraphs are not repetitive.

13. Success Criteria

- ☐ I can name the four Magnifying steps in order.
- ☐ I can sort ideas into like groups and spot off-topic ideas.
- ☐ I can choose two or three reasons or ways from different baskets.
- ☐ I can add and delete ideas for coherence.

14. Evidence That Will Demonstrate Mastery

The Bucket Sort result shows sorted baskets with keepers from different groups. The Magnify My Thesis (central idea) page shows two or three reasons or ways from different baskets. The Turn-and-Teach explanation shows that the student can name the four steps and explain their purpose.

Artifact	Mastery evidence
Bucket Sort	Ideas are grouped by meaning.
Magnify My Thesis (central idea)	Final choices come from different baskets.
Turn and Teach	The four steps are explained in order.

15. TEKS Correlations

Standard	How this module develops it
4.11B(iv)	Students develop an engaging idea with relevant reasons or ways and details.
4.12B(i)	Students compose informative text with a clear thesis (central idea).

4.12B(ii)	Students use informative organization and genre characteristics.
4.12B(iii)	Students use craft in topic-sentence beginnings and connected explanations.
4.11C(iii), 4.11C(iv)	Students add ideas that clarify a category and delete weak or off-topic ideas for coherence.
4.11D(xi), 4.11D(xii), 4.11D(xiii), 4.11D(xiv)	Students edit comparative and superlative adjectives and adverbs of frequency and degree.

16. Standards Coverage Matrix

Learning move	Student evidence	Standard
Brainstorm and sort	Many connected ideas grouped by meaning	4.11B(iv)
Choose and narrow	Two or three distinct reasons or ways	4.12B(i), 4.12B(ii)
Add and delete	Clearer categories with off-topic ideas removed	4.11C(iii), 4.11C(iv)
Conventions sweep	Accurate modifiers and adverbs	4.11D(xi)–4.11D(xiv)

17. ELPS Correlations

ELPS	Application
ELPS 4(C)(i)	Use high-frequency and content-area vocabulary such as renewable, resource, basket, and coherence.
ELPS 4(D)(i)-(iii)	Use sentence lengths, sentence types, and transition words while explaining the process.
ELPS 4(F)(i)-(ii), (v)-(vi), (ix)-(xiv)	Write to describe, explain, respond, or justify with supporting details and evidence for a specific purpose.

ELPS Woven Into Intervention

Support	Language action
Pre-labeled baskets	Say, "This idea belongs with ____ because ____."
Oral rehearsal	Explain the four steps before writing.

ELPS Woven Into Enrichment

Challenge	Language action
Three Different Angles	Explain the cause/effect, comparison, or informational relationship under each topic sentence.
Partner teaching	Use transitions such as first, next, then, and finally.

18. ELPS Linguistic Accommodations

Need	Accommodation
New academic language	Preview reason, way, sort, group, choose, narrow, relevant, and coherence with oral frames.
Organizing an answer	Provide four numbered spaces and labeled baskets without choosing the ideas for the student.
Explaining a choice	Use the frame, "I put ___ in ___ because ___."
Writing transfer	Rehearse the reason or way orally before recording it.

Language Supports

- A reason tells WHY the thesis (central idea) is true.
- A way tells HOW the thesis (central idea) is true.
- One strong idea from this basket is ___.
- I narrowed my ideas because ___.

19. Language Domains

Domain	How this module builds it
Listening	Students hear and order the four Magnifying steps.
Speaking	Students name baskets and teach a partner the process.
Reading	Students reread both passages to gather connected reasons and ways.
Writing	Students sort ideas, narrow to two or three, and add or delete for coherence.

20. Rigor Safeguard

Allowed support	Required independence
Read a passage aloud, reread it, provide charts, and offer oral rehearsal.	The student must still brainstorm, sort, choose, and narrow.
Provide pre-labeled baskets or color coding.	The student decides where ideas belong and which ideas to keep.

21. Rigor & Cognitive Demand

Level	What students do	Evidence
Literal	Tell a reason from a way and brainstorm.	Lists ideas from a passage.
Inferential	Sort by meaning and remove off-topic ideas.	Groups ideas into baskets.
Evaluative	Choose from different baskets.	Selects distinct thesis (central idea)-proving reasons or ways.

22. The Five Thinking Levels

Level	Stage	Description
1	Foundational	Repeats the four steps with support.
2	Emergent	Begins sorting ideas independently.
3	Visible	Connects a chosen idea to textual information.
4	Independent	Chooses different angles that prove the thesis (central idea).
5	Reflective	Explains how organization improves future writing.

The Progression of Thinking

Step	What writers do
1. Brainstorm	List many connected ideas without judging.
2. Sort	Group like ideas into buckets or baskets, including an off-topic basket.
3. Choose	Keep one strong idea from each basket.
4. Narrow	Use ideas from only two or three different baskets.

23. Possible Teacher Misconceptions

Misconception	Teacher response
Brainstorming means random facts.	Return to the thesis (central idea) and ask whether each idea helps prove it.
Sorting means grouping by how words sound.	Ask what kind of meaning group the idea belongs to.
Every idea must be kept.	Model the off-topic basket and explain that narrowing strengthens coherence.
All final reasons can come from one basket.	Show that different baskets lead to nonrepetitive body paragraphs.

24. Possible Student Misconceptions

Student misconception	Student-facing correction
A reason and a way are the same.	A reason answers WHY; a way answers HOW.
True facts always prove the thesis (central idea).	A fact can be true and still be off-topic for this exact thesis (central idea).
More ideas always make a better response.	Narrowing to distinct ideas makes writing focused.
Three reasons can repeat one meaning.	Choose from different baskets so each paragraph has a different angle.

PART V

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

This module targets developing a focused, structured, coherent informative response by developing an engaging idea with relevant details and a clear thesis (central idea). It also targets adding and deleting for coherence and editing modifiers and adverbs.

4.11B(iv) 4.12B(i) 4.12B(ii) 4.12B(iii) 4.11C(iii) 4.11C(iv) 4.11D(xi) 4.11D(xii) 4.11D(xiii) 4.11D(xiv)

Target	Student-facing evidence
Focused organization	Two or three distinct reasons or ways.
Coherence	Added relevant ideas and deleted weak or off-topic ideas.

26. How I Say the Standard!

TEKS says	How I say it
4.11B(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can grow one important idea with details that fit and put my ideas in a clear order.
4.12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write informative text with a clear thesis (central idea).
4.12B(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can organize my informative response in a way that fits the writing.
4.12B(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose words and topic sentences that help my reader understand.
	I can add an idea that makes my group clearer.

4.11C(iii) revise drafts by adding ideas for coherence	
4.11C(iv) revise drafts by deleting ideas for coherence	I can delete a weak or off-topic idea so my writing fits together.
4.11D(xi) edit drafts using standard English conventions, including adjectives, including their comparative forms	I can use a comparative adjective correctly.
4.11D(xii) edit drafts using standard English conventions, including adjectives, including their superlative forms	I can use a superlative adjective correctly.
4.11D(xiii) edit drafts using standard English conventions, including adverbs that convey frequency	I can use an adverb that tells how often.
4.11D(xiv) edit drafts using standard English conventions, including adverbs that convey degree	I can use an adverb that tells how much.

27. This Week I Can...

I can grow the Reason/Way branch by brainstorming, sorting, choosing, and narrowing reasons or ways from different baskets.

28. Before I Can... Prerequisites

- I need to know that roots are the passage and prompt.
- I need to know that the trunk is the thesis (central idea).
- I need to know that branches grow reasons or ways, evidence, and explanation.
- I need to reread both passages and notice ideas that connect to the thesis (central idea).

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

> *"A reason tells WHY. A way tells HOW. Brainstorm wide, sort like ideas, choose one strong idea from each basket, and narrow to two or three different baskets."*

30. Vocabulary Infusion

Word	Use it when
reason	Explaining WHY the thesis (central idea) is true.
way	Explaining HOW the thesis (central idea) is true.
basket	Naming a group of like ideas.
narrow	Choosing the best two or three groups.
coherence	Checking that ideas fit and flow together.

31. Conventions Connection

During the add/delete check, edit content sentences such as: "Renewable resources are often cleaner than some nonrenewable resources." "A community may choose the most useful combination of sources." "Nonrenewable resources can be very useful, but they are limited."

32. Writing Connection

Each selected basket can become a topic-sentence beginning. The topic sentence connects the thesis (central idea) to one focused body paragraph direction.

Thesis (central idea)	Basket	Topic-sentence beginning
Columbus changed the Americas.	Land and Power	Columbus affected the Americas by claiming land for Spain.
Energy choices have effects.	Environmental Effects	Energy choices are shaped by environmental effects.

33. Watch Out!

Watch for random facts, repeated ideas, missing off-topic baskets, and final choices from one basket only. Ask, "Which part of the thesis (central idea) does this prove?"

34. Ready Check

- ☐ I can say the difference between a reason and a way.
- ☐ I can name Brainstorm, Sort, Choose, and Narrow.
- ☐ I can explain why different baskets matter.
- ☐ I can use an off-topic basket.

35. Teacher Look-Fors

- The student lists several connected ideas.
- The student sorts by meaning rather than sound.
- The student keeps one strong idea from each basket.
- The student narrows to two or three different baskets.
- The student explains how the choices support the thesis (central idea).

PART VI

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before we begin, let's preview the everyday words we will use to talk about reasons, ways, and organizing ideas."

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	why something is true	One reason is ____.
way	how something happens	One way is ____.
sort	to put into groups	I sort my ideas by ____.
group	a set of things that are alike	This group holds ____.
choose	to pick on purpose	I choose ____ because ____.
keep	to hold onto	I keep this idea because ____.
idea	a thought about something	One idea is ____.
wide	broad; covering a lot	I brainstorm wide by ____.
strong	powerful and clear	A strong reason is ____.
connect	to link two things together	This reason connects to the thesis (central idea) because ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic words help us name the thinking writers use when they organize reasons and ways."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the clear central idea a response will prove	My thesis (central idea) is ____.
organize	to arrange in order	I organize my ideas by ____.
categorize	to put into categories	I categorize these as ____.
classify	to sort by type	I classify this idea as ____.
brainstorm	to think of many ideas quickly	When I brainstorm, I ____.
narrow	to reduce to the best few	I narrow my ideas to ____.
topic sentence	the sentence that starts a body paragraph	My topic sentence is ____.
relevant	closely connected to the point	A relevant idea is ____.
magnify	to organize ideas into groups before choosing	I magnify my reasons by ____.
coherence	how well ideas fit and flow together	I improve coherence by ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These passage-specific words help us discuss energy and the arrival of Columbus accurately."

Word	Pronunciation	Student-Friendly Definition	Oral Rehearsal Frame
renewable	rih-NOO-uh-buhl	able to be replaced over time and used again	A renewable resource is ____.
nonrenewable	non-rih-NOO-uh-buhl	not able to be replaced quickly once it is used	A nonrenewable resource is ____.
resource	REE-sorss	a material or supply that people use	One resource we use is ____.
pollution	puh-LOO-shun	harmful materials that damage the environment	Pollution can ____.
environment	en-VY-run-ment	the natural world around us	The environment is affected when ____.
Columbus	kuh-LUM-bus	the explorer who sailed to the Americas in 1492	Columbus ____.
Taino	TY-noh	a Native American people of the Caribbean	The Taino ____.
Carib	KAIR-ib	a Native American people known for resisting the Spanish	The Carib ____.
missionaries	MISH-uh-nair-eez	people who travel to teach a religion	Missionaries traveled to ____.
hydroelectric	hy-droh-ih-LEK-trik	making electricity from moving water	A hydroelectric dam ____.

39. Background Knowledge & Teacher Context

"The Energy We Use Everyday" is a longer informational passage about renewable and nonrenewable resources, their advantages and limitations, availability and reliability, environmental effects, and careful planning. "Columbus's Arrival" is a longer informational passage about the 1492 voyage, Spanish settlement, religion and culture, early cooperation, later conflict, and lasting effects.

The ECR Habit

Roots are the passage and prompt. The trunk is the thesis (central idea). The first big branch is the Reason/Way branch. Later branches will grow evidence and explanation. This module grows reasons or ways from different baskets.

40. Materials Needed

Materials	Use
High stamina passage copies	Read, reread, and gather connected ideas.
Interactive notebooks, scissors, glue, crayons or colored pencils	Record the charts and sort ideas.
Task cards, sorting cards, basket labels, dice or a spinner	Run Bucket Sort.
Chart paper, sentence strips, sticky notes	Display and move ideas.

41. Preparation Before Day 1

☐ Create the ECR Tree chart: roots = passage and prompt; trunk = thesis (central idea); branches = reason or way, evidence, and explanation.

☐ Create the Reason/Way chart and Magnifying chart.

☐ Prepare Columbus and energy sorting cards with an off-topic basket.

☐ Post: A reason tells WHY. A way tells HOW. Every reason or way must prove the thesis (central idea).

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
1	15	Gather + Reveal	Order the steps and reveal the Reason/Way branch.
2	15	Attempt	Sort cards into labeled baskets.
3	15	Discuss + Use	Magnify one thesis (central idea) and edit for coherence.
4	15	Award + Target	Recognize organization and set a next goal.
5	15	Explain and Educate	Teach the process and answer the question.

