

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

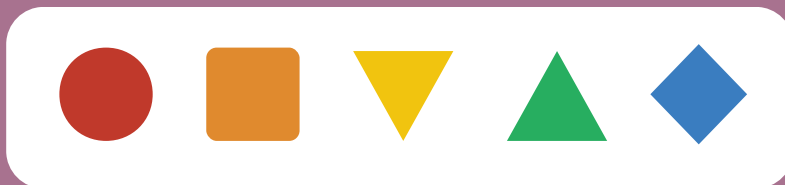
Cluster 3 - Modules 1 to 4

Module 1: A Full TREES Response: Conflict, Decisions, and Support

Module 2: Recognizing Relational Prompt Types (Reasons or Ways)

Module 3: Magnifying Many Ideas into Three Strong Reasons

Module 4: Matching Reasons, Evidence, and Explanation with CSI



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 3 - Module 1

A Full TREES Response: Conflict,
Decisions, and Support



Name: _____



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Grade 4 • Cluster 3 • Module 1

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week



A Full TREES Response: Conflict, Decisions, and Support

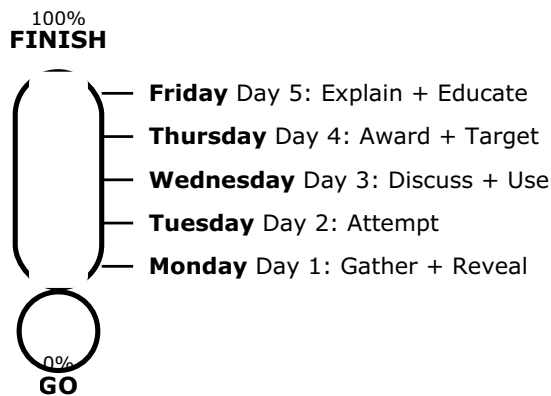
Why This Matters to Me

I write my first full TREES informative ECR. I learn that conflict is not always fighting, it can be a decision or a need for support, and I read a poem and a drama to find those relationships. Using TREES, I build a complete response that connects both texts around a clear central idea.

Essential Question

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

My Week Tracker



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

My First Thinking

I Can

- I can build a complete TREES informative response by connecting conflict, decisions, and support across a poem and a drama.
- I can write a thesis (central idea) that answers the prompt and connects both texts.
- I can explain my evidence using at least two DEEP FACTS types.
- I can finish with a significant inference that tells why the idea matters.

I Will

- I will read closely and notice conflict as a decision or a need for support.
- I will speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will choose strong evidence that proves my reason.
- I will make sure every part of TREES is present in my response.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
The five parts of a TREES response and how conflict can be a decision or a need for support.	A Lone Star Choice (a poem about Texas joining the United States) and Making It Happen (a drama about how ideas gain support).	A Build-A-TREES Challenge response, an independent full TREES response, and a Turn and Teach explanation.

Where We Are Going

I will move from naming the five TREES parts to building a full TREES response that connects a poem and a drama. I will finish by teaching one TREES part to a partner.

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

- ☐ I can name and use all five parts of TREES.
- ☐ I can connect a poem and a drama in one thesis (central idea).
- ☐ I can explain evidence with DEEP FACTS instead of repeating it.
- ☐ I can write a significant inference and check my paragraph for conventions.

Check Myself

- ☐ I can name the five parts of TREES.
- ☐ I can choose evidence that proves my reason.
- ☐ I can explain evidence with DEEP FACTS.

How I Will Show What I Know

I will show what I know with the Build-A-TREES Challenge, an independent full TREES response, a quality-and-conventions check, and the Day 5 Turn and Teach.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I teach one TREES part to a partner.
Reveal	Day 1	I learn that conflict can be a decision or a need for support.
Attempt	Day 2	I build a full TREES response in the Build-A-TREES Challenge.
Discuss	Day 3	I discuss what made my full ECR strong.
Use Again	Day 3	I write an independent full TREES response.
Award	Day 4	I name evidence of my growth.
Target	Day 4	I choose my next TREES goal.
Explain/Educate	Day 5	I teach one TREES part to a partner.

Say It Together!

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

4.11B(iv):

TEKS says: (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

How I say it: I can develop drafts by building an engaging idea with relevant details.

4.12B(i):

TEKS says: (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

How I say it: I can compose an informational text about a topic using a clear central idea.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do with conflict in a text?"

Class answers: "Name it as a decision or a need for support!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a thesis (central idea) answers a prompt and that evidence comes from the text.

A connection I can make

Remember It!

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

One idea I remember

Ready Check

- ☐ I can name the person or thing a sentence is about.
- ☐ I can find the verb that tells what the topic does.
- ☐ I can read a whole sentence before I choose an answer.

Watch Out! Common Mix-Up

Watch out! Conflict is not always fighting. It can be a decision to make or a need for support, like in both of our texts this week.

Where This Fits in My Writing

Naming conflict as a decision or a need for support is the first step before I build a thesis (central idea), reasons, evidence, explanation, and significant inferencing.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread *A Lone Star Choice* and *Making It Happen* as often as you want.

Part 1: Prompt Analysis

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

How do both texts show that decisions or support can shape outcomes?

Part 2: Thesis (central idea)

Write one clear thesis (central idea) that connects both texts and answers the prompt.

My thesis (central idea)

Part 3: TREES Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in a full TREES response.

Number	Sentence
_____	The poem states, "Texas joined the U.S., a choice that stayed."
_____	Both texts show decisions and support shape outcomes.
_____	This shows cause and effect because the decision led to war and change.
_____	One reason is that decisions can change the future.

Part 4: Reason

Write one reason that explains why your thesis (central idea) makes sense. A reason is not just a passage detail.

My first sentence

Part 5: Evidence and Explanation

Reason: Support helps ideas grow. Copy one sentence from Making It Happen that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

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

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about a decision or a need for support.

Word	Say it	What it means	Sentence frame
choice	CHOYS	a decision between two or more things	The choice in the poem was _____.
change	CHAYNJ	to become different	One thing that changed was _____.
help	HELP	to make something easier for someone	The bank helped by _____.
support	suh-PORT	to give aid so something can grow	Support means _____.
idea	eye-DEE-uh	a thought or plan	Aaliyah's idea was _____.
grow	GROH	to develop or increase	An idea can grow when _____.
plan	PLAN	to think out before doing	My plan for my response is _____.
connect	kuh-NEKT	to link two things together	I connect the poem and the drama by _____.
prove	PROOV	to show something is true	I prove my thesis (central idea) by _____.
reason	REE-zun	why something is true or happens	One reason is _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Say each word. Then use it to talk about a TREES response.

Word	Say it	What it means	Sentence frame
conflict	KON-flikt	a problem, a decision, or a need for support	The conflict in this text is _____.
thesis (central idea)	THEE-sis	the clear central idea a response will prove	My thesis (central idea) is _____.
evidence	EV-uh-dens	proof from the text	My evidence is _____.
explanation	ek-spluh-NAY-shun	the writer's thinking about what the evidence means	My explanation shows _____.
inferencing	IN-fer-ens-ing	figuring out why something matters using clues	My significant inference is _____.
significant	sig-NIF-uh-kunt	important and meaningful	This is significant because _____.
coherence	koh-HEER-uns	how well ideas fit and flow together	I improve coherence by _____.
analyze	AN-uh-lyze	to look closely at parts to understand the whole	I analyze the prompt by _____.
informative	in-FOR-muh-tiv	giving information about a topic	This informative response explains _____.
relevant	REL-uh-vunt	closely connected to the point	A relevant reason is _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from A Lone Star Choice and Making It Happen.

Word	Say it	What it means	Sentence frame
republic	rih-PUB-lik	a country ruled by the people and their leaders, not a king	Texas was a young republic because _____.
patron	PAY-truhn	a wealthy person who supports an artist or an idea	A patron helped by _____.
enterprise	EN-ter-pryz	a business or bold project someone starts	In a free enterprise system, people _____.
loan	LOHN	money that is borrowed and paid back	Mr. Patel used a loan to _____.
hopeful	HOPE-ful	feeling that good things may happen	Some Texans were hopeful because _____.
decision	dih-SIZH-un	a choice that leads to a result	An important decision was _____.
outcome	OWT-kum	the result of a decision or event	One outcome of the choice was _____.
consequence	KON-sih-kwens	something that happens because of an action	A consequence of the decision was _____.
annexation	an-ek-SAY-shun	the act of adding land to a country	The annexation of Texas meant _____.
voyage	VOY-ij	a long journey, often over water	A voyage in history led to _____.

Use one Tier 3 word in a sentence

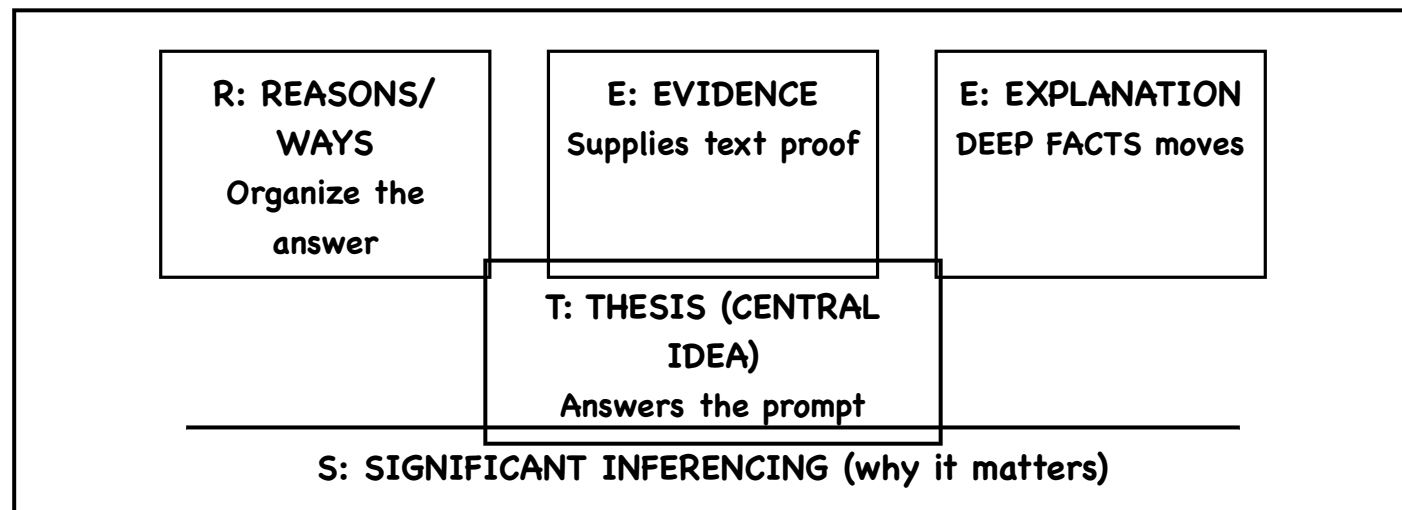


My Strategy Tools

The TREES Roadmap



TREES is my roadmap for a full informative response: Thesis (central idea), Reasons/Ways, Evidence, Explanation with DEEP FACTS, Significant Inferencing.



A response is only complete when every part of TREES is present and connected.

DEEP FACTS: Ways to Explain Evidence

Mark	What it means
Thesis (central idea)	Answers the prompt and connects both texts.
Reasons/Ways	Organize the answer into strong ideas.
Evidence	Exact words chosen from the text with CSI.
Explanation (DEEP FACTS)	At least two DEEP FACTS moves that explore what the evidence proves.
Significant Inferencing	Explains why the idea matters beyond the single detail.

A full TREES response has five parts: thesis (central idea), reasons or ways, evidence, explanation, and significant inferencing.

How TREES works for me

Decision-Based Conflict and Need for Support Conflict

Decision-Based Conflict	Need for Support Conflict
A choice must be made. (The poem: "Texas... unsure where to go.")	An idea needs help to grow. (The drama: "How do people turn ideas into real stuff?")

Conflict is not always fighting. Sometimes it is choosing or needing help.

How I Say the Standard!

4.11B(iv):

TEKS says: (11)(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

How I say it: I can develop drafts by building an engaging idea with relevant details.

4.12B(i):

TEKS says: (12)(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

How I say it: I can compose an informational text about a topic using a clear central idea.

Check My Writing

- ☐ My sentence has complete simple subject-verb agreement.
- ☐ I use a capital letter for Texas, the United States, Aaliyah, and Mateo.
- ☐ My comparative and superlative adjectives and my adverbs of frequency and degree are correct.

A conflict I can name in one of these texts

Five Thinking Levels

These charts support building rigor. Use them to name the level of thinking a task and a student response require.

Level	Color	Thinking Stage	Description	
Reflective (Level 5)		Student connects evidence to the world, morals, lessons, or broader understanding.		
Independent (Level 4)		Student combines evidence with personal reasoning, applying understanding to a claim.		
Visible (Level 3)		Student connects ideas directly to textual evidence.		
Emergent (Level 2)		Student begins trying ideas independently but may be uncertain or inconsistent.		
Foundational (Level 1)		Student follows directions or repeats information exactly as taught with little independent thinking.		

Challenge: Move one response up one level by adding a DEEP FACTS move or a significant inference, not just more words.

A thinking level I understand

Growing a Full TREES Response

Growing a Full TREES Response: each level shows what the response does.

Level	What the Response Does		
Reflective (Level 5)		Ends with significant inferencing that explains why the idea matters beyond the texts.	
Independent (Level 4)		Connects two texts, explains with more than one DEEP FACTS move, and reasons clearly.	
Visible (Level 3)		States a thesis (central idea), gives evidence, and explains it with a DEEP FACTS move.	
Emergent (Level 2)		States a thesis (central idea) and gives evidence but does not explain it.	
Foundational (Level 1)		States a topic but no clear thesis (central idea); little explanation.	

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	How do both texts show that decisions or support can shape outcomes?
HOW	Analyze how parts work together or how something happens.	How does conflict in the poem and the drama lead to change?

Naming a detail is not the same as explaining why it matters. Cluster 3 Module 1 prompts ask HOW decisions or support shape outcomes.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Texas's decision to join the United States and Aaliyah and Mateo's discovery about patrons and loans both show that decisions and support shape what happens next in the real world.

Background I Need

A Lone Star Choice is a poem about Texas, once part of Mexico and then a young republic, deciding in 1845 to join the United States. Making It Happen is a drama in which two students learn how ideas gain support, long ago through patrons, and today through loans and a free enterprise system.

Words I dotted while reading

A Lone Star Choice

Poem and drama. Low Stamina. Read every line. TAP the TRACKS to find the six kinds of evidence.

- 1 Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.
- 2 Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.
- 3 In 1845, a change was made,
Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.
- 4 Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.
- 5 The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.
- 6 For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen

Poem and drama. Low Stamina. Read every line. TAP the TRACKS to find the six kinds of evidence.