43. Tiny Times Transition

Use a brief transition phrase: "Say it, sort it, choose it, write it." Students move one card, name its basket, and explain the connection to the thesis (central idea).

PART VII

Citizenship & Content Connection

44. The Citizenship Connection

Informative writing helps students understand how choices and events affect people, communities, culture, land, and the future. The energy passage invites careful decisions about resources. The Columbus passage invites students to study multiple perspectives about changes in the Americas.

Passage	Content relationship	Possible baskets
The Energy We Use Everyday	Compare and contrast, advantages and limitations, availability and reliability, environmental effects	Replacement and supply; availability and reliability; environmental effects; planning and responsibility
Columbus's Arrival	Cause and effect, actions and impact, cultural change, relationships and conflict	Land and power; religion and culture; relationships and conflict

PART VIII

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

ECR Tree

Tree part	Meaning
Roots	The passage and the prompt.
Trunk	The thesis (central idea).
Branches	The reason or way, the evidence, and the explanation.

The Magnifying Process

Step	Board text
1. Brainstorm	List many connected ideas.
2. Sort	Group like ideas into buckets or baskets, including off-topic.
3. Choose	Keep one strong idea from each basket.
4. Narrow	Use two or three different baskets.

Reason/Way Connection

Question	Meaning
WHY?	A reason tells why the thesis (central idea) is true.
HOW?	A way tells how the thesis (central idea) is true.

46. Core Habit / Strategy Explanation

Students use the Magnifying Process after writing a thesis (central idea). They brainstorm many connected ideas without judging, sort ideas by meaning, choose one strong idea from each basket, and narrow to two or three different baskets. A fact can be true in a passage and still be off-topic for the exact thesis (central idea).

> **TEACHER SCRIPT**
> *"Different baskets lead to deeper, more diverse writing. If every reason comes from one basket, the body paragraphs sound the same."*

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: "The Energy We Use Everyday" (Stamina: High)

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, use a computer, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on every day would not be possible.

[2] Natural resources are materials found in nature that people use to meet their needs. Some natural resources provide food, while others provide energy. The energy people use comes from both renewable and nonrenewable resources. Understanding the difference between these resources helps people make informed decisions about how energy is produced and used.

[3] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[4] People use renewable resources in many different ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

[5] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. Since sunlight, wind, and water are continually renewed by natural processes, people can use them again and again. This makes renewable resources valuable sources of energy for communities around the world.

[6] Another advantage of renewable resources is that they often produce less pollution. Solar panels and wind turbines generate electricity without burning fuel. This helps reduce the amount of harmful gases released into the air. Many people support the use of renewable resources because they can help protect the environment while still providing energy.

[7] However, renewable resources also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

[8] Imagine a town that relies mostly on solar energy. On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available. The same challenge can occur with wind energy. If the wind is not blowing, wind turbines cannot produce as much electricity. Because of this, communities often use several different energy sources to meet their needs.

[9] Water power also has limitations. Hydroelectric dams depend on a steady supply of water. During droughts, rivers and reservoirs may contain less water than usual. When this happens, less electricity can be generated. Even though water is a renewable resource, changes in weather can affect how much energy it provides.

[10] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. These resources were created from the remains of ancient plants and animals that were buried beneath Earth's surface. Heat and pressure slowly transformed these materials into the fuels people use today.

[11] Because nonrenewable resources take so long to develop, they cannot be replaced quickly once they are used. Although new deposits may still be forming underground, the process takes millions of years. As a result, people must carefully manage these resources because the supply is limited.

[12] Nonrenewable resources provide a large and steady supply of energy, which makes them useful. Many

homes, businesses, and vehicles rely on these resources every day. Coal has been used for many years to generate electricity. Oil is used to make fuels such as gasoline, diesel fuel, and jet fuel. Natural gas is commonly used for heating homes, cooking food, and producing electricity.
[13] One reason nonrenewable resources remain popular is that they can provide energy whenever it is needed. Unlike solar panels or wind turbines, which depend on weather conditions, coal, oil, and natural gas can be used at any time. This reliability makes them important energy sources in many areas.
[14] However, the use of nonrenewable resources can also create challenges. Their use can lead to pollution and environmental damage. When fossil fuels are burned, gases and particles are released into the atmosphere. These pollutants can affect air quality and contribute to environmental problems.
[15] Mining and drilling for nonrenewable resources can also affect ecosystems. Land may be disturbed when coal is mined, and oil spills can harm plants and animals. Because of these risks, many people believe it is important to find ways to reduce environmental damage while still meeting energy needs.
[16] In addition, nonrenewable resources are limited and may eventually be used up. As populations grow and more energy is needed, supplies of coal, oil, and natural gas may decrease. This is one reason why scientists continue to search for new technologies and energy sources.
[17] Scientists, engineers, and community leaders study ways to use energy more efficiently. Energy efficiency means using less energy to perform the same task. For example, energy-efficient light bulbs use less electricity than older bulbs while producing the same amount of light. Efficient appliances and vehicles can also reduce energy use.
[18] Many communities use a combination of renewable and nonrenewable resources. This approach helps provide a steady supply of energy while also reducing dependence on limited resources. A city might use electricity from solar panels during the day while relying on natural gas when renewable energy is unavailable.
[19] People can also help conserve resources through everyday actions. Turning off lights when leaving a room, using less water, recycling materials, and choosing energy-efficient products can reduce the demand for energy. Small actions by many people can make a big difference over time.
[20] Understanding the advantages and disadvantages of renewable and nonrenewable resources helps people make informed decisions about energy use. Both types of resources play important roles in meeting society's needs. Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies. Learning about these resources helps people understand how energy choices affect the environment, communities, and future generations.
[21] As technology continues to improve, people will likely discover new ways to produce and use energy. By carefully managing Earth's resources and making thoughtful decisions, communities can help ensure that energy remains available for many years to come.

Passage 2: "Columbus's Arrival" (Stamina: High)

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.
[2] Columbus was born in Genoa, in what is now Italy, but he sailed for Spain. During this time, many European countries were interested in finding faster ways to trade with Asia. Goods such as spices, silk, and other valuable products came from Asia, but reaching those places often required long and difficult journeys. Columbus believed he could reach Asia more quickly by sailing west across the Atlantic Ocean.
[3] Many people doubted his plan because they believed the journey would be too long. However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage. They provided ships, supplies, and crew members. Columbus set sail with three ships called the Niña, the Pinta, and the Santa María.
[4] The journey across the Atlantic Ocean was not easy. The crew spent weeks at sea without seeing land. Some sailors became worried and wanted to turn back. They were unsure if they would ever reach their destination. Columbus encouraged them to continue sailing. Finally, after many days at sea, land was spotted in October of

1492.
[5] Although Columbus believed he had reached islands near Asia, he had actually arrived in the Caribbean. He did not realize that two large continents stood between Europe and Asia. Even though he had not reached his intended destination, his voyage became one of the most important events in history.
[6] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region. News of Columbus's voyage spread quickly throughout Europe. Other countries became interested in exploring lands across the Atlantic Ocean.
[7] Soon, explorers from Spain and other European nations traveled to the Americas. They searched for land, resources, and opportunities to expand their countries. Over time, settlements were established in many areas. These settlements became places where Europeans lived, worked, and traded.
[8] Ships regularly crossed the Atlantic Ocean carrying people and goods between Europe and the Americas. Crops, animals, tools, and other products moved between the two regions. This exchange changed the lives of people on both sides of the ocean. New foods became available in different parts of the world, and trade increased between continents.
[9] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled to the Americas to teach Native Americans about this religion. Churches and missions were built in many places. Some Native Americans accepted Christianity, while others continued following their traditional beliefs.
[10] The arrival of Europeans introduced new customs, languages, and technologies. People encountered different ways of farming, building, and living. Some Native American groups adopted certain European practices, while others worked to keep their own traditions. As different cultures came into contact, many changes took place throughout the Americas.
[11] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. They exchanged goods and shared information about the area. These early interactions helped both groups learn about one another. The Taino introduced Europeans to local foods and resources, while Europeans shared items they had brought from across the ocean.
[12] The Taino lived throughout parts of the Caribbean. They built villages, farmed crops, and fished in nearby waters. Their communities had existed long before Columbus arrived. Like many Native American groups, they had their own traditions, languages, and ways of life.
[13] However, relationships between Europeans and Native Americans did not always stay peaceful. Conflicts developed over land, resources, and control. As more Europeans arrived, they wanted access to valuable resources and additional land for settlements. Native American groups often wanted to protect their homes and communities.
[14] The Carib were known for resisting the Spanish. They fought to defend their land and way of life. This resistance led to conflicts between the groups. Over time, fighting became more common in some areas. These conflicts affected both Europeans and Native Americans.
[15] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of their land. Others experienced changes to their cultures and daily lives. Traditional customs sometimes changed as new ideas and practices spread throughout the region.
[16] In addition to cultural changes, new plants and animals were introduced to the Americas. Horses, cattle, and other animals became important in many areas. New crops and foods were also exchanged between Europe and the Americas. These changes affected farming, transportation, and trade.
[17] The effects of Columbus's voyage continued for many years. Exploration increased, new settlements were established, and trade expanded. The movement of people, goods, and ideas connected different parts of the world in ways that had never happened before.
[18] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage, but many people also think about how his arrival affected Native Americans. Historians study different

perspectives to better understand the events that followed his journey.
[19] Some people focus on Columbus's role in opening the door to exploration and increased trade. Others focus on the challenges and hardships that Native American groups experienced after Europeans arrived. Looking at different viewpoints helps people gain a fuller understanding of history.
[20] People continue to discuss the impact of Columbus's voyage because it marked an important turning point in history. His journey connected Europe and the Americas and led to changes that affected millions of people. The events that followed shaped the development of countries, cultures, and communities throughout the Western Hemisphere.
[21] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas. His voyage remains one of the most significant events in world history because of the changes it set into motion. More than five hundred years later, people still study his journey to understand how it influenced the world we live in today.

48. Student Annotation Guide

The Energy We Use Everyday

TRACKS	Example to notice
T, Time	over millions of years
R, Reactions	lead to pollution and environmental damage
A, Actions	Solar panels collect energy from sunlight
C, Character, Concept	Renewable resources
K, Key Knowledge	coal, oil, and natural gas
S, Scenery or Setting	natural resources found on Earth

Columbus's Arrival

TRACKS	Example to notice
T, Time	In 1492
R, Reactions	led to more Spanish expeditions
A, Actions	he claimed the land for Spain
C, Character, Concept	Christopher Columbus
K, Key Knowledge	spread Christianity to the people they met
S, Scenery or Setting	islands in the Caribbean

49. TRACKS Evidence Highlighting

As students reread each passage, they TAP the TRACKS: Time, Reactions, Actions, Character or Concept, Key Knowledge, and Scenery or Setting. The highlighted details become ideas to brainstorm, sort, choose, and narrow.

Letter	Category	What to look for
T	Time	Dates, eras, or historical details.
R	Reactions	Reactions, solutions, resolutions, or effects.
A	Actions	Actions, problems, conflicts, or causes.
C	Character, Concept	People, names, animals, or major concepts.
K	Key Knowledge	Important information necessary to meaning.
S	Scenery or Setting	Setting characteristics noticed through the senses.

PART IX

50. Five-Day GRADUATE Lesson

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Standard	Student expectation
4.11B(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details
4.12B(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 Number

Number these steps: ____ Choose one strong idea from each basket; ____ Brainstorm many connected ideas; ____ Narrow to two or three separate baskets; ____ Sort like ideas into baskets.

Answer Key: 1 Brainstorm many connected ideas; 2 Sort like ideas into baskets; 3 Choose one strong idea from each basket; 4 Narrow to two or three separate baskets.

TEACHER SCRIPT

"Hear the complete process first. Then number the steps. Your job is to follow the relationship among the steps, not wait for one word to copy."

REVEAL - Grow the First Branch

Display the ECR Tree, Reason/Way, and Magnifying charts. The thesis (central idea) is the trunk; the Reason/Way branch is the first major branch. A reason tells WHY, and a way tells HOW.

Columbus model: Thesis (central idea): "Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways." Baskets: Land and Power; Religion and Culture; Relationships and Conflict; Off-Topic. Final keepers: claimed land for Spain; brought Christianity; conflict developed.

Closing completion: "The four Magnifying steps are ____, and choosing from different baskets helps because ____."

DAY 2 | ATTEMPT | 15 MINUTES

Standard	Student expectation
4.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
4.11C(iv)	revise drafts by deleting ideas for coherence
ELPS 4(D)(iii)	write content-area texts using a variety of transition words

ATTEMPT - Bucket Sort

Write the Columbus thesis (central idea): "Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways." Spread these cards: claimed land for

Spain; Spain gained influence; settlements grew; missionaries came; brought Christianity; changed traditions; traded with the Taino; conflict developed; Carib resisted; islands; sailing; boats.

Basket	Cards
Land and Power	claimed land for Spain; Spain gained influence; settlements grew
Religion and Culture	missionaries came; brought Christianity; changed traditions
Relationships and Conflict	traded with the Taino; conflict developed; Carib resisted
Off-Topic	islands; sailing; boats

Possible final keepers: claimed land for Spain; brought Christianity; conflict developed.