My
marks

1 Characters:

NARRATOR

AALIYAH, curious and always asking questions

MATEO, her friend

MRS. CHEN, teacher

MR. PATEL, business owner

2 Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

3 Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Poem and drama. Low Stamina. Read every line. TAP the TRACKS to find the six kinds of evidence.

4 Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

5 Scene 4: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MRS. CHEN: Exactly, and those ideas can grow into something hopeful.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Lone Star Choice

Time, reactions, actions, character/concept, key knowledge, and scenery/setting that show how a decision shapes an outcome.

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

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

My best TRACKS phrase and why I chose it

Annotate: Making It Happen

Time, reactions, actions, character/concept, key knowledge, and scenery/setting that show how support helps an idea grow.

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

? STOP & THINK

Is the conflict in this text a decision to make or a need for support?

My thinking

My Prompt Marking Notes

A full TREES response starts with a prompt. Mark the parts that tell you what to answer.

Shape	Word	Question I ask myself
Red circle	Topic	What is the response about?
Yellow box	Charge	What job does the prompt give me?
Green triangle	How	Does the prompt want why or how?

Circle the topic in red. Box the charge in yellow. Underline the word how in green.

How do both texts show that decisions or support can shape outcomes?

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I gather the five jobs of TREES and reveal conflict

Our Question for Today

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

1. Gather: Partner Teach-Back on TREES

Pencils down while your teacher explains one TREES part. When your teacher pauses, turn to your partner and teach the idea in your own words. Then close your notes and teach it again without looking.

TREES Part	What It Contributes
T: Thesis (central idea)	Answers the prompt.
R: Reasons/Ways	Organize the answer.
E: Evidence	Supplies text proof.
E: Explanation (DEEP FACTS)	Explores what the evidence proves.
S: Significant Inferencing	Explains why the idea matters beyond the single detail.

Partner challenge: give one example from A Lone Star Choice or Making It Happen that could fit your assigned TREES part



A Big Decision

Raise your hand if you have ever had to make a big decision. Now raise your hand if that decision changed something in your life. Today, we explore how decisions and support can shape outcomes, not just in life, but in history and ideas.

Fresh Recall

Partners cover notes and name all five TREES jobs in order from memory.

A big decision I have made and what changed because of it

The five TREES jobs in order, from memory



2. Reveal: Conflict Across Genres

Board text: Conflict = A problem that requires a decision or help.

Type of Conflict	Example
Decision-Based Conflict	The poem: "Texas... unsure where to go."
Need for Support Conflict	The drama: "How do people turn ideas into real stuff?"

These show that conflict is not always fighting. Sometimes it is choosing or needing help.

? STOP & THINK

Look across both texts. What choice or need creates the problem? What changes because of it?

My answer

Day 1 Closing

The five parts of TREES are ____, and conflict in these texts is a ____

STUDENT WORKBOOK



BUILD-A-TREES CHALLENGE

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 label cards (Reason, Evidence, DEEP FACTS) in the middle of the table and the 5 sentence cards in a stack. Store all cards in your Pocket Practice.

REASON	EVIDENCE
DEEP FACTS	Texas joined the U.S., a choice that stayed.
This shows cause and effect because the decision led to war and change.	Both the poem and the drama show that decisions and support shape outcomes.
Banks help people turn ideas into businesses.	This is like giving someone tools to build something new.

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

EVIDENCE comes straight from the poem or the drama to prove the reason.	REASON organizes the answer into a strong idea that supports the thesis (central idea).
Evidence	DEEP FACTS a way to explain what the evidence proves using Definition, Example, Expert Testimony, Process, Facts, Analogy, Compare and Contrast, Tipping Point, or Story.
Thesis (central idea)	Explanation
Explanation	Evidence

STUDENT WORKBOOK



Day 2: Attempt

I attempt a full TREES response



Our Question for Today

Can I build a full TREES response that connects both texts?

Build-A-TREES Challenge: How to Play

- Work with your group. Draw Reason Cards, Evidence Cards, and DEEP FACTS Cards.
- Step 1: Sort your ideas into strong reasons or ways.
- Step 2: Build a thesis (central idea) that answers the prompt and connects BOTH texts.
- Step 3: Choose your strongest evidence with CSI.
- Step 4: Explain your evidence with at least two DEEP FACTS types.
- Step 5: Finish with significant inferencing that answers why does this matter.
- Win Condition: your response must include a thesis (central idea), at least one reason, evidence, two DEEP FACTS explanation types, and significant inferencing.
- Read the Win Condition again before your group finalizes its shared response.
- Say your thesis (central idea) out loud to your group before you write it down.

DEEP FACTS: Ways to Explain Evidence

Move	What It Means
Definition	Tell what a word or idea means.
Example	Give a specific example.
Expert Testimony	Share what an expert or knowledgeable person says.
Process/Method/Steps	Explain the steps or how it happened.
Facts & Statistics	Give a fact or number.
Analogy	Compare it to something familiar.
Compare & Contrast	Show how two things are alike or different.
Tipping Point (Cause & Effect)	Show what caused what.
Story (Anecdote)	Tell a short true story.

Use the gameboard and your Pencil Guy marker to move through each step as your group builds one shared response.  

My group's Reason 1 and Reason 2 (Baskets and Buckets)

Remember: a longer response is only stronger when each part of TREES is present and connected. My goal is clear, proven thinking.

How does the Win Condition help me know my response is complete?

My Build-A-TREES Response

Reason 1 (example: Decisions shape outcomes)

My thesis (central idea) (example: Both the poem and the drama show that decisions and support shape outcomes)

My evidence from the poem or the drama



My explanation using two DEEP FACTS moves

My significant inference: this matters because ____

Day 2 Closing

Interactive Notebook Reminder: add your best TREES example to your interactive notebook. Use it to review anytime.

STUDENT WORKBOOK



Day 3: Discuss + Use



I discuss my ECR and write it on my own

Our Question for Today

How did my thesis (central idea) connect both texts, and can I write a full response on my own?

1. Discuss Your Full ECR

Question	My thinking
How did your thesis (central idea) connect both texts?	
Which reason was strongest and why?	
How did DEEP FACTS improve your explanation?	
What made your inferencing significant?	

How are conflict, decisions, and support connected in these two texts?

Teacher Response: You are thinking like strong writers. You are proving and explaining your ideas clearly.

2. Use Again: Independent Full TREES Response

Circle the topic in red. Box the charge in yellow. Underline the word how in green.

How do both texts show that decisions or support can shape outcomes?

Requirements: a thesis (central idea), two reasons or ways, two pieces of evidence, an explanation using at least two DEEP FACTS types, and significant inferencing.

My full TREES response



3. Standards Application Check: Quality and Conventions

Choose one paragraph from your TREES response. Improve sentence structure and word choice. ADD one detail that strengthens coherence or DELETE one detail that distracts. Then check subject-verb agreement, irregular past tense, nouns, comparative/superlative adjectives, adverbs of frequency/degree, spelling patterns, and high-frequency words.

My revised paragraph

STOP & THINK

This is not a new paragraph. It is a quality check on the writing you already built.

Day 3 Closing

Star the part of your response that best proves your thinking and underline your significant inference.

STUDENT WORKBOOK



Day 4: Award + Target



I award my growth and target my next step

Our Question for Today

What did I do well in my TREES response, and what is my next goal?

1. Award

Give yourself credit for building a full TREES response today.

- ☐ I wrote a thesis (central idea) that connected both texts.
- ☐ I chose strong evidence with CSI.
- ☐ I explained with DEEP FACTS.
- ☐ I finished with a significant inference.

Star the part of your response that best proves your thinking

2. Target

Choose one target: thesis (central idea) clarity, distinct reasons, stronger evidence, deeper explanation, or more significant inferencing.

My next TREES goal is ____ because ____

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach one TREES part to a partner

Our Question for Today

How would I teach someone else one part of TREES?

1. Turn and Teach TREES

Teach one TREES part to your partner. You must say: what it does; why it matters; and one example from the poem or the drama.

Sentence Frame: "The ____ in TREES does _____. It matters because _____. For example, in _____, _____."

My partner taught me...

2. Overarching Question: Answer

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

My answer

3. Low, Medium, and High Exemplars

Prompt: How do both texts show that decisions or support can shape outcomes?

Low Exemplar (Level 1)

"The poem is about Texas and the drama is about a store. They both have choices. That is important."

Teacher Notes: There is no clear thesis (central idea), no exact evidence, no DEEP FACTS explanation, and no significant inference.

Medium Exemplar (Level 2-3)

"Both texts show decisions shape outcomes. The poem says, 'Texas joined the U.S., a choice that stayed.' This shows a decision was made. The drama shows banks help people."

Teacher Notes: The response uses one DEEP FACTS move loosely and has no significant inference.

High Exemplar (Level 4)

"Both the poem and the drama show that decisions and support shape outcomes. One reason is that decisions can change the future. The poem states, 'Texas joined the U.S., a choice that stayed.' This shows cause and effect because the decision led to war and change. Another reason is that support helps ideas grow. The drama shows banks help people start businesses, which is like giving someone tools to build something new. This shows that decisions and support can turn ideas into real outcomes that affect people's lives."

Teacher Notes: Every part of TREES is present and connected, a complete, proven response. This is the target; there is nothing left to improve.

STOP & THINK

Which exemplar shows all five TREES parts working together, and why?

My answer



4. Transfer: Day 5 Exit Ticket

Complete each part on your own.

Circle the topic in red. Box the charge in yellow. Underline the word how in green.

How do both texts show that decisions or support can shape outcomes?

My thesis (central idea)

My evidence (the author's exact words)

My explanation using a DEEP FACTS move

My significant inference: this matters because ____

- ☐ My response has all five TREES parts.
- ☐ My evidence is the author's exact words.
- ☐ My explanation uses at least two DEEP FACTS types and ends with a significant inference.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the charge in yellow. Underline the word how in green.

How do both texts show that decisions or support can shape outcomes? Write a full TREES response with a thesis (central idea), reasons, evidence, DEEP FACTS explanation, and significant inferencing.

My Plan

- Sort your ideas into strong reasons or ways.
- Build a thesis (central idea) that connects both texts.
- Choose your strongest evidence with CSI.
- Explain with at least two DEEP FACTS types, then finish with significant inferencing.

Two possible reasons from A Lone Star Choice or Making It Happen

The stronger reason is...

Writing Color Coding

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

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

Edit

- ☐ Every sentence is complete.
- ☐ Texas and Aaliyah begin with capital letters.
- ☐ Decision and support are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

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

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Thesis (central idea)	I wrote a clear thesis (central idea) that connects both texts.	
Evidence	I used the author's exact words from the poem or the drama.	
Explanation (DEEP FACTS)	I explained my evidence with at least two DEEP FACTS moves.	
Significant Inferencing	I explained why the idea matters beyond the single detail.	

Study the Samples

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

How do both texts show that decisions or support can shape outcomes?

Low

Student Response: "The poem is about Texas and the drama is about a store. They both have choices. That is important." (Level 1)

What Needs Improvement: Add a thesis (central idea) that connects both texts, quote exact evidence, explain it with a DEEP FACTS move, and end with why it matters.

Medium

Student Response: "Both texts show decisions shape outcomes. The poem says, 'Texas joined the U.S., a choice that stayed.' This shows a decision was made. The drama shows banks help people." (Level 2-3)

What Needs Improvement: Add a second reason and DEEP FACTS move, and finish with a significant inference about why the idea matters.

High

Student Response: "Both the poem and the drama show that decisions and support shape outcomes. One reason is that decisions can change the future. The poem states, 'Texas joined the U.S., a choice that stayed.' This shows cause and effect because the decision led to war and change. Another reason is that support helps ideas grow. The drama shows banks help people start businesses, which is like giving someone tools to build something new. This shows that decisions and support can turn ideas into real outcomes that affect people's lives." (Level 4)

Why it works: Every part of TREES is present and connected, a complete, proven response.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name all five parts of TREES.	☐	☐	☐
Connect a poem and a drama in one thesis (central idea).	☐	☐	☐
Choose evidence that proves my reason.	☐	☐	☐
Explain evidence with a DEEP FACTS move.	☐	☐	☐
Write a significant inference and check my paragraph for conventions.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

The answer

In A Lone Star Choice, conflict grows from a major decision and its consequences; in Making It Happen, the problem is how ideas gain the support needed to become real. Recognizing those relationships helps writers build a TREES response with a thesis (central idea), distinct reasons or ways, evidence, explanation, and significant inferencing.

My Final Thinking (in my own words)

How My Thinking Changed

At the start of this module, I thought conflict meant...

Now I know conflict can also be a decision or a need for support because...

Try TREES Another Way

Choose the other writing prompt from this module: How does conflict in the poem and the drama lead to change? Write a thesis (central idea), choose evidence, explain it with DEEP FACTS, and finish with a significant inference.

My new TREES response plan

Take It Further! Advanced TREES Challenge

Push your full response further. I must do the following. How does conflict in the poem and the drama lead to change?

- Use three reasons.
- Include three different DEEP FACTS explanation types.
- Write a deeper significant inference that compares what the two texts teach about decisions and support.
- Explain how the poem and the drama teach the same lesson in different ways.

My plan: three reasons, three DEEP FACTS moves, a comparing inference

My Advanced TREES Challenge

Write your strongest full TREES response in the box below. Underline your significant inference.

At-Home Connection

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

A Big Decision

Talk about a decision your family once made. Name the decision, one reason for it, and one thing that changed because of it. That is cause and effect, a key move in this week's writing.

Ask them: what decision did someone make, and what happened because of it?

Family member signature: _____

Who Helped?

Think of a time someone needed help to start something. Ask who gave the support and what became possible because of it. That is the need for support conflict we study this week.

Ask them: who gave the support, and what became possible because of it?

Family member signature: _____

Teach the Five Parts

Teach someone at home the five parts of TREES: Thesis (central idea), Reasons/Ways, Evidence, Explanation, Significant Inferencing. Give one example from A Lone Star Choice or Making It Happen for one part.