Energy Sort

Thesis (central idea): "Renewable and nonrenewable resources shape energy decisions through differences in availability, environmental effects, and long-term supply." Sort: renewable resources can be replaced over time; nonrenewable resources cannot be replaced quickly; renewable sources are not always available; steady supply from nonrenewable resources; pollution; environmental damage; weather conditions; future generations; careful planning; television.

Basket	Cards
Replacement and Long-Term Supply	renewable resources can be replaced; nonrenewable resources cannot be replaced quickly
Availability and Reliability	renewable sources are not always available; steady supply; weather conditions
Environmental Effects	pollution; environmental damage
Off-Topic	television

Closing reminder: "Glue your sorted basket page into your Interactive Notebook. Use the games and activities to review the ECR concepts whenever you have free time."

DAY 3 | DISCUSS AND USE | 15 MINUTES

Standard	Student expectation
4.11C(iii)	revise drafts by adding ideas for coherence
4.11D(xi)	edit drafts using standard English conventions, including comparative adjectives
4.11D(xiii)	edit drafts using standard English conventions, including adverbs that convey frequency
ELPS 4(F)(x)	write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

DISCUSS - Organized Thinking

Ask: Why brainstorm wide first? Why sort? Why keep an off-topic basket? Why choose from different baskets?

TEACHER SCRIPT

"Connect to the Overarching Question: How does grouping ideas help us build focused, nonrepetitive body paragraphs?"

USE - Magnify My Thesis (central idea)

Write one thesis (central idea). Draw four baskets. Brainstorm connected ideas, sort them, choose one strong idea from each, and narrow to two or three from different baskets.

Columbus example: Columbus affected the Americas by claiming land for Spain; by bringing religious and cultural change; by creating conflict with Native American groups.

Energy example: Energy choices are shaped by how quickly resources can be replaced; by availability and reliability; by the environmental effects of different resources.

> **TEACHER SCRIPT**
> *"Accept alternate responses whose final reasons or ways come from different baskets and clearly prove the thesis (central idea)."*

Standards Application Check: Add one idea that makes a category clearer. Delete one weak or off-topic idea. Edit one sentence with a comparative adjective and an adverb of frequency: "Renewable resources are often cleaner than some nonrenewable resources." Closing: "This basket will make a strong body paragraph because ____."

DAY 4 | AWARD AND TARGET | 15 MINUTES

Standard	Student expectation
4.11D(xii)	edit drafts using standard English conventions, including superlative adjectives
4.11D(xiv)	edit drafts using standard English conventions, including adverbs that convey degree
ELPS 4(C)(i)	write using a combination of both high-frequency words and content-area vocabulary

AWARD

Draw two or three baskets and place a star in the strongest. Complete: "One idea I organized well today was ____." Earn a Branch Builder Badge. Class cheer: "Brainstorm wide! Sort with care! Strong ideas are growing there!" Edit a sentence with a superlative adjective: "A community may choose the most useful combination of sources."

TARGET

Choose one target: brainstorm more, sort by meaning, remove off-topic ideas, choose different angles, or write clearer topic sentences. Ask: What might happen if all paragraphs came from the same basket?

Closing: "My next organizing goal is ____ because ____."

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Standard	Student expectation
4.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft
ELPS 4(F)(ii)	write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

EXPLAIN AND EDUCATE

Teach a partner the four steps in order, why each matters, and one example from Columbus or the energy passage. Use: "Step one is ____." "In step two, we ____." "One basket I made was ____." "An off-topic idea might be ____." "The reason we choose from different baskets is ____."

TRANSFER

Apply the process to a new thesis (central idea) from one of the two passages. The partner checks that the final reasons or ways come from different baskets.

Return to the Overarching Question

Grouping ideas helps us see which ideas are alike, remove weak or off-topic ideas, and choose reasons or ways from different categories so each body paragraph develops a different part of the thesis (central idea).

CLOSING ENCOURAGEMENT

"Today you did the hard and beautiful work of organizing your thoughts before writing. Students who can sort, narrow, and connect ideas are ready to write with confidence. Keep building branch by branch."

PART X

Student Exemplars

51. Low / Developing Exemplar

Student response	What is working	Next step
"Reasons: claimed land for Spain, Spain gained influence, settlements grew."	The ideas connect to the thesis (central idea).	All three ideas come from Land and Power. Choose from different baskets.

52. Medium / Approaching Exemplar

Student response	What is working	Next step
"Reasons: claimed land for Spain (Land and Power); brought Christianity (Religion and Culture); Spain gained influence (Land and Power)."	The student uses two baskets and labels them.	Replace the repeated Land and Power idea with a Relationships and Conflict idea.

53. High / Secure Exemplar

Student response	Why it is secure
"Reasons from different baskets: Columbus affected the Americas by claiming land for Spain; by bringing religious and cultural change; by creating conflict with Native American groups."	Three reasons come from three different baskets and prove the thesis (central idea) from distinct angles.

Additional Secure Exemplars

Passage	Magnified reasons or ways
Energy	Energy choices are shaped by how quickly resources can be replaced; by availability and reliability; by environmental effects.
Columbus	Columbus affected the Americas through land and power; religion and culture; relationships and conflict.

Secure Response: Evidence and Explanation

Reason or way	Evidence to find next	Explanation to grow next

Renewable resources can be replaced.	Sunlight, wind, water, plants, and animals can be replaced over time.	The evidence shows a long-term supply relationship.
Columbus changed relationships.	The Taino traded and cooperated at first; conflicts later developed.	The evidence shows that relationships changed over time.

PART XI

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Accept alternate responses when the final reasons or ways come from different baskets and clearly support the thesis (central idea). Do not require identical wording. Look for connected brainstorming, meaningful sorting, an off-topic basket when needed, one keeper from each selected basket, and a final set of two or three different angles.

55. Standards Evidence Trail

Evidence source	Look for	Standard
Listen and Number	Correct order of Brainstorm, Sort, Choose, Narrow	4.11B(iv)
Bucket Sort	Groups by meaning and off-topic decisions	4.11C(iv)
Magnify My Thesis (central idea)	Two or three different basket choices	4.12B(i), 4.12B(ii)
Add/Delete check	Category is clearer and weak material is removed	4.11C(iii), 4.11C(iv)
Modifier sweep	Comparative, superlative, frequency, and degree forms	4.11D(xi)–4.11D(xiv)

56. Assessment Opportunities

Assessment	Purpose	Evidence
Listen and Number	Check process recall.	Student orders the four steps.
Bucket Sort	Check meaning-based organization.	Student places and explains cards.
Two From Two	Check independent narrowing.	Student writes two reasons or ways from different baskets.
Turn and Teach	Check transfer and academic language.	Student explains the process and why it matters.

Assessment Prompt Bank

Prompt	Expected response
What is a reason?	A reason tells WHY the thesis (central idea) is true.
What is a way?	A way tells HOW the thesis (central idea) is true.
Why sort before choosing?	Sorting shows which ideas belong together and helps choose different angles.
Why use an off-topic basket?	A true fact may not prove this exact thesis (central idea).

PART XII

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

1. Put the four Magnifying steps in order: Brainstorm, Sort, Choose, Narrow.

2. Explain the difference between a reason and a way.

3. Choose two ideas from the Columbus passage or the energy passage. Name the different baskets they come from.

4. Why does choosing from different baskets help a body paragraph?

58. Exit Ticket Answer Key

Item	Answer guidance
1	1 Brainstorm; 2 Sort; 3 Choose; 4 Narrow.
2	A reason tells WHY the thesis (central idea) is true; a way tells HOW.
3	Answers vary. The ideas must come from different meaningful baskets.
4	Different baskets help each body paragraph develop a different part of the thesis (central idea), so paragraphs are focused and nonrepetitive.

59. Scoring Principle

Score the thinking, not identical wording. Full evidence includes the ordered process, an accurate reason and way distinction, meaningful baskets, different final baskets, and an explanation of coherence.

60. Gradebook Conversion

Level	Description	Conversion
4	Independently brainstorms, sorts, chooses, narrows, and explains different angles.	Exceeds
3	Organizes and narrows with minor support.	Meets
2	Identifies some groups but repeats or keeps off-topic ideas.	Approaching
1	Lists facts without organizing them.	Beginning

61. Recommended Gradebook Label

G4 C2 M3 - Organizing Reasons and Ways

PART XIII

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Prompt	Student task	Success evidence
Magnify one thesis (central idea) from this module.	Choose the Columbus thesis (central idea) or the energy thesis (central idea). Brainstorm many ideas, sort into baskets, choose one from each, and narrow to two or three different baskets.	Reasons or ways prove the thesis (central idea), come from different baskets, and avoid repetition.

Columbus thesis (central idea): Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.

Energy thesis (central idea): Renewable and nonrenewable resources shape energy decisions through differences in availability, environmental effects, and long-term supply.

63. Student Planning Frame

My thesis (central idea):

Step 1: Brainstorm many connected ideas.

Step 2: Sort into baskets.

Basket 1	Basket 2	Basket 3	Off-Topic

Step 3: Choose one strong idea from each basket. _____

Step 4: Narrow to two or three different baskets.

64. Writing Assignment Rubric

Criteria	4	3	2	1
Brainstorm	Many connected ideas	Several connected ideas	Few connected ideas	Random or missing ideas
Sort	Meaningful baskets and off-topic choice	Mostly meaningful baskets	Some grouping	No clear grouping
Choose and narrow	Two or three distinct baskets	Different baskets with minor repetition	Some repetition	One basket or no choice
Explain	Clearly explains coherence	Explains with support	Partial explanation	No explanation

65. Writing Gradebook Conversion

Score	Meaning
4	Secure independent magnification.
3	Appropriate magnification with light support.
2	Partial organization; needs guided sorting.
1	Needs reteaching of the process.

66. Teacher Feedback Shortcuts

- "Your ideas connect to the thesis (central idea). Now sort them by meaning."
- "This fact is true, but does it prove this thesis (central idea)?"
- "Choose one strong idea from this basket."
- "Your final reasons repeat one group. Which different basket could you use?"
- "Add one idea that makes this category clearer."
- "Delete the idea that does not fit the group."

PART XIV

Response to Student Need

67. Intervention: Name the Thinking

Need	Support
Too many random ideas	Return to the thesis (central idea) and ask which ideas prove it.
Sorting feels abstract	Use pre-labeled baskets: Land and Power; Religion and Culture; Relationships and Conflict; Off-Topic.
Ideas repeat	Color-code baskets and require one keeper per selected basket.
Student needs oral practice	Use: "I put ____ in ____ because ____."

Habit: "Say it, sort it, choose it, write it." Energy baskets can be Replacement and Long-Term Supply; Availability and Reliability; Environmental Effects; Off-Topic.

68. Embedded Checks & Student Support

Teacher move	Expected response	Common misconception	Teacher response
Ask students to brainstorm.	Ideas connected to the thesis (central idea).	Random facts.	"Does this idea help prove your thesis (central idea)?"
Ask students to sort.	Groups by meaning.	Groups by sound.	"What kind of idea is this: land, culture, or conflict?"
Ask students to narrow.	Different baskets.	All from one basket.	"How will a different basket make the paragraph less repetitive?"

69. Student Support Quick Reference

If a student...	Support to provide
Brainstorms random facts	Return to the thesis (central idea) and ask which ideas prove it.
Keeps too many ideas	Require one keeper per basket.
Chooses from one basket	Use color-coded baskets to show different groups.
Masters quickly	Route to Three Different Angles enrichment.

70. Enrichment: Connect Across Texts

Challenge	Direction
Three Different Angles	Choose a thesis (central idea), brainstorm at least ten ideas, sort into at least four baskets, choose three different baskets, and write one topic sentence from each.
Compare the passages	Explain how Columbus's Arrival uses cause and effect while The Energy We Use Everyday uses comparison and advantages or limitations.
Informative craft	Use transitions first, next, then, and finally to teach the process.

71. Additional Writing Opportunity: Plan and Draft

Choose one thesis (central idea) below and magnify it into two or three reasons or ways from different baskets.

- Because Columbus's arrival changed land, culture, and relationships in the Americas, it affected people in important ways.
- Renewable and nonrenewable resources shape energy decisions through differences in availability, environmental effects, and long-term supply.

Planning Support

1. Brainstorm many connected ideas.
2. Sort them into buckets or baskets, including an off-topic basket.
3. Choose one strong idea from each basket.
4. Narrow to two or three from different baskets.

Drafting Space

Success Criteria

- [ ] My reasons or ways prove the thesis (central idea).
- [ ] My final reasons or ways come from different baskets.
- [ ] I removed off-topic ideas.

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

Revise: Read your baskets aloud. Add one idea that makes a category clearer, and delete one weak or off-topic idea.

Edit: Run the conventions sweep. Use a comparative or superlative adjective and one adverb of frequency or degree accurately.

Share: Teach a partner why your final baskets create focused, nonrepetitive body paragraphs.

PART XV

Engagement & Home Connection

73. Auditory Engagement Moments

Approach: Listen and Number. Students listen for the logical sequence of the four Magnifying steps and reconstruct the process.