Ask them: what is a thesis (central idea), and why does a full response need one?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 1 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Thinking Growth

I proved that conflict can be a decision or a need for support, and I built a full TREES response that connects both texts.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 3 - Module 2

Recognizing Relational Prompt Types
(Reasons or Ways)



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Module 2

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week



Recognizing Relational Prompt Types (Reasons or Ways)

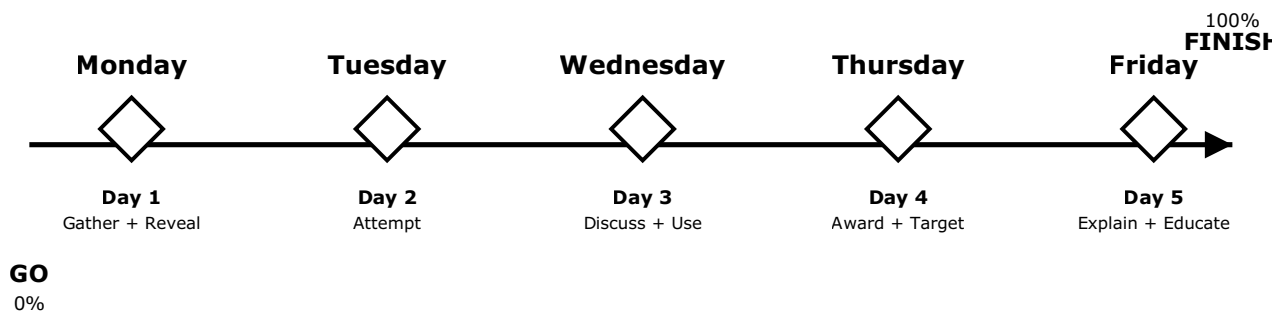
Why This Matters to Me

Students learn to recognize what a prompt is REALLY asking, even when it does not use the words why or how. They sort clue words, classify prompts, and connect prompt type to reasons or ways before drafting a precise thesis (central idea).

Essential Question

How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

My Week Tracker



**Move your marker along the timeline one stop at a time, after I finish that day's work.
Watch my week travel from GO to FINISH!**

My First Thinking

I Can

- I can use relational clue words to decide whether a prompt needs reasons or ways.
- I can distinguish reason-based thinking from way/process-based thinking even when a prompt never says why or how.
- I can write a thesis (central idea) that answers the task instead of only naming the topic.
- I can explain which clue word proves my classification.

I Will

- I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will underline the relational clue in each prompt before I choose Reasons or Ways.
- I will use clue words to match my response structure to the prompt.
- I will revise one word or phrase so my thesis (central idea) is precise.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
Relational clue words that reveal whether a prompt needs reasons or ways, even when it never says why or how.	A Lone Star Choice (a poem about Texas joining the United States) and Making It Happen (a drama about how ideas gain support).	A sorted set of prompt cards, a clue-word sort, and a precise one-sentence thesis (central idea).

Where We Are Going

I will move from noticing relational clue words to sorting twelve prompt cards on my own. I will finish by teaching a partner how to classify a prompt without using the words why or how.

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

- ☐ I correctly classify reason-type and way/process-type prompts.
- ☐ I name the clue word that proves each classification.
- ☐ I write a one-sentence thesis (central idea) that answers the requested kind of thinking.

Check Myself

- ☐ I can underline the relational clue word in a prompt.
- ☐ I can decide whether a prompt needs reasons or ways.
- ☐ I can write a thesis (central idea) that answers the task.

How I Will Show What I Know

I will show what I know with the Flip-Flap Prompt Sort, the Clue-Word Sort, my revised thesis (central idea), and the Day 5 Partner Teach-Back.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I mark a prompt Correct or Incorrect and repair it.
Reveal	Day 1	I learn the topic tells WHAT and the clue tells HOW TO THINK.
Attempt	Day 2	I sort prompt cards in the Flip-Flap Prompt Sort.
Discuss	Day 3	I discuss which clue words helped me classify prompts.
Use Again	Day 3	I sort ten clue words into Reasons and Ways.
Award	Day 4	I name the clue word I trust most.
Target	Day 4	I choose my next goal for classifying prompts.
Explain/Educate	Day 5	I teach a partner to classify a prompt.

Say It Together!

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

4.11B(iv):

I can develop drafts by building an engaging idea with relevant details.

4.12B(i):

I can compose an informational text about a topic using a clear central idea.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does a relational clue word tell us?"

Class answers: "It tells us if the prompt needs reasons or ways!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a thesis (central idea) answers a prompt and that evidence comes from the text.

A connection I can make

Remember It!

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

One idea I remember

Ready Check

- ☐ I can name the person or thing a sentence is about.
- ☐ I can find the verb that tells what the topic does.
- ☐ I can read a whole sentence before I choose an answer.

Watch Out! Common Mix-Up

Watch out! A prompt does not have to use the words why or how to ask for reasons or ways. Relational clue words such as significance or reveal hide the same question.

Where This Fits in My Writing

Noticing the relational clue word is the first step before I classify a prompt and write a precise thesis (central idea).

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread *A Lone Star Choice* and *Making It Happen* as often as you want.

Part 1: Prompt Analysis

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

Explain the significance of support in helping ideas grow in the drama.

Part 2: Classify the Prompt

Decide whether the prompt needs Reasons or Ways. Write your choice.

My thesis (central idea)

Part 3: Thesis (central idea)

Write one clear thesis (central idea) that directly answers the prompt.

Number	Sentence
_____	The drama states that many artists, writers, and inventors depended on support from others.
_____	Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.
_____	This shows that ideas may begin with one person, but support can provide what is needed to make them real.
_____	One reason is that support gives people what they need to get started.

Part 4: Order the Thinking

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

My first sentence

Part 5: Evidence and Reason

Reason: Support helps ideas grow. Copy one sentence from Making It Happen that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

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

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use it in a sentence about a prompt.

Word	Say it	What it means	Sentence frame
ask	ASK	to request an answer	The prompt asks me to ____.
clue	KLOO	something that helps you figure out an answer	The clue ____ points to ____.
word	WURD	a spoken or written unit of meaning	The word ____ matters because ____.
find	FYND	to locate or discover	I find the clue ____.
choose	CHOOZ	to select	I choose Reasons or Ways because ____.
answer	AN-sur	a response to a question	My answer must include ____.
help	HELP	to make something easier or possible	The clue helps me ____.
change	CHAYNJ	to become different	The poem shows change through ____.
idea	eye-DEE-uh	a thought or plan	The drama begins with an idea and ____.
show	SHOH	to make something clear	The text can show ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Say each word. Then use it to talk about classifying a prompt. These are the academic words that show up inside a relational clue, so knowing them helps me decide whether a prompt needs reasons or ways.

Word	Say it	What it means	Sentence frame
prompt	PROMPT	a direction or question that tells a writer what to do	The prompt asks for ____.
significance	sig-NIF-uh-kuns	the importance or meaning of something	The significance clue asks for reasons.
influence	IN-floo-uns	the power to affect what happens	Influence points toward ways something affects ____.
develop	dih-VEL-up	to grow or build over time	Develop asks how an idea grows.
impact	IM-pakt	an important effect or result	Impact points toward reason-based thinking.
reason	REE-zun	an explanation for importance or action	One reason is ____.
way	WAY	a method or manner	One way is ____.
structure	STRUK-cher	the organized form of a response	My structure matches the prompt type.
reveal	rih-VEEL	to make something known	Reveal asks how the text makes an idea clear.
demonstrate	DEM-un-strayt	to show clearly	Demonstrate points toward way/process thinking.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from A Lone Star Choice and Making It Happen.

Word	Say it	What it means	Sentence frame
relational prompt	ri-LAY-shuh-nuhl prompt	a prompt whose clue word signals a relationship	This relational prompt asks for ____.
reason-based	REE-zuhn bayst	organized around explanations of importance or results	This is reason-based because ____.
process-based	PRAH-sess bayst	organized around ways, steps, or influence	This is process-based because ____.
clue word	KLOO werd	a word that reveals the kind of thinking required	The clue word ____ proves ____.
task language	task LANG-gwij	the words that tell the writer what to do	The task language requires ____.
prompt classification	prompt klas-uh-fuh-KAY-shuhn	sorting a prompt by the thinking it requires	My prompt classification is ____.
central idea	SEN-truhl eye-DEE-uh	the focused main idea of informational writing	My central idea answers ____.
thesis (central idea)	THEE-sis	a sentence that directly answers the prompt	My thesis (central idea) states ____.
evidence	EV-uh-duhns	details from a text that support an idea	My evidence proves ____.
significant inference	sig-NIF-uh-kuhnt IN-fer-uhns	thinking that explains why an idea matters	My significant inference shows ____.