> **TEACHER SCRIPT**
> *"Hear the complete process first. Then number the steps. Your job is to follow the relationship among the steps, not wait for one word to copy."*

Step to order	Correct number
Choose one strong idea from each basket	3
Brainstorm many connected ideas	1
Narrow to two or three separate baskets	4
Sort like ideas into baskets	2

74. Pause Points

- **Reason or Way?** Does this idea tell WHY the thesis (central idea) is true or HOW it is true?
- **Which Basket?** What meaning group does this idea belong to? Is it off-topic?
- **One From Each:** Have I kept only one strong idea from each basket?
- **Different Angles:** Do my final reasons come from different baskets?

75. At-Home Connection

Home move	Question to ask
Name a topic and brainstorm several reasons.	Which ideas belong together?
Choose one reason from two or three groups.	How does sorting help you avoid repeating the same idea?

Ask your student to name a topic, brainstorm several reasons, sort them into groups, and choose one reason from each of two or three different groups. No worksheet is required.

PART XVI

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. Be honest with yourself, because it shows how much your thinking is growing. You are in charge of your own learning."

Directions: As you read and write this week, check the box that matches how you feel.

I Can...	Not yet	Getting set	I can do it
Tell a reason from a way.	☐	☐	☐
Brainstorm ideas that connect to the thesis (central idea).	☐	☐	☐
Sort ideas into baskets, including off-topic.	☐	☐	☐
Choose reasons or ways from different baskets.	☐	☐	☐
Add and delete ideas for coherence.	☐	☐	☐

One thing I am proud of: _____

One thing I want to get better at: _____

77. Student Award

Branch Builder Badge: I grew a strong Reason/Way branch by choosing from different baskets.

Class cheer: "Brainstorm wide! Sort with care! Strong ideas are growing there!"

78. Student Target

Choose one: brainstorm more; sort by meaning; remove off-topic ideas; choose different angles; write clearer topic sentences.

My target is _____ because _____.

PART XVII

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"At the beginning of this module, we asked how organizing reasons or ways into different groups helps us build focused, nonrepetitive body paragraphs. Now we can answer it: grouping ideas helps us see which are alike, remove weak or off-topic ideas, and choose reasons or ways from different categories so each body paragraph develops a different part of the thesis (central idea)."

80. Essential / Overarching Question, Answered

How can organizing reasons or ways into different groups help us build focused, nonrepetitive body paragraphs?

Grouping ideas helps us see which ideas are alike, remove weak or off-topic ideas, and choose reasons or ways from different categories so each body paragraph develops a different part of the thesis (central idea).

81. Teacher Reflection

Which students sort ideas by meaning rather than by sound?

Which students choose reasons or ways from different baskets?

Which students still keep too many ideas or choose from one basket?

Who is ready for Module 4, finding the evidence that supports each reason or way?

82. Teacher Artifacts of Effectiveness

- Numbered Listen and Number response.
- Photograph or collected Bucket Sort page.
- Magnify My Thesis (central idea) page.
- Student target and award evidence.
- Partner explanation of the four steps.

PART XVIII

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Display	Teacher action
1	Organizing Reasons and Ways	State the overarching question.
2	ECR Tree	Point to roots, trunk, and branches.
3	Reason/Way	Say WHY and HOW.
4	Magnifying Process	Teach Brainstorm, Sort, Choose, Narrow.
5	Columbus baskets	Model different final keepers.
6	Energy baskets	Invite a second application.
7	Off-topic basket	Explain why true facts can be off-topic.
8	Add and delete	Run the coherence check.
9	Student target	Choose the next organizing goal.
10	Question answered	Record the final answer.

84. Virtual / Online Adaptation

Activity	Online adjustment
Listen and Number	Read the four steps aloud. Students type the order in chat and explain the sequence.
Charts	Post the ECR Tree, Reason/Way, and Magnifying charts in the class stream.
Bucket Sort	Use shared basket boxes and draggable idea cards, including an off-topic box.
Magnify My Thesis (central idea)	Students draft in a private or shared document with four boxes.
Feedback	Ask, "Which basket does this belong to?" and "Are your final reasons from different baskets?"

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Reflection prompt	
Which students can distinguish a reason from a way?	
Which students brainstorm connected ideas?	
Which students sort by meaning?	
Which students use an off-topic basket?	
Which students choose from different baskets?	
Which students need support before Module 4?	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Choosing Evidence

Grade 4 | Cluster 2 | Module 4

Grade: 4

Cluster: 2, Extended Constructed Response (ECR) Informative with the growing TREE structure

Module: 4 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Choosing Evidence

Content Connection / Passage Titles: "The Energy We Use Everyday" and "Columbus's Arrival" (Very High Stamina)

Primary TEKS: 4.12(B)(i) clear central idea, 4.11(B)(iv) relevant details, and 4.7C text evidence

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

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

The response strand is woven into this paired-passage module. Students read, discuss, annotate, and use exact evidence to build an informative ECR.

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

1. A Little Inspiration Goes a Long Way!

Good writers do not just say it. They prove it. Students grow the Evidence Branch of the ECR Tree by choosing strong evidence for each reason or way and explaining what it means.

TEACHER SCRIPT
"When students learn how to support their thinking well, they begin to trust their own voices as writers and thinkers."

Connection to this week's thinking: Connect the evidence to the reason or way, Support the idea with an exact detail, and Infer what the evidence shows.

2. Why This Module Matters

Students grow the next major branch of the ECR Tree: the Evidence Branch. Evidence is proof that supports each reason or way, not just any interesting fact. Using "The Energy We Use Everyday" and "Columbus's Arrival" at Very High Stamina, students use CSI naturally and complete the reason-evidence part of the informative ECR.

Where it fits into writing: evidence makes a thesis (central idea) believable because it connects a reason or way to a specific detail from the passage.

3. Module Essential / Overarching Question

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

Students record their first thinking, then answer the question at the end of the guide.

My First Thinking (Monday):

My Final Thinking (Friday):

PART II

Family Communication

4. Parent Communication Purpose

Families are partners in this work. This page gives every family a clear picture of the evidence habit, a question to ask at home, and a simple way to help. Ask for an exact detail and an explanation of what it shows.

How to Send It: share the letter in the language each family prefers, or send both. The conversation starters and activities need little or no materials.

5. Family Letter (English)

Dear Families,

This week your student finishes Cluster 2 with Module 4, "Choosing Evidence." Your student knows how to write a thesis (central idea) and grow reasons or ways. This week the student adds the proof: evidence. Evidence is a specific detail from the passage that truly supports a reason. The class uses CSI: Connect the evidence to the reason, Support the idea with an exact detail, and Infer what that detail shows.

We are reading "The Energy We Use Everyday" and "Columbus's Arrival" at the longest, most detailed level. Please ask, "What exactly proves that, and what does it tell us?" Choosing precise proof, not just any fact, 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 termina el Grupo 2 con el Módulo 4, "Choosing Evidence". Su estudiante ya sabe escribir una tesis (idea central) y desarrollar razones o maneras. Esta semana agrega la prueba: la evidencia. La evidencia es un detalle específico del pasaje que realmente apoya una razón. Su estudiante está aprendiendo CSI: Conectar la evidencia con la razón, Apoyar la idea con un detalle exacto e Inferir lo que ese detalle muestra.

Seguimos leyendo "The Energy We Use Everyday" y "Columbus's Arrival", ahora al nivel más largo y detallado. Pregúntele: "¿Qué lo demuestra exactamente y qué nos dice?" Elegir una prueba precisa, no cualquier hecho, es el hábito de evidencia que practicamos esta semana.

Con aprecio, El maestro o la maestra de su estudiante - The Writing Academy®, LLC

7. Family Conversation Starters

- What is the difference between a reason and the evidence that supports it?
- What does CSI stand for, and how does it help you use evidence?
- Can a true detail still be weak evidence? Why?
- What does it mean to infer what a detail shows?

8. Simple Family Activities

Both activities end in a conversation rather than a worksheet.

Family Activity - Prove It, Then Explain It

Make a statement about something you can see. Give one exact detail that proves it and say what the detail shows.

Family Activity - Which Detail Fits?

Give a reason, then two possible details, one that fits and one that is off-topic. Have your student pick the detail that proves the reason and explain why.

PART III

Teacher Road Map

9. Teacher Navigation Key

■ **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 evidence and frames the standard.
Reveal	■ TEACH	Makes CSI modeling visible.
Attempt	○ LEARN	Guided evidence matching.
Discuss	○ LEARN	Students justify a match.
Use	✓ ASSESS	Students build an Evidence Branch.
Award	✓ ASSESS	Students recognize strong proof.
Target	✓ ASSESS	Students name a precise next step.
Explain / Educate	✓ ASSESS	Students teach CSI and transfer it.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 2, Module 4
Module Category	Informational Writing / Extended Constructed Response / Choosing Evidence
Primary TEKS	4.12(B)(i), 4.11(B)(iv), 4.7C
Primary Breakout	Choose precise text evidence for a reason or way and use CSI to show what it proves.
Content Connection	"The Energy We Use Everyday" and "Columbus's Arrival"
Daily Lesson Time	15 MINUTES per day, 5 days
Student Product	CSI Evidence Match-Up and Evidence Branch Builder
Formal Assessment Product	Student Exit Ticket and Module Writing Assignment

PART IV

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will choose precise text evidence for a reason or way and use CSI to show what it proves.

I Will Statements

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

I Can Statements

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

CLASS SLIDE

Meet Our Week: choose evidence, use CSI, and grow the Evidence Branch.

13. Success Criteria

- I can point to evidence and explain why it fits the reason.
- I can complete Connect, Support, and Infer for a piece of evidence.
- I can tell why a true detail might still be weak evidence.
- I can run the cumulative ECR quality check.

14. Evidence That Will Demonstrate Mastery

- CSI Evidence Match-Up: match a reason to the strongest evidence.
- Evidence Branch Builder: complete a CSI frame plus a relationship sentence.
- Turn-and-Teach: explain Connect, Support, and Infer.
- Exit Ticket and Module Writing Assignment: choose evidence and explain what it proves.

15. TEKS Correlations

TEKS	Student Expectation	Where Taught	Where Assessed
4.11(B)(i)	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Tree planning	Writing Assignment
4.11(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	CSI and Evidence Branch	Day 3 and writing
4.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	All week	Exit Ticket and writing

4.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Informative ECR	Writing Assignment
4.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Signal phrases	Day 5
4.11(C)(i)-(iv)	revise drafts to improve sentence structure and word choice and by adding or deleting ideas for coherence	Cumulative sweep	Revision
4.11(D)(i),(vi)-(xiv),(xxxiii),(xxxv)	edit drafts using standard English conventions, including sentences, nouns, verbs, modifiers, and spelling	Cumulative sweep	Editing

16. Standards Coverage Matrix

Classification	TEKS	Student Expectation	Where It Occurs
PRIMARY	4.12(B)(i)	use a clear central idea	Tree, CSI, ECR
PRIMARY	4.11(B)(iv)	develop an engaging idea with relevant details	Evidence Branch
SPIRAL	4.7A-G	connect, compare, use evidence, annotate, use vocabulary, and discuss important ideas	Both passages
RECURSIVE	4.11(C) and 4.11(D)	revise and edit the completed response	Cumulative sweep

17. ELPS Correlations

ELPS	Domain	Expectation	Day
4(C)(i)	Writing	write using a combination of high-frequency words and content-area vocabulary	Days 3-5
4(D)(iii)	Writing	write content-area texts using a variety of transition words	Days 3-5
4(F)(i)-(ii),(v)-(vi)	Writing	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style	All week

ELPS Woven Into Intervention

ELPS	Support
4(D)(i)-(ii)	Use sentence lengths, sentence types, and oral rehearsal to state CSI.

ELPS Woven Into Enrichment

ELPS	Extension
4(F)(ix)-(x),(xiii)-(xiv)	Explain how two details reveal different relationships and use content vocabulary.

18. ELPS Linguistic Accommodations

Proficiency Level	Language Objective
Pre-Production	Point to the reason or way and choose one evidence card using the visual CSI chart.
Beginning	Complete: “My reason is about ____. The passage says, '____.'”
Intermediate	Complete: “This evidence supports ____ because ____.”
High Intermediate	Explain what the evidence shows and name the relationship.
Advanced	Independently choose, quote, infer, and justify precise evidence.

Evidence of Access Without Reduced Rigor: students may use visuals, oral rehearsal, and sentence frames, but each student still chooses the evidence and writes the inference.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear a response and name the missing CSI part.
Speaking	Students justify each evidence match and teach CSI to a partner.
Reading	Students reread both passages to find precise details.
Writing	Students complete CSI frames and the cumulative ECR quality check.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a passage aloud, reread it, provide the CSI chart, allow oral rehearsal, and provide sentence frames.	Choose the evidence, complete CSI, or write the inference for the student.

The student must match the evidence, support it with an exact detail, and infer what it shows.

21. Rigor & Cognitive Demand

Level	What Students Must Do	Evidence of Thinking
Literal	Find a detail that connects to a reason.	Quotes a matching detail.
Inferential	Choose the strongest detail and complete CSI.	Explains Connect, Support, and Infer.
Evaluative	Judge why a true detail might still be weak evidence.	Defends why the chosen evidence fits best.

22. The Five Thinking Levels

Level	Color	Thinking Stage	Description
Level 1	Red	Foundational	Repeats information exactly as taught.
Level 2	Orange	Emergent	Tries a match with support.
Level 3	Yellow	Visible	Connects a reason to textual evidence.
Level 4	Green	Independent	Uses evidence with personal reasoning.
Level 5	Blue	Reflective	Connects evidence to broader understanding.

CSI Part	Question
C - Connect	Which reason or way does this evidence go with?
S - Support	What sentence or detail from the passage supports it?
I - Infer	What does this evidence show?

What Counts as Strong Evidence: it comes from the text, matches the reason or way, is specific, is not off topic, and helps prove the thesis (central idea).

23. Possible Teacher Misconceptions

Misconception	Self-Correction
Any true detail is strong evidence.	Ask, “What exactly does this prove?”
Copying a sentence completes the work.	Require an inference that says what the detail shows.
Evidence is only a fact.	Name the cause/effect, comparison, advantage, or limitation it reveals.

24. Possible Student Misconceptions

What Students May Misunderstand	Correction
An interesting fact always counts as evidence.	Use “Which Detail Fits?” and match the detail to the reason.
A quote explains itself.	Ask, “What does this show beyond the words?”
Vague evidence is precise enough.	Require an exact detail from the passage.

PART V

Module Foundations: Review, Refresh & Readiness

25. TEKS Target

Targeted standard: choose precise evidence for a reason or way, support it with a specific detail, and infer what it shows. This work develops an informative ECR with a clear thesis (central idea), relevant details, and craft.

4.11(B)(iv) and 4.12(B)(i) are primary. 4.7C is woven into every CSI decision.

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 can organize my informative response so my idea and proof make sense.
4.11(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can grow my idea with details that really fit it.
4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can explain a topic with a 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 of an informative ECR.
4.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I can use signal phrases and careful words to make my explanation clear.
4.11(C)(i) revise drafts to improve sentence structure	I can fix a sentence so my thinking is easy to follow.
4.11(C)(ii) revise drafts to improve word choice	I can choose a more precise word.
4.11(C)(iii) revise drafts by adding ideas for coherence	I can add an idea that helps my response make sense.
4.11(C)(iv) revise drafts by deleting ideas for coherence	I can delete a detail that does not help my idea.
4.11(D)(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	I can write complete sentences where the subject and verb agree.
4.11(D)(vi) edit drafts using standard English conventions, including past tense of irregular verbs	I can check irregular past-tense verbs.
4.11(D)(vii) edit drafts using standard English conventions, including singular nouns	I can check singular nouns.
4.11(D)(viii) edit drafts using standard English conventions, including plural nouns	I can check plural nouns.
4.11(D)(ix) edit drafts using standard English conventions, including common nouns	I can check common nouns.
4.11(D)(x) edit drafts using standard English conventions, including proper nouns	I can capitalize proper nouns such as Columbus, Taino, and Carib.

4.11(D)(xi) edit drafts using standard English conventions, including adjectives, including their comparative forms	I can use comparative adjectives correctly.
4.11(D)(xii) edit drafts using standard English conventions, including adjectives, including their superlative forms	I can use superlative adjectives correctly.
4.11(D)(xiii) edit drafts using standard English conventions, including adverbs that convey frequency	I can check words that tell how often.
4.11(D)(xiv) edit drafts using standard English conventions, including adverbs that convey degree	I can check words that tell how much.
4.11(D)(xxxiii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns	I can spell words with the patterns I have learned.
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...

- choose precise text evidence and use CSI to show what it proves.
- tell strong evidence from weak evidence.
- match evidence to a reason or way.
- name the relationship the evidence reveals.

28. Before I Can... Prerequisites

- I can identify the passage and prompt as the roots of the TREE.
- I can state a thesis (central idea) and grow a reason or way.
- I can reread a passage and find a specific detail.
- I can explain that evidence is proof from the passage.

29. Remember This! (60-Second Retrieval)

Roots: passage and prompt. **Trunk:** thesis (central idea). **Branches:** reason or way, evidence, and explanation. Evidence is not any interesting fact. It must connect to the reason or way, come from the text, and help prove the thesis (central idea).

> **TEACHER SCRIPT**
> *"A true detail is not always the best supporting evidence for a particular reason. Ask, 'What exactly does this prove?'"*

30. Vocabulary Infusion

> **TEACHER SCRIPT**
> *"Before we begin, let's preview the words we will use to talk about evidence and CSI - everyday words, academic words, and words from our two passages."*

CSI Word	Meaning	Frame
Connect	link evidence to the reason or way	This connects to my reason because ____.
Support	back up an idea with a specific detail	The passage says, "____."
Infer	figure out what the evidence shows	This evidence shows ____.

31. Conventions Connection

Use the cumulative sweep: sentence structure, word choice, adding or deleting for coherence, singular and plural nouns, common and proper nouns, irregular past tense, comparative and superlative adjectives, adverbs of frequency and degree, spelling patterns, and high-frequency words.

32. Writing Connection

Students use the growing TREE: roots are the passage and prompt, the trunk is the thesis (central idea), and the branches are the reason or way, evidence, and explanation. CSI completes the evidence branch.

33. Watch Out!

Watch for a student who chooses a true detail that is off topic, copies a detail without an inference, or names a vague detail. Ask, “Does this detail prove this reason?” and “What does it show beyond the words?”

34. Ready Check

- ☐ I can name the reason or way.
- ☐ I can find a specific supporting detail.
- ☐ I can complete Connect, Support, and Infer.
- ☐ I can name a cause/effect, comparison, advantage, or limitation.

35. Teacher Look-Fors

- The student chooses the strongest match, not merely the most interesting fact.
- The student quotes the important part accurately.
- The student explains what the evidence shows.
- The student names the relationship revealed by the evidence.

PART VI

Vocabulary, Content & Preparation

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Say these everyday words as you choose and explain evidence."

Word	Student-Friendly Definition	Oral Rehearsal Frame
proof	something that shows an idea is true	My proof is ____.
detail	a small, specific piece of information	One detail is ____.
match	to go together correctly	This evidence matches the reason because ____.
choose	to pick on purpose	I choose this detail because ____.
show	to make something known	This detail shows ____.
quote	the exact words from a text	My quote is ____.
reason	why something is true	My reason is ____.
fit	to belong or match	This detail fits because ____.
prove	to show something is true	This evidence proves ____.
strong	powerful and clear	Strong evidence ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"Use the academic words to explain how your evidence proves a reason or way."

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	proof from the text	My evidence is ____.
support	back up an idea with proof	This detail supports ____.
connect	link the evidence to the reason	This connects to my reason because ____.
infer	figure out what a detail shows	I infer that ____.
relevant	closely connected to the point	A relevant detail is ____.
precise	exact and specific	A precise detail here is ____.
justify	give a good reason for a choice	I justify my evidence by ____.
cite	show where the words came from	I cite the text by ____.
analyze	look closely at parts to understand the whole	I analyze the evidence by ____.
thesis (central idea)	the clear central idea a response will prove	My thesis (central idea) is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT
"Now use words from the two passages to make your evidence precise."

Word	Pronunciation	Student-Friendly Definition	Frame
renewable	rih-NOO-uh-buhl	able to be replaced over time and used again	A renewable resource is ____.
nonrenewable	non-rih-NOO-uh-buhl	not able to be replaced quickly once used	A nonrenewable resource is ____.
resource	REE-sorss	a material or supply people use	One resource we use is ____.
pollution	puh-LOO-shun	harmful materials that damage the environment	Pollution can ____.
environment	en-VY-run-ment	the natural world around us	The environment is affected when ____.
Columbus	kuh-LUM-bus	the explorer who sailed to the Americas in 1492	Columbus ____.
Taino	TY-noh	a Native American people of the Caribbean	The Taino ____.
Carib	KAIR-ib	a Native American people known for resisting the Spanish	The Carib ____.
missionaries	MISH-uh-nair-eez	people who travel to teach a religion	Missionaries traveled to ____.
hydroelectric	hy-droh-ih-LEK-trik	making electricity from moving water	A hydroelectric dam ____.

39. Background Knowledge & Teacher Context

What the teacher needs to know. "The Energy We Use Everyday" explains renewable and nonrenewable resources, advantages and limitations, availability and reliability, environmental effects, energy efficiency, and conservation. "Columbus's Arrival" explains the 1492 voyage, Spanish settlement, Christianity, cooperation and conflict with the Taino and Carib, the exchange of plants and animals, and lasting effects.

At Very High Stamina, the passages carry many possible true details. That richness is the point: students must choose the detail that best proves a given reason or way. The habit is CSI - Connect, Support, Infer.

40. Materials Needed

Materials	Use
Passage copies and notebooks	Read, annotate, and record evidence.
Highlighters and colored pencils	Mark TRACKS evidence.
CSI sorting cards and evidence strips	Match evidence to reasons or ways.
Scissors, glue, sticky notes, and sentence strips	Build and display Evidence Branches.
Exit Ticket and My Progress Tracker	Assess and reflect.

41. Preparation Before Day 1

☐ Prepare the ECR Tree chart: roots = passage and prompt; trunk = thesis (central idea); branches = reason or way, evidence, and explanation.

☐ Prepare the CSI chart and signal phrases: “The text states…”, “The passage explains…”, “This evidence reveals…”

☐ Prepare the "What Counts as Strong Evidence" chart and two evidence-match sets.

☐ Copy both Very High Stamina passages and prepare DOT and TRACKS annotations.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15 MINUTES	Gather + Reveal	Catch the missing CSI part and reveal the Evidence Branch.
Day 2	15 MINUTES	Attempt	Match each reason or way to the strongest evidence.
Day 3	15 MINUTES	Discuss + Use	Build an Evidence Branch with CSI.
Day 4	15 MINUTES	Award + Target	Recognize precise proof and set a next goal.
Day 5	15 MINUTES	Explain / Educate	Teach CSI and complete the cumulative ECR quality check.

43. Tiny Times Transition

Use the reminder: “Connect it, support it, infer it.” Move from reading to writing by asking students to touch the reason or way, point to the exact detail, and say what it shows.

PART VII

Citizenship & Content Connection

44. The Citizenship Connection

Element	This Module
Responsible decision-making	People can manage energy resources, conserve energy, and consider environmental effects.
Historical perspective	Historians study several viewpoints because different groups experienced Columbus's arrival differently.
Evidence and community	Specific evidence helps communities make informed decisions and understand lasting effects.

Ask: How can evidence help people make thoughtful decisions about energy and history?

PART VIII

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Tree Part	Meaning
Roots	The passage and the prompt.
Trunk	The thesis (central idea).
Branches	The reason or way, evidence, and explanation.

CSI	Student Question
Connect	Which reason or way does this evidence go with?
Support	What exact sentence or detail supports it?
Infer	What does this evidence show?

Signal Phrase	Use
The text states…	Introduce exact evidence.
The passage explains…	Connect evidence to a reason or way.
This evidence reveals…	Name the relationship: cause/effect, comparison, advantage, or limitation.

46. Core Habit / Strategy Explanation

Evidence = Proof from the Passage. Strong evidence comes from the text, matches the reason or way, is specific, is not off topic, and helps prove the thesis (central idea). A true detail is not automatically strong evidence for a given reason.

> **TEACHER SCRIPT**
> *"My reason is about ____. The passage says, '____.' This shows ____. Evidence that passes CSI will prove your reasons and prepare your explanations."*

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: "The Energy We Use Everyday" (Stamina: Very High)

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, use a computer, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on every day would not be possible.

[2] Natural resources are materials found in nature that people use to meet their needs. Some natural resources provide food, while others provide energy. The energy people use comes from both renewable and nonrenewable resources. Understanding the difference between these resources helps people make informed decisions about how energy is produced and used.

[3] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

[4] People use renewable resources in many different ways. Solar panels collect energy from sunlight and turn it into electricity. Wind turbines use moving air to generate power. Water flowing through dams can also be used to produce electricity. Farmers grow plants that can be used for food, fuel, and other products. Because these resources can be replaced naturally, many people believe they are important for the future.

[5] Renewable resources have several advantages. They do not run out easily, and they often cause less damage to the environment. Since sunlight, wind, and water are continually renewed by natural processes, people can use them again and again. This makes renewable resources valuable sources of energy for communities around the world.

[6] Another advantage of renewable resources is that they often produce less pollution. Solar panels and wind turbines generate electricity without burning fuel. This helps reduce the amount of harmful gases released into the air. Many people support the use of renewable resources because they can help protect the environment while still providing energy.

[7] Communities around the world are increasing their use of renewable resources. Some schools have installed solar panels on rooftops to help lower electricity costs. Certain cities have built wind farms that contain dozens or even hundreds of wind turbines. These projects demonstrate how renewable resources can be used on both small and large scales.

[8] However, renewable resources also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

[9] Imagine a town that relies mostly on solar energy. On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available. The same challenge can occur with wind energy. If the wind is not blowing, wind turbines cannot produce as much electricity. Because of this, communities often use several different energy sources to meet their needs.

[10] Water power also has limitations. Hydroelectric dams depend on a steady supply of water. During droughts, rivers and reservoirs may contain less water than usual. When this happens, less electricity can be generated. Even though water is a renewable resource, changes in weather can affect how much energy it provides.

[11] Storage can also be a challenge for some renewable resources. Some energy produced by solar panels and wind turbines is stored in batteries for later use. Scientists continue to develop better storage systems so renewable energy can be used even when the sun is not shining or the wind is not blowing.