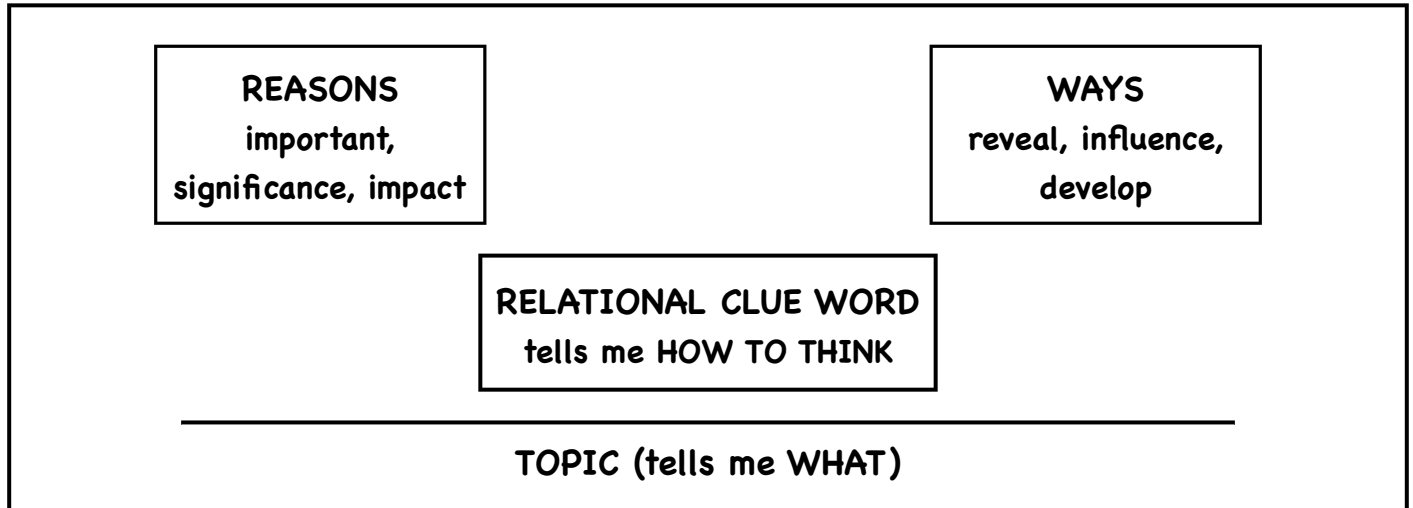
Use one Tier 3 word in a sentence

My Strategy Tools

The Relational Clue Roadmap



The topic tells WHAT a prompt is about. The relational clue word tells HOW TO THINK, reasons or ways, even when the prompt never says why or how.



The topic tells WHAT. The relational clue tells HOW TO THINK.

Prompt Clue Words Chart

Mark	What it means
Reason / WHY-type clues	important, significance, reasons, meaning, impact, value
Way / HOW-type clues	reveal, influence, develop, show, ways, demonstrate

A relational prompt never uses the words why or how. Find the clue word instead.

How the relational clue works for me

Reason / WHY-type clues and Way / HOW-type clues

Reason / WHY-type clues	Way / HOW-type clues
important, significance, reasons, meaning, impact, value	reveal, influence, develop, show, ways, demonstrate

The topic tells WHAT. The relational clue tells HOW TO THINK.

How I Say the Standard!

4.11B(iv):

I can develop drafts by building an engaging idea with relevant details.

4.12B(i):

I can compose an informational text about a topic using a clear central idea.

Check My Writing

- ☐ My sentence has complete simple subject-verb agreement.
- ☐ I use a capital letter for Texas and Aaliyah.
- ☐ My comparative and superlative adjectives and my adverbs of frequency and degree are correct.

A relational clue word I can find in one of these texts

Five Thinking Levels

These charts support building rigor. Use them to name the level of thinking a task and a student response require.

Level	Color	Thinking Stage	Description	
Reflective (Level 5)			Explains how recognizing the relationship improves the response.	Reflective
Independent (Level 4)			Writes a thesis (central idea) whose structure matches reasons or ways.	Independent
Visible (Level 3)			Classifies the prompt and points to the clue word as evidence.	Visible
Emergent (Level 2)			Notices a clue word but is unsure which type it signals.	Emergent
Foundational (Level 1)			Repeats a prompt or names its topic.	Foundational

Challenge: Move the response up one level by explaining how the relational clue controls the kind of answer required.

A thinking level I understand

Five Thinking Levels

Recognizing a Relational Prompt: each level shows what the response does.

Level	Color	Thinking Stage	Description	
Reflective (Level 5)			Explains how recognizing the relationship improves the response.	Reflective
Independent (Level 4)			Writes a thesis (central idea) whose structure matches reasons or ways.	Independent
Visible (Level 3)			Classifies the prompt and points to the clue word as evidence.	Visible
Emergent (Level 2)			Notices a clue word but is unsure which type it signals.	Emergent
Foundational (Level 1)			Repeats a prompt or names its topic.	Foundational

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain the significance of support in helping ideas grow in the drama.
HOW	Analyze how parts work together or how something happens.	Describe the ways banks help people turn ideas into businesses.

Naming a detail is not the same as explaining why it matters. Cluster 3 Module 2 prompts hide their clue word inside significance, impact, reveal, or ways.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Recognizing what a question is really asking, even when it never says why or how, helps people in Texas history and in everyday life make careful decisions and understand support systems.

Background I Need

A Lone Star Choice is a poem about Texas, once part of Mexico and then a young republic, deciding in 1845 to join the United States. Making It Happen is a drama in which two students learn how ideas gain support, long ago through patrons, and today through loans and a free enterprise system.

Words I dotted while reading

A Lone Star Choice

Poem and drama. Medium Stamina. Read every line. TAP the TRACKS to find the six kinds of evidence.

- 1 Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.
- 2 Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.
- 3 In 1845, a change was made,
Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.
- 4 Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.
- 5 The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.
- 6 For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen

Poem and drama. Medium Stamina. Read every line. TAP the TRACKS to find the six kinds of evidence.

1 Characters: NARRATOR, AALIYAH (curious and always asking questions), MATEO (her friend), MRS. CHEN (teacher), MR. PATEL (business owner).

2 Scene 1: Classroom. NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand. AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art? MRS. CHEN: That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them. MATEO: Like... they just paid for it? MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

3 Scene 2: Walking Home. NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned. MATEO: That kind of sounds like today, just... different. AALIYAH: Yeah, like people still need help to get started.

4 Scene 3: At a Store. NARRATOR: As they pass a small shop, they see Mr. Patel working inside. AALIYAH: Hey, Mr. Patel! How did you open your store? MR. PATEL: It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank. MATEO: So the bank helped you start it? MR. PATEL: Exactly. Banks help people turn ideas into businesses.

5 Scene 4: Back in Class. NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned. AALIYAH: So back then, patrons helped artists and learning. MATEO: And now, banks help people start businesses. MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work. AALIYAH: So no matter what, people still need support to get started. MRS. CHEN: Exactly, and those ideas can grow into something hopeful.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Lone Star Choice

Time, reactions, actions, character/concept, key knowledge, and scenery/setting that reveal whether the choice needed reasons or ways.