[12] Other resources are known as nonrenewable. These include coal, oil, and natural gas, which form deep underground over millions of years. These resources were created from the remains of ancient plants and animals that were buried beneath Earth's surface. Heat and pressure slowly transformed these materials into the fuels people use today.
[13] Because nonrenewable resources take so long to develop, they cannot be replaced quickly once they are used. Although new deposits may still be forming underground, the process takes millions of years. As a result, people must carefully manage these resources because the supply is limited.
[14] Nonrenewable resources provide a large and steady supply of energy, which makes them useful. Many homes, businesses, and vehicles rely on these resources every day. Coal has been used for many years to generate electricity. Oil is used to make fuels such as gasoline, diesel fuel, and jet fuel. Natural gas is commonly used for heating homes, cooking food, and producing electricity.
[15] One reason nonrenewable resources remain popular is that they can provide energy whenever it is needed. Unlike solar panels or wind turbines, which depend on weather conditions, coal, oil, and natural gas can be used at any time. This reliability makes them important energy sources in many areas.
[16] Many products people use every day are connected to nonrenewable resources. Plastic containers, certain clothing materials, and many household products are made using substances that come from petroleum. This means nonrenewable resources are used for more than just producing energy.
[17] However, the use of nonrenewable resources can also create challenges. Their use can lead to pollution and environmental damage. When fossil fuels are burned, gases and particles are released into the atmosphere. These pollutants can affect air quality and contribute to environmental problems.
[18] Mining and drilling for nonrenewable resources can also affect ecosystems. Land may be disturbed when coal is mined, and oil spills can harm plants and animals. Because of these risks, many people believe it is important to find ways to reduce environmental damage while still meeting energy needs.
[19] In addition, nonrenewable resources are limited and may eventually be used up. As populations grow and more energy is needed, supplies of coal, oil, and natural gas may decrease. This is one reason why scientists continue to search for new technologies and energy sources.
[20] Scientists, engineers, and community leaders study ways to use energy more efficiently. Energy efficiency means using less energy to perform the same task. For example, energy-efficient light bulbs use less electricity than older bulbs while producing the same amount of light. Efficient appliances and vehicles can also reduce energy use.
[21] Many communities use a combination of renewable and nonrenewable resources. This approach helps provide a steady supply of energy while also reducing dependence on limited resources. A city might use electricity from solar panels during the day while relying on natural gas when renewable energy is unavailable.
[22] People can also help conserve resources through everyday actions. Turning off lights when leaving a room, using less water, recycling materials, and choosing energy-efficient products can reduce the demand for energy. Small actions by many people can make a big difference over time.
[23] Students can help conserve resources as well. Walking or riding a bicycle when possible, recycling paper and plastic, and remembering to unplug unused devices are simple ways to reduce energy use. Learning about resources today can help students become responsible decision-makers in the future.
[24] Scientists continue to develop new technologies that may improve how energy is produced and stored. Advances in solar panels, batteries, and other systems may help communities rely more on renewable resources in the future. Researchers are constantly searching for ways to provide energy while protecting the environment.
[25] Understanding the advantages and disadvantages of renewable and nonrenewable resources helps people make informed decisions about energy use. Both types of resources play important roles in meeting society's needs. Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies. Learning about these resources helps people understand how energy choices affect the environment, communities, and future generations.

[26] As technology continues to improve, people will likely discover new ways to produce and use energy. By carefully managing Earth's resources and making thoughtful decisions, communities can help ensure that energy remains available for many years to come. The choices people make today will influence how resources are used tomorrow, making energy conservation and responsible planning important goals for everyone.

Passage 2: "Columbus's Arrival" (Stamina: Very High)

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.
[2] Columbus was born in Genoa, in what is now Italy, but he spent many years working as a sailor. From a young age, he was interested in ships, travel, and geography. He learned about trade routes and heard stories about valuable goods coming from Asia. At that time, products such as spices, silk, and precious metals were highly desired in Europe. Many merchants and leaders wanted easier ways to reach Asian markets.
[3] During the late 1400s, traveling to Asia was difficult. Ships often had to follow long routes around Africa or use trade networks that crossed large areas of land. These journeys could take months or even years. They were expensive and sometimes dangerous. Columbus believed there was another way. He thought that by sailing west across the Atlantic Ocean, he could reach Asia more quickly.
[4] Many people doubted Columbus's idea. Some believed the ocean was too large to cross. Others thought the trip would take too long or be too risky. Columbus spent years asking leaders to support his plan. Finally, King Ferdinand and Queen Isabella of Spain agreed to help. They provided money, ships, supplies, and sailors for the voyage.
[5] Columbus set sail with three ships called the Niña, the Pinta, and the Santa María. The crew packed food, water, tools, and other supplies needed for a long journey. As the ships traveled farther from Europe, many sailors became nervous. Week after week passed without seeing land. Some crew members worried they would never return home.
[6] Life aboard the ships was not comfortable. Sailors worked long hours and had very little space. Food often became stale, and fresh water had to be carefully rationed. Storms and rough seas could make traveling even more difficult. Despite these challenges, the ships continued westward across the Atlantic Ocean.
[7] After more than two months at sea, land was finally spotted on October 12, 1492. The crew celebrated because they knew their long journey had come to an end. Columbus believed he had reached islands near Asia. However, he had actually arrived in the Caribbean, a region that was already home to many Native American groups.
[8] The islands Columbus reached were not empty. Native American communities had lived there for generations. These groups had their own governments, traditions, languages, and cultures. They farmed crops, fished in coastal waters, traded with neighboring groups, and built thriving communities.
[9] One of the first groups Columbus encountered was the Taino. The Taino lived on several islands throughout the Caribbean. They grew crops such as corn, cassava, and sweet potatoes. They built villages and developed systems for sharing resources within their communities. Their daily lives were closely connected to the land and sea around them.
[10] When Columbus arrived, he claimed the land for Spain. This was a common practice among European explorers. European countries often believed that claiming land would allow them to expand their power and influence. However, Native Americans already lived on these lands and considered them their homes.
[11] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. His voyage encouraged other explorers to travel across the Atlantic Ocean. News of his discoveries spread quickly throughout Europe. Many people became excited about the opportunities that might exist in these newly encountered lands.
[12] Spain soon sent additional expeditions to the Americas. Explorers searched for resources, trade opportunities, and places to establish settlements. Over time, Spain built colonies throughout parts of North

America, Central America, South America, and the Caribbean.
[13] Other European countries also became interested in exploration. Nations such as England, France, and Portugal sponsored voyages across the Atlantic Ocean. As explorers returned with stories about new lands, competition between European countries increased. Each nation hoped to gain wealth, resources, and influence.
[14] As exploration expanded, more people traveled between Europe and the Americas. Ships crossed the Atlantic Ocean carrying settlers, sailors, merchants, missionaries, and government officials. These journeys helped connect regions that had previously been separated by vast distances.
[15] Trade also grew between Europe and the Americas. Goods moved in both directions across the ocean. European products were brought to the Americas, while resources from the Americas were transported to Europe. This exchange affected economies and daily life in many different places.
[16] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled throughout the Americas to teach Native Americans about this religion. Churches and missions were established in many communities.
[17] Some Native Americans accepted Christianity and combined certain Christian practices with their own traditions. Others chose to continue following the beliefs that had guided their communities for generations. The spread of Christianity became one of the many cultural changes that occurred after European arrival.
[18] The arrival of Europeans introduced new languages as well. Spanish became widely spoken in many areas. As Europeans settled in different regions, communication between groups often required learning new languages. These interactions influenced the development of cultures throughout the Americas.
[19] European settlers also introduced new tools, technologies, and farming methods. Native American groups sometimes adopted useful innovations, while Europeans learned valuable skills from Native Americans. The exchange of knowledge worked in both directions.
[20] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. They exchanged goods and shared information about local resources. These early interactions helped both groups learn about one another.
[21] The Taino taught Europeans about foods and crops that grew in the Caribbean. They shared knowledge about fishing, farming, and local geography. Europeans introduced metal tools, clothing, and other items they had brought from Europe. These exchanges allowed both groups to experience new products and ideas.
[22] However, relationships between Europeans and Native Americans did not always stay peaceful. As more explorers and settlers arrived, disagreements began to develop. Land, resources, and power became sources of conflict.
[23] European settlements often required large areas of land. Native American groups sometimes found their traditional hunting grounds, villages, or farmland being claimed by newcomers. As a result, tensions increased in many regions.
[24] The Carib were known for resisting Spanish efforts to control their lands. They fought to protect their communities and maintain their independence. This resistance led to conflicts between the groups. Similar conflicts occurred in other parts of the Americas as European settlement expanded.
[25] Competition over resources also contributed to disagreements. Both Europeans and Native Americans depended on land, water, and natural resources to support their communities. When multiple groups wanted access to the same resources, conflicts sometimes followed.
[26] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of land that had belonged to their ancestors for generations. Others experienced major changes to their cultures, traditions, and daily routines.
[27] At the same time, the movement of people and goods between Europe and the Americas introduced new plants and animals. Horses, cattle, pigs, and sheep were brought from Europe. These animals changed transportation, farming, and food production in many areas.
[28] New crops also moved between continents. Foods that originated in the Americas, such as corn, potatoes, tomatoes, and cacao, became important in Europe and other parts of the world. Likewise, crops from Europe

were introduced to the Americas. These exchanges changed diets and agriculture around the globe.
[29] The effects of Columbus's voyage continued for many years. Exploration increased. Colonies expanded. Trade networks grew larger. The movement of people, products, and ideas connected different parts of the world in ways that had never happened before.
[30] Historians often describe Columbus's voyage as a turning point in history because it led to lasting global changes. The connections established between Europe and the Americas influenced economics, culture, government, and society.
[31] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage and its role in history. At the same time, many people also reflect on how European arrival affected Native American communities.
[32] Historians study documents, artifacts, and other evidence to better understand what happened after Columbus arrived. They examine multiple perspectives because different groups experienced these events in different ways. Looking at several viewpoints helps create a more complete picture of history.
[33] Some people focus on Columbus's role in opening the door to exploration, trade, and cultural exchange. Others focus on the challenges Native Americans faced as European settlement expanded. Both perspectives help explain why Columbus remains an important historical figure.
[34] People continue to discuss the impact of Columbus's voyage because its effects can still be seen today. Languages, traditions, governments, and cultures throughout the Americas were influenced by the events that followed his arrival.
[35] More than five hundred years later, students and historians continue to study Columbus and the world he helped change. His voyage connected Europe and the Americas and led to events that shaped the future of entire continents.
[36] Columbus's actions had lasting effects on land, culture, and the people who lived in the Americas. His journey remains one of the most significant events in world history because of the changes it set into motion. Understanding his voyage helps people better understand how the modern world developed and why different perspectives are important when studying history.

48. Student Annotation Guide

TRACKS	The Energy We Use Everyday
T - Time	over millions of years
R - Reactions	lead to pollution and environmental damage
A - Actions	Solar panels collect energy from sunlight
C - Character / Concept	Renewable resources
K - Key Knowledge	coal, oil, and natural gas
S - Scenery / Setting	natural resources found on Earth

TRACKS	Columbus's Arrival
T - Time	In 1492; October 12, 1492
R - Reactions	the crew celebrated; the Carib resisted
A - Actions	Columbus claimed the land for Spain
C - Character / Concept	Columbus, Taino, and Carib
K - Key Knowledge	the islands were already home to Native American groups
S - Scenery / Setting	islands in the Caribbean and the Atlantic Ocean

49. TRACKS Evidence Highlighting

Before students choose evidence, they reread both passages and TAP the TRACKS. TRACKS gathers possible evidence; CSI chooses the strongest evidence for each reason or way.

Letter	Category	What to Look For	Highlight
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.	Pastel Yellow
K	Key Knowledge	Other important information necessary to meaning.	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged through the senses.	Pastel Green

Passage 1 - The Energy We Use Everyday

[1] Have you ever wondered where the energy you use each day comes from? When you turn on lights, charge a device, watch television, use a computer, or travel in a car, you are using energy produced from natural resources found on Earth. Energy is an important part of daily life. People use it at home, at school, and at work. Without energy, many of the things we depend on every day would not be possible.

[2] Natural resources are materials found in nature that people use to meet their needs. Some natural resources provide food, while others provide energy. The energy people use comes from both renewable and nonrenewable resources. Understanding the difference between these resources helps people make informed decisions about how energy is produced and used.

[3] Some of these resources are called renewable. Renewable resources can be replaced over time and used again. Examples include wind, water, sunlight, plants, and animals. The sun provides energy each day, and wind

can be used to generate electricity. In addition, plants and animals can be grown and replaced through careful management.

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[7] Communities around the world are increasing their use of renewable resources. Some schools have installed solar panels on rooftops to help lower electricity costs. Certain cities have built wind farms that contain dozens or even hundreds of wind turbines. These projects demonstrate how renewable resources can be used on both small and large scales.

[8] However, renewable resources also have limitations. Renewable energy sources are not always available. For example, solar energy depends on sunlight, and wind energy depends on weather conditions. This can cause mismanagement of energy resources if people do not plan carefully.

[9] Imagine a town that relies mostly on solar energy. On bright, sunny days, plenty of electricity may be produced. However, during cloudy weather, less energy may be available. The same challenge can occur with wind energy. If the wind is not blowing, wind turbines cannot produce as much electricity. Because of this, communities often use several different energy sources to meet their needs.

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[18] Mining and drilling for nonrenewable resources can also affect ecosystems. Land may be disturbed when coal is mined, and oil spills can harm plants and animals. Because of these risks, many people believe it is important to find ways to reduce environmental damage while still meeting energy needs.

[19] In addition, nonrenewable resources are limited and may eventually be used up. As populations grow and more energy is needed, supplies of coal, oil, and natural gas may decrease. This is one reason why scientists continue to search for new technologies and energy sources.

[20] Scientists, engineers, and community leaders study ways to use energy more efficiently. Energy efficiency means using less energy to perform the same task. For example, energy-efficient light bulbs use less electricity than older bulbs while producing the same amount of light. Efficient appliances and vehicles can also reduce energy use.

[21] Many communities use a combination of renewable and nonrenewable resources. This approach helps provide a steady supply of energy while also reducing dependence on limited resources. A city might use electricity from solar panels during the day while relying on natural gas when renewable energy is unavailable.

[22] People can also help conserve resources through everyday actions. Turning off lights when leaving a room, using less water, recycling materials, and choosing energy-efficient products can reduce the demand for energy. Small actions by many people can make a big difference over time.

[23] Students can help conserve resources as well. Walking or riding a bicycle when possible, recycling paper and plastic, and remembering to unplug unused devices are simple ways to reduce energy use. Learning about resources today can help students become responsible decision-makers in the future.

[24] Scientists continue to develop new technologies that may improve how energy is produced and stored. Advances in solar panels, batteries, and other systems may help communities rely more on renewable resources in the future. Researchers are constantly searching for ways to provide energy while protecting the environment.

[25] Understanding the advantages and disadvantages of renewable and nonrenewable resources helps people make informed decisions about energy use. Both types of resources play important roles in meeting society's needs. Renewable resources can be replenished naturally, while nonrenewable resources provide dependable energy supplies. Learning about these resources helps people understand how energy choices affect the environment, communities, and future generations.

[26] As technology continues to improve, people will likely discover new ways to produce and use energy. By carefully managing Earth's resources and making thoughtful decisions, communities can help ensure that energy remains available for many years to come. The choices people make today will influence how resources are used tomorrow, making energy conservation and responsible planning important goals for everyone.

Passage 2 - Columbus's Arrival

[1] In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia. Instead, he reached islands in the Caribbean. When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.

[2] Columbus was born in Genoa, in what is now Italy, but he spent many years working as a sailor. From a young age, he was interested in ships, travel, and geography. He learned about trade routes and heard stories about valuable goods coming from Asia. At that time, products such as spices, silk, and precious metals were highly desired in Europe. Many merchants and leaders wanted easier ways to reach Asian markets.

[3] During the late 1400s, traveling to Asia was difficult. Ships often had to follow long routes around Africa or use trade networks that crossed large areas of land. These journeys could take months or even years. They were expensive and sometimes dangerous. Columbus believed there was another way. He thought that by sailing west across the Atlantic Ocean, he could reach Asia more quickly.

[4] Many people doubted Columbus's idea. Some believed the ocean was too large to cross. Others thought the trip would take too long or be too risky. Columbus spent years asking leaders to support his plan. Finally, King Ferdinand and Queen Isabella of Spain agreed to help. They provided money, ships, supplies, and sailors for the voyage.

[5] Columbus set sail with three ships called the Niña, the Pinta, and the Santa María. The crew packed food, water, tools, and other supplies needed for a long journey. As the ships traveled farther from Europe, many sailors became nervous. Week after week passed without seeing land. Some crew members worried they would never return home.

[6] Life aboard the ships was not comfortable. Sailors worked long hours and had very little space. Food often became stale, and fresh water had to be carefully rationed. Storms and rough seas could make traveling even more difficult. Despite these challenges, the ships continued westward across the Atlantic Ocean.

[7] After more than two months at sea, land was finally spotted on October 12, 1492. The crew celebrated because they knew their long journey had come to an end. Columbus believed he had reached islands near Asia. However, he had actually arrived in the Caribbean, a region that was already home to many Native American groups.

[8] The islands Columbus reached were not empty. Native American communities had lived there for generations. These groups had their own governments, traditions, languages, and cultures. They farmed crops, fished in coastal waters, traded with neighboring groups, and built thriving communities.

[9] One of the first groups Columbus encountered was the Taino. The Taino lived on several islands throughout the Caribbean. They grew crops such as corn, cassava, and sweet potatoes. They built villages and developed systems for sharing resources within their communities. Their daily lives were closely connected to the land and sea around them.

[10] When Columbus arrived, he claimed the land for Spain. This was a common practice among European explorers. European countries often believed that claiming land would allow them to expand their power and influence. However, Native Americans already lived on these lands and considered them their homes.

[11] By claiming the land, Columbus helped Spain begin to explore and settle in the Americas. His voyage encouraged other explorers to travel across the Atlantic Ocean. News of his discoveries spread quickly throughout Europe. Many people became excited about the opportunities that might exist in these newly encountered lands.

[12] Spain soon sent additional expeditions to the Americas. Explorers searched for resources, trade opportunities, and places to establish settlements. Over time, Spain built colonies throughout parts of North America, Central America, South America, and the Caribbean.

[13] Other European countries also became interested in exploration. Nations such as England, France, and Portugal sponsored voyages across the Atlantic Ocean. As explorers returned with stories about new lands, competition between European countries increased. Each nation hoped to gain wealth, resources, and influence.

[14] As exploration expanded, more people traveled between Europe and the Americas. Ships crossed the Atlantic Ocean carrying settlers, sailors, merchants, missionaries, and government officials. These journeys helped connect regions that had previously been separated by vast distances.

[15] Trade also grew between Europe and the Americas. Goods moved in both directions across the ocean. European products were brought to the Americas, while resources from the Americas were transported to Europe. This exchange affected economies and daily life in many different places.

[16] Columbus and his crew also brought their beliefs with them. They wanted to spread Christianity to the people they met. Over time, missionaries traveled throughout the Americas to teach Native Americans about this religion. Churches and missions were established in many communities.

[17] Some Native Americans accepted Christianity and combined certain Christian practices with their own traditions. Others chose to continue following the beliefs that had guided their communities for generations. The spread of Christianity became one of the many cultural changes that occurred after European arrival.

[18] The arrival of Europeans introduced new languages as well. Spanish became widely spoken in many areas. As Europeans settled in different regions, communication between groups often required learning new languages. These interactions influenced the development of cultures throughout the Americas.

[19] European settlers also introduced new tools, technologies, and farming methods. Native American groups sometimes adopted useful innovations, while Europeans learned valuable skills from Native Americans. The exchange of knowledge worked in both directions.

[20] At first, some Native American groups, like the Taino, showed friendliness toward Columbus and his crew by trading and cooperating with them. They exchanged goods and shared information about local resources. These early interactions helped both groups learn about one another.

[21] The Taino taught Europeans about foods and crops that grew in the Caribbean. They shared knowledge about fishing, farming, and local geography. Europeans introduced metal tools, clothing, and other items they had brought from Europe. These exchanges allowed both groups to experience new products and ideas.

[22] However, relationships between Europeans and Native Americans did not always stay peaceful. As more explorers and settlers arrived, disagreements began to develop. Land, resources, and power became sources of conflict.

[23] European settlements often required large areas of land. Native American groups sometimes found their traditional hunting grounds, villages, or farmland being claimed by newcomers. As a result, tensions increased in many regions.

[24] The Carib were known for resisting Spanish efforts to control their lands. They fought to protect their communities and maintain their independence. This resistance led to conflicts between the groups. Similar conflicts occurred in other parts of the Americas as European settlement expanded.

[25] Competition over resources also contributed to disagreements. Both Europeans and Native Americans depended on land, water, and natural resources to support their communities. When multiple groups wanted access to the same resources, conflicts sometimes followed.

[26] The arrival of Europeans affected Native American communities in many ways. Some groups lost control of land that had belonged to their ancestors for generations. Others experienced major changes to their cultures, traditions, and daily routines.

[27] At the same time, the movement of people and goods between Europe and the Americas introduced new plants and animals. Horses, cattle, pigs, and sheep were brought from Europe. These animals changed transportation, farming, and food production in many areas.

[28] New crops also moved between continents. Foods that originated in the Americas, such as corn, potatoes, tomatoes, and cacao, became important in Europe and other parts of the world. Likewise, crops from Europe were introduced to the Americas. These exchanges changed diets and agriculture around the globe.

[29] The effects of Columbus's voyage continued for many years. Exploration increased. Colonies expanded. Trade networks grew larger. The movement of people, products, and ideas connected different parts of the world in ways that had never happened before.

[30] Historians often describe Columbus's voyage as a turning point in history because it led to lasting global changes. The connections established between Europe and the Americas influenced economics, culture, government, and society.

[31] Today, Columbus's journey is remembered and retold in different ways. Columbus Day recognizes his voyage and its role in history. At the same time, many people also reflect on how European arrival affected Native American communities.

[32] Historians study documents, artifacts, and other evidence to better understand what happened after Columbus arrived. They examine multiple perspectives because different groups experienced these events in different ways. Looking at several viewpoints helps create a more complete picture of history.

[33] Some people focus on Columbus’s role in opening the door to exploration, trade, and cultural exchange. Others focus on the challenges Native Americans faced as European settlement expanded. Both perspectives help explain why Columbus remains an important historical figure.

[34] People continue to discuss the impact of Columbus’s voyage because its effects can still be seen today. Languages, traditions, governments, and cultures throughout the Americas were influenced by the events that followed his arrival.

[35] More than five hundred years later, students and historians continue to study Columbus and the world he helped change. His voyage connected Europe and the Americas and led to events that shaped the future of entire continents.

[36] Columbus’s actions had lasting effects on land, culture, and the people who lived in the Americas. His journey remains one of the most significant events in world history because of the changes it set into motion. Understanding his voyage helps people better understand how the modern world developed and why different perspectives are important when studying history.

PART IX

50. Five-Day GRADUATE Lesson

Module 4 completes Cluster 2. Students grow the Evidence Branch and use CSI - Connect, Support, Infer - to choose evidence that truly proves each reason or way.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Purpose: Students catch the missing CSI part, then reveal that evidence is proof from the passage.

TEACHER SCRIPT

"Hear the response. Hold up C, S, or I for the missing part. Then supply the missing thinking."

Response	Missing Part	Repair
"My reason is about cultural change. The passage says, 'They wanted to spread Christianity to the people they met.'"	INFER	This shows Columbus and his crew brought beliefs that changed traditions and ways of life.
"Energy choices are shaped by environmental effects. This shows communities must think about environmental costs."	SUPPORT	The passage says, "Their use can lead to pollution and environmental damage."
"The passage says, 'Renewable energy sources are not always available.' This shows communities may need more than one source."	CONNECT	This way is about availability and reliability.

Reveal: roots are the passage and prompt, the trunk is the thesis (central idea), and the branches are the reason or way, evidence, and explanation.

DAY 2 | ATTEMPT | 15 MINUTES

Purpose: Students attempt the module skill through CSI Evidence Match-Up. Match each reason or way to the strongest evidence, then explain why it fits.

TEACHER SCRIPT

"A true detail is not always the best evidence for a particular reason. Say the reason, read the detail, and ask: Does it fit?"

Reason or Way	Detail A	Detail B	Strong Match
Columbus affected the Americas by creating conflict.	"He reached islands in the Caribbean."	"Conflicts developed over land, resources, and power."	B
Columbus affected the Americas through cultural change.	"They wanted to spread Christianity to the people they met."	"The crew packed food, water, tools, and other supplies."	A
Columbus affected the Americas through cooperation and exchange.	"At first, some Native American groups, like the Taino, showed friendliness."	"Columbus was born in Genoa, in what is now Italy."	A
Energy decisions are shaped by availability and reliability.	"Renewable energy sources are not always available."	"Energy is an important part of daily life."	A

Energy choices are shaped by environmental effects.	"Their use can lead to pollution and environmental damage."	"Coal, oil, and natural gas can be used at any time."	A
Energy choices are shaped by limitations.	"Renewable energy sources are not always available."	"The sun provides energy each day."	A

Partner product: record C, S, and I for one match. Students may use signal phrases but must make the decision.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Discuss Strong Evidence: Students explain why evidence is strong when it comes from the text, matches the reason or way, is specific, and helps prove the thesis (central idea).

TEACHER SCRIPT
"Do not choose a detail because it is interesting. Choose it because it proves this reason or way."

Use Again: Evidence Branch Builder. Choose one reason or way. Find two details. Circle the strongest. Complete Connect, Support, and Infer. Then name the relationship the evidence reveals.

Evidence Branch Part	Student Work
Reason or Way	Energy choices are shaped by environmental effects.
Connect	My way is about environmental effects.
Support	The text states, "Their use can lead to pollution and environmental damage."
Infer	This evidence reveals that communities must consider environmental costs when choosing energy sources.
Relationship	Cause/effect: using nonrenewable resources can cause pollution and environmental damage.