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

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

My best TRACKS phrase and why I chose it

Annotate: Making It Happen

Time, reactions, actions, character/concept, key knowledge, and scenery/setting that reveal whether support needed reasons or ways.

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

? STOP & THINK

Does this line point toward a reason-type clue or a way-type clue?

My thinking

My Prompt Marking Notes

A prompt hides its relational clue word. Mark the parts that tell you what to answer.

Shape	Word	Question I ask myself
Red circle	Topic	What is the response about?
Yellow box	Charge	What job does the prompt give me?
Green triangle	Relational Clue	Does the clue point to reasons or ways?

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

Explain the significance of support in helping ideas grow in the drama.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal

I gather reason and way clue words and reveal the hidden question



Our Question for Today
How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

1. Gather: Catch and Correct the Mistake
Listen for a close but not correct prompt classification. Mark Correct or Incorrect. If it is incorrect, repair the classification and name the clue word that proves your thinking.

Prompt (spoken)	Clue Word and Correct Type
Explain the significance of support in helping ideas grow	significance signals Reasons (Why-type)
Describe the ways Texas's decision changed its future	ways signals Ways (How-type)
Explain the impact of the choice Texas made	impact signals Reasons (Why-type)

My rule for catching the mistake



2. Reveal: The Topic Tells WHAT, the Clue Tells HOW TO THINK

Reason / WHY-type clues	Way / HOW-type clues
important, significance, reasons, meaning, impact, value	reveal, influence, develop, show, ways, demonstrate

Board text: The topic tells WHAT. The relational clue tells HOW TO THINK.

STOP & THINK

Turn and talk: What is "What is the importance of Texas joining the United States?" really asking you to do?

My answer

Day 1 Closing

A reason-type clue word is ____, and a way-type clue word is ____

STUDENT WORKBOOK



FLIP-FLAP PROMPT SORT

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 clue-word cards in the middle of the table and the 5 prompt cards in a stack. Store all cards in your Pocket Practice.

REASONS (WHY-TYPE)	WAYS (HOW-TYPE)
RELATIONAL CLUE	Explain the significance of support in helping ideas grow in the drama.
Describe the ways banks help people turn ideas into businesses.	Explain the importance of Texas joining the United States.
Describe how the drama reveals the role of support.	Explain the impact of the choice Texas made.

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

WAYS (HOW-TYPE) clue words like reveal, influence, or ways.	REASONS (WHY-TYPE) clue words like significance, importance, or impact.
Reasons	RELATIONAL CLUE the word in the prompt that tells me how to think.
Reasons	Ways
Reasons	Ways

STUDENT WORKBOOK



Day 2: Attempt



I attempt the Flip-Flap Prompt Sort

Our Question for Today

Can I sort a prompt under Reasons or Ways without seeing the words why or how?

Flip-Flap Prompt Sort: How to Play

- Work with a partner. Make a flip-flap with two sections: Why and How.
- Read each of the 12 prompt cards.
- Decide whether it asks for REASONS or WAYS.
- Place it under the correct flap.
- Underline the clue word that proves your choice.
- Accountability Move: one partner underlines the clue, the other completes: This belongs under ____ because ____ asks for ____.
- Read every prompt card at least twice before you decide, since the clue word can hide in the middle of the sentence.

#	Prompt Card (no why or how)
1	Explain the importance of Texas joining the United States.
2	Describe the ways Texas's decision changed its future.
3	Explain the significance of support in helping ideas grow in the drama.
4	Describe how characters show that support helps success.
5	Explain the reasons Texas leaders had to make a decision.
6	Describe the ways banks help people turn ideas into businesses.
7	Explain the impact of the choice Texas made.
8	Describe how the drama reveals the role of support.
9	Explain the meaning of Texas becoming a state.
10	Describe the ways the characters learn about support systems.
11	Explain the importance of decisions in both texts.
12	Describe how the poem shows change over time.



My Flip-Flap Sort

Reasons (Why-type) prompts I sorted

Ways (How-type) prompts I sorted

Answer Key Check

Why-Type (Reasons): 1, 3, 5, 7, 9, 11. How-Type (Ways): 2, 4, 6, 8, 10, 12.

Interactive Notebook Reminder

Glue your prompt list into your interactive notebook. This will help you practice recognizing prompts anytime.

Day 2 Closing

Star the prompt card that was hardest to classify and name the clue word that finally helped.

STUDENT WORKBOOK



Day 3: Discuss + Use

I discuss my sorting and use the clue words again



Our Question for Today
Which clue words helped most, and can I sort them on my own?

1. Discuss Your Sorting

Question	My thinking
What words helped you decide the prompt type?	
What is the difference between reasons and ways?	
Which prompts were tricky?	

Teacher Response: Strong readers look for clues, not just obvious words. What clue word do you trust most?

2. Use It Again: Clue-Word Sort

Directions: Write two columns in your notebook: Reasons (Why-type) and Ways (How-type). Sort these clue words: important, reveal, significance, influence, reasons, ways, impact, develop, meaning, show.

My two columns



Full Answer Key

Reasons (Why-type): important, significance, reasons, impact, meaning. Ways (How-type): reveal, influence, ways, develop, show.

Circle the words that helped you the most. These are your thinking clues.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 3 Closing

Circle your three strongest clue words above.

STUDENT WORKBOOK



Day 4: Award + Target

I award my growth and target my next step



Our Question for Today
What clue word do I trust most, and what is my next goal?

1. Standards Application Check
Choose one sorted prompt. Underline the relational clue. Write a one-sentence thesis (central idea) that directly answers the task. Revise one word or phrase for precision. Then check sentence structure, subject-verb agreement, nouns, modifiers, spelling patterns, and high-frequency words.
Teacher Model: Prompt, Explain the significance of support in helping ideas grow in the drama. Thesis (central idea), Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.

My chosen prompt, clue word, and thesis (central idea)



2. Award

Complete: I can recognize a relational prompt by looking for _____. Name the clue word you trust most and explain why.

I can recognize prompts by looking for _____

- ☐ I underlined the relational clue.
- ☐ I decided whether the prompt needs reasons or ways.
- ☐ I can explain how the clue proves my choice.
- ☐ My thesis (central idea) directly answers the task.
- ☐ I revised for precision and checked conventions.

3. Target

Choose one goal: notice the task word, distinguish reason vs way, avoid answering the topic only, explain how the clue guided you.

My next goal is _____ because _____

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach a partner how to classify a relational prompt

Our Question for Today

How would I teach someone to classify a prompt without the words why or how?

1. Turn and Teach

Teach your partner how to classify a prompt without the words why or how. Include one reason-type clue and one way-type clue.

Sentence Frame: "This is a ____ prompt because the word ____ asks me to ____."

- ☐ Names at least one reason-type clue.
- ☐ Names at least one way/process-type clue.
- ☐ Explains that the topic tells WHAT and the relational clue tells HOW TO THINK.
- ☐ Demonstrates the HABIT with one of the 12 Prompt Cards.

My partner taught me...

2. Overarching Question: Answer

How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

My answer

3. Low, Medium, and High Exemplars

Prompt: Explain the significance of support in helping ideas grow in the drama.

Low Exemplar (Level 1)

"Support helps ideas grow."

Teacher Notes: The response restates the topic but does not explain the significance with clear reasons from the drama.

Medium Exemplar (Level 2 to 3)

"Support is significant in Making It Happen because people need help to get started. Mrs. Chen explains that patrons helped artists, and Mr. Patel says, 'Banks help people turn ideas into businesses.'"

Teacher Notes: The thesis (central idea) matches reason thinking and uses evidence, but the explanation can connect both examples more precisely to why support is significant.