Independent frame: My reason or way is ____. The passage says, "____." This supports my idea because ____. This evidence reveals ____.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Award: Students recognize the proof they chose well. **Target:** Students choose one precise next goal.

Prompt	Student Response
One piece of evidence I chose well today was ____.	"Conflicts developed over land, resources, and power."
It fit my reason or way because ____.	It directly supports the reason that Columbus's arrival created conflict.
My next evidence goal is ____ because ____.	Choose more specific evidence because a general fact may be true but weak.

Choose one target: connect more directly, quote accurately, choose more specific evidence, infer beyond the quote, or name the relationship.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Teach CSI: Students teach a partner how to choose evidence from the Columbus passage or the energy passage.

TEACHER SCRIPT

"Teach your partner: Connect the detail to a reason or way, Support it with exact text, and Infer what it shows."

Transfer Task	Expected Student Work
Choose a reason or way from either passage.	Energy choices are shaped by environmental effects.
Quote the strongest detail.	"Their use can lead to pollution and environmental damage."
Explain what it shows.	This shows communities must consider environmental costs.
Name the relationship.	The detail reveals cause/effect and a limitation.

Teacher Closing Encouragement: "You chose proof that grows the branch and makes your informative ECR stronger."

Cumulative ECR Quality Check	Yes / Next Step
Roots: I used the correct passage and prompt.	☐
Trunk: I stated a thesis (central idea).	☐
Branch: My reason or way matches the thesis (central idea).	☐
Evidence: My detail is exact, relevant, and specific.	☐
Explanation: I inferred what the evidence shows.	☐
Relationship: I named what the evidence reveals.	☐

PART X

Student Exemplars

Use these models with the two source passages and the prompt: choose strong evidence for a reason or way and complete CSI.

51. Low / Developing Exemplar

Field	Detail
Student response	Energy is important.
What the student did successfully	Named a topic from the passage.
What is missing	No reason or way, exact evidence, or inference.
Next instructional step	Choose a reason or way, then complete "The passage says, '____.' This shows ____."

52. Medium / Approaching Exemplar

Field	Detail
Student response	Energy choices can cause problems because of pollution.
What the student did successfully	Named a way energy choices affect the environment.
What is missing	The evidence is not quoted, and the explanation does not identify the passage detail.
Next instructional step	Add: "The passage says, 'Their use can lead to pollution and environmental damage.' This shows communities must consider environmental costs."

53. High / Secure Exemplar

Part	Example
Reason or Way	Energy choices are shaped by environmental effects.
Strong evidence	"Their use can lead to pollution and environmental damage."
CSI Explanation	This evidence reveals that using nonrenewable resources can cause environmental damage, so communities must consider those effects.
Why it works	The detail is from the text, matches the way, is specific, and explains what it proves.

Additional Secure Exemplar

Type	Response	Why It Works
Columbus reason	Columbus affected the Americas by creating conflict. The passage states, "Conflicts developed over land, resources, and power." This shows that competition for control caused tension between groups.	Exact evidence and an inference.
Energy way	Energy choices are shaped by availability. The passage explains, "Renewable energy sources are not always available." This shows communities must plan for times when sunlight or wind is unavailable.	Specific evidence and a relationship.

Secure Response: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works

Evidence	“The Carib were known for resisting Spanish efforts to control their lands.”	Gives exact proof of resistance.
Explanation	This shows that some Native American groups reacted to efforts to control their communities.	Infers what the evidence shows.

PART XI

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

A student who understands this module can choose precise evidence for a reason or way, quote a specific detail, complete Connect, Support, and Infer, and name the relationship the evidence reveals. Accept varied wording when the evidence matches the reason or way and the inference explains what it proves.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
E1	Day 1 missing-part chart	Teach	Recognizes missing Connect, Support, or Infer.
E2	Day 2 Match-Up	Practice	Matches a reason or way to strong evidence.
E3	Day 3 Evidence Branch	Assess	Uses exact evidence and an inference.
E4	Day 5 transfer	Assess	Explains evidence to a partner.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can choose precise evidence for a reason and complete CSI.
Materials	The two Very High Stamina passages, CSI and evidence charts, match-up cards, and notebooks.
Task	Students complete CSI Evidence Match-Up and an independent Evidence Branch Builder.
Expected Response	Students match evidence to a reason and complete Connect, Support, and Infer.

Formative Check Rubric / Scaffolding

Component	Student Requirement
Connect	Connect the evidence to the reason or way.
Support	Quote a specific detail from the passage.
Infer	Tell what the evidence shows.
Relationship	Name the cause/effect or comparison the evidence reveals.

PART XII

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

Choose one reason or way from "The Energy We Use Everyday" or "Columbus's Arrival." Write one exact detail that proves it. Complete CSI.

Connect: My reason or way is _____

Support: The passage says, "_____"

Infer: This evidence shows _____

Relationship: The evidence reveals _____

58. Exit Ticket Answer Key

Part	Answer Guidance	Score
Connect	Names a reason or way that the evidence directly supports.	2
Support	Quotes a specific, relevant detail from one of the two passages.	2
Infer	Explains what the detail shows beyond repeating the quote.	2
Relationship	Names cause/effect, comparison, advantage, or limitation when supported.	2

59. Scoring Principle

Score the thinking, not one memorized sentence. Strong work has a matching reason or way, exact text evidence, and an inference that explains what the evidence proves. A true detail that does not support the chosen reason is weak evidence for that response.

60. Gradebook Conversion

Score	Meaning	Teacher Action
8	Secure	Extend to two pieces of evidence and two angles.
5-7	Approaching	Practice the missing CSI part.
0-4	Developing	Use Which Detail Fits? with one reason or way.

61. Recommended Gradebook Label

Gradebook label: "G4 C2 M4 Choosing Evidence."

PART XIII

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Prompt	Choose one reason or way from either passage. Choose strong evidence and complete CSI to explain what it proves.
Non-Negotiable Expectations	A thesis (central idea), a matching reason or way, a relevant detail from the passage, and an explanation linking that detail to the thesis (central idea).
Required Vocabulary	Use at least two words from the Tier 2 or Tier 3 tables.
Scoring Focus	Clear central idea, relevant detail, exact support, inference, and relationship.

63. Student Planning Frame

Passage: _____ **Reason or way:** _____

Thesis (central idea):

_____

Connect: This evidence goes with my reason or way because _____

Support: The passage says, "_____"

Infer: This evidence shows _____

Relationship: The evidence reveals _____

64. Writing Assignment Rubric

Criteria	Secure	Approaching	Developing
Thesis (central idea) and reason or way	Clear and matched.	Present but general.	Missing or mismatched.
Evidence	Exact, relevant, and specific.	Relevant but vague or partly quoted.	Off topic or missing.
Explanation	Infers what the evidence proves.	Partly explains.	Repeats or omits the detail.
Craft and conventions	Uses signal phrases and edited sentences.	Some errors.	Errors interfere with meaning.

65. Writing Gradebook Conversion

Level	Gradebook Meaning
Secure	Builds a complete evidence branch with precise CSI.
Approaching	Matches evidence but needs a stronger quote or inference.
Developing	Needs support choosing a detail that fits.

66. Teacher Feedback Shortcuts

- “Does this detail match your reason or way?”
- “Quote the important part.”
- “What does this show beyond the words?”
- “Name the relationship your evidence reveals.”

PART XIV

Response to Student Need

67. Intervention: Name the Thinking

Step	Teacher Move	Student Move
1. Connect	Say the reason or way aloud.	Point to the matching branch.
2. Support	Offer three detail strips from the passage.	Choose the detail that fits and quote it.
3. Infer	Ask, “What does this show?”	Say what the evidence proves.

Sample Columbus set: choose “Conflicts developed over land, resources, and power” for the reason that Columbus affected the Americas by creating conflict. Sample energy set: choose “Renewable energy sources are not always available” for the way energy choices are shaped by availability and reliability.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to match evidence.	They choose the detail that fits the reason.	They pick any interesting fact.	Ask, “Does this detail prove this reason?”
Ask students to support.	They quote a specific detail.	They paraphrase generally.	Point to signal phrases and the quotation habit.
Ask students to infer.	They tell what the evidence shows.	They restate the quote.	Ask, “What exactly does this prove?”

69. Student Support Quick Reference

If a student...	Support to Provide
Picks an off-topic detail	Use the Which Detail Fits? strips.
Restates the quote as the inference	Ask, “What does this show beyond the words?”
Chooses a vague detail	Require a specific, matching detail.
Masters quickly	Route to Two Pieces, Two Angles enrichment.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Prove one reason or way with two different pieces of evidence and compare what each reveals.
Columbus sample	“Conflicts developed over land, resources, and power” shows a cause; “The Carib were known for resisting Spanish efforts” shows a reaction.
Energy sample	“Renewable energy sources are not always available” shows an availability challenge; “Their use can lead to pollution and environmental damage” shows an environmental cost.
Relationship	Together, the details show that evidence can reveal more than one angle.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Choose one reason or way below, then choose strong evidence and complete CSI.

- Columbus affected the Americas by claiming land for Spain.
- Energy choices are shaped by environmental effects.

Planning Support: find two details, circle the strongest, complete Connect, Support, and Infer, then name the relationship.

Drafting Space:

Success Criteria

- My evidence matches the reason or way and comes from the text.
- I completed Connect, Support, and Infer.
- I named the relationship the evidence reveals.

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

Revise: read the CSI response aloud and improve the inference so it says what the evidence shows, not just what it says.

Edit: run the cumulative sweep: sentence structure, word choice, add or delete for coherence, nouns, irregular verbs, modifiers, adverbs, spelling patterns, and high-frequency words.

Share: teach a partner how the exact detail proves the reason or way.

PART XV

Engagement & Home Connection

73. Auditory Engagement Moments

Use Listen for What Is Missing. Read each response aloud. Students hold up C, S, or I and supply the missing thinking. Students also say what Connect, Support, and Infer each do.

TEACHER SCRIPT
"Hear the response. Hold up C, S, or I for the missing part. Then supply the missing thinking."

74. Pause Points

PAUSE POINT - DOES IT MATCH?
Does this detail prove this reason, or is it just an interesting fact?

PAUSE POINT - SUPPORT WITH TEXT
What exact detail supports my reason? Did I quote the important part?

PAUSE POINT - WHAT DOES IT SHOW?
What does this evidence show? Infer, do not just restate the quote.

PAUSE POINT - WHAT RELATIONSHIP?
Does this evidence reveal a cause/effect, a comparison, an advantage, or a limitation?

75. At-Home Connection

Ask a family member for a reason about an everyday decision. Give two possible details. The student chooses the detail that truly proves the reason and explains what it shows. Use the question: "What exactly proves that, and what does it tell us?"

PART XVI

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. Be honest with yourself because it shows how much you are growing."

Directions: As you read and write this week, check the box that matches how you feel.

I Can...	Not Yet	Getting Set	I Can Do It
Tell strong evidence from weak evidence.	☐	☐	☐
Match evidence to a reason or way.	☐	☐	☐
Complete Connect, Support, and Infer.	☐	☐	☐
Name the relationship the evidence reveals.	☐	☐	☐
Run the cumulative ECR quality check.	☐	☐	☐

One thing I am proud of: _____

One thing I want to get better at: _____

77. Student Award

What can I already do? One evidence choice I made well and the proof in my work:

_____

78. Student Target

What do I want to practice next? One next step for choosing evidence or explaining what it proves:

_____

PART XVII

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"You can choose strong evidence by checking that it connects directly to your reason or way, comes from the passage, is specific, and helps you infer exactly what it proves."

80. Essential / Overarching Question, Answered

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

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

81. Teacher Reflection

- Which students choose evidence that matches the reason?
- Which students complete all three CSI steps?
- Which students still choose off-topic or vague details?
- Which students can now build a full ECR with a thesis (central idea), reason or way, and evidence with CSI?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

- CSI Evidence Match-Up recording
- Day 3 Evidence Branch Builder
- Day 5 partner teaching explanation
- Exit Ticket and Module Writing Assignment
- My Progress Tracker

PART XVIII

Production & Implementation Support

83. Module Slide Deck Build Sheet

Slide	Title	Required Content	Lesson Location
1	Choosing Evidence	Grade 4; Cluster 2; Module 4; Very High Stamina; ECR Informative	Cover
2	Meet Our Week	Choose precise evidence and use CSI.	Learning Destination
3	What Counts as Strong Evidence?	Text, matching, specific, on topic.	Day 1
4	Listen for What Is Missing	Find missing Connect, Support, or Infer.	Day 1
5	CSI Evidence Match-Up	Match reasons and ways to details.	Day 2
6	Build an Evidence Branch	Choose, quote, infer, and name the relationship.	Day 3
7	What Do I Still Need to Grow?	Choose a precise evidence goal.	Day 4
8	Turn and Teach	Teach CSI to a partner.	Day 5
9	Exit Ticket	Complete one CSI response.	Day 5
10	My Progress Tracker	Reflect on evidence work.	Closure

84. Virtual / Online Adaptation

Element	Adaptation
Shared screen	Share one student's reason, evidence, and inference for live feedback.
Annotation	Students mark TRACKS on a shared document.
Breakout discussion	Pairs match a reason or way to evidence and explain the fit.
Oral response	Students say the CSI frame before typing.
Submission	Collect the Evidence Branch Builder 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	