High Exemplar (Level 4)

"Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action. Mrs. Chen explains that many artists, writers, and inventors depended on support from others, while Mr. Patel states that banks help people turn ideas into businesses. Together, these details reveal that ideas may begin with one person, but support can provide what is needed to make them real."

Teacher Notes: Every part of the response is present and connected, a complete, proven response. This is the target, there is nothing left to improve.

? STOP & THINK

Which exemplar answers the significance clue with reason-based thinking, and why?

My answer



4. Transfer: Day 5 Exit Ticket

Complete each part on your own.

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

Describe the ways banks help people turn ideas into businesses.

My clue word and classification

My thesis (central idea)

- ☐ My thesis (central idea) answers the requested kind of thinking.
- ☐ I named the clue word that proves my classification.
- ☐ I checked conventions.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

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

Explain the significance of support in helping ideas grow in the drama. Write a thesis (central idea) that answers the significance/reason thinking the prompt requires.

My Plan

- Underline the relational clue word in the prompt.
- Decide whether the clue calls for Reasons or Ways.
- Name the topic and the charge.
- Write a thesis (central idea) that directly answers the task.

Two possible clue words from A Lone Star Choice or Making It Happen

The stronger clue word is...

Writing Color Coding

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

My thesis (central idea) starter: Support is significant in Making It Happen because ____.

[illegible]

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

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

Edit

- ☐ Every sentence is complete.
- ☐ Texas and Aaliyah begin with capital letters.
- ☐ Clue and prompt are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

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

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Relational Clue	I underlined the relational clue word in the prompt.	
Classification	I correctly classified the prompt as Reasons or Ways.	
Thesis (central idea)	I wrote a one-sentence thesis (central idea) that answers the task.	
Precision	I revised one word or phrase for precision and checked conventions.	

Study the Samples

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

Describe the ways banks help people turn ideas into businesses.

Low

Student Response: "Support helps ideas grow." (Level 1)

What Needs Improvement: The response restates the topic but does not explain the significance with clear reasons from the drama.

Medium

Student Response: "Support is significant in Making It Happen because people need help to get started. Mrs. Chen explains that patrons helped artists, and Mr. Patel says, 'Banks help people turn ideas into businesses.'" (Level 2 to 3)

What Needs Improvement: The thesis (central idea) matches reason thinking and uses evidence, but the explanation can connect both examples more precisely to why support is significant.

High

Student Response: "Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action. Mrs. Chen explains that many artists, writers, and inventors depended on support from others, while Mr. Patel states that banks help people turn ideas into businesses. Together, these details reveal that ideas may begin with one person, but support can provide what is needed to make them real." (Level 4)

Why it works: The thesis (central idea) answers the significance clue with reason-based thinking and connects two pieces of evidence, a complete, proven response.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Use relational clue words to decide whether a prompt needs reasons or ways.	☐	☐	☐
Distinguish reason-based thinking from way/process-based thinking without the words why or how.	☐	☐	☐
Write a thesis (central idea) that answers the task instead of only naming the topic.	☐	☐	☐
Explain which clue word proves my classification.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

The answer

A relational clue word such as significance, impact, or importance signals reason based thinking, while a clue word such as reveal, influence, or ways signals process based thinking. The topic tells WHAT the prompt is about, but the relational clue tells HOW TO THINK, so noticing that clue word before writing lets a writer choose Reasons or Ways and build a thesis (central idea) that directly answers the task.

My Final Thinking (in my own words)

How My Thinking Changed

At the start of this module, I thought a prompt had to say why or how to ask for reasons or ways...

Now I know a relational clue word like significance or reveal can hide the same question because...

Try Classifying Another Way

Choose another prompt card from this module: Explain the impact of the choice Texas made. Underline the relational clue, classify it, and write a thesis (central idea) that answers it.

[illegible]

Take It Further! Advanced Clue Challenge

Push your classifying further. Your response must: Describe the ways banks help people turn ideas into businesses.

- Choose two prompt cards, one Reason-type and one Way-type.
- Underline the relational clue in each.
- Write a thesis (central idea) for each prompt.
- Explain how the two clue words led to two different kinds of thinking.

My plan: two prompts, two clues, two theses (central ideas)

My Advanced Clue Challenge

Write your strongest thesis (central idea) for each prompt in the box below. Underline each relational clue word.

At-Home Connection

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

Sort the Clues

Give someone at home a prompt from this module. Ask them to underline importance, significance, reasons, meaning, impact, value, reveal, influence, develop, show, ways, or demonstrate. Then ask whether the clue points toward reasons or ways.

Ask them: which clue word tells you whether the prompt needs reasons or ways?

Family member signature: _____

Teach the Two Types of Thinking

Teach someone at home that a reason-type clue word calls for reasons that make an idea important, and a way-type clue word calls for steps or methods. Give one example of each from A Lone Star Choice or Making It Happen.

Ask them: can you think of a question from your day that hides a reason or a way?

Family member signature: _____

Classify a Real Question

Ask someone at home a question that does not use the words why or how, such as 'What is the importance of doing your homework?' Decide together whether it needs reasons or ways.

Ask them: what clue word helped you decide?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 2 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Thinking Growth

I proved that a relational clue word tells me how to think, and I classified prompts as Reasons or Ways without needing the words why or how.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 3 - Module 3

Magnifying Many Ideas into Three
Strong Reasons



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Module 3

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Magnifying Many Ideas into Three Strong Reasons



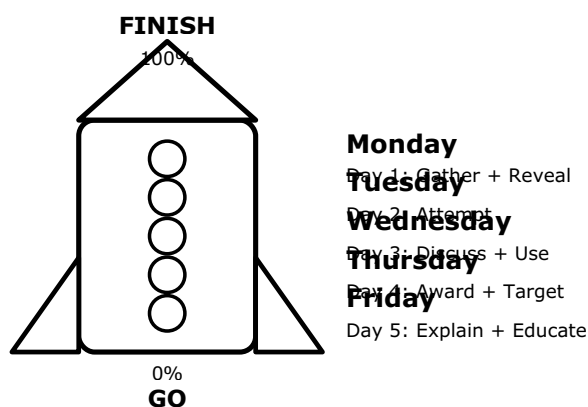
Why This Matters to Me

Students magnify their thinking for Why prompts by moving from many ideas to the best three reasons. They brainstorm, sort like-minded reasons into colored baskets, narrow each group, and turn three strong final ideas into topic sentences for the three main body paragraphs.

Essential Question

How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

My Week Tracker



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

My First Thinking

I Can

- I can brainstorm many possible reasons before choosing.
- I can group and combine like-minded reasons.
- I can narrow each group to one strong, paragraph-sized idea.
- I can write three distinct reason sentences for the main body paragraphs.

I Will

- I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will use the four-layer magnifying process instead of stopping at my first idea.
- I will compare ideas and remove weak, off-topic, or repeated reasons.
- I will check whether each reason can become its own focused paragraph.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to magnify many ideas into three distinct reasons using the four-layer magnifying process.	A poem ("A Lone Star Choice") and a drama ("Making It Happen") at High Stamina.	A brainstorm list, like-minded groups, three narrowed reasons, and three complete reason sentences.

Where We Are Going

I will move from brainstorming many reasons to narrowing them into three strong, distinct reason sentences. I will finish by teaching a partner the magnifying process.

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

- ☐ I brainstorm at least eight possible reasons during independent work.
- ☐ I place like-minded reasons into clear groups.
- ☐ I combine duplicates and narrow each group to one strong idea.
- ☐ I keep three distinct reasons and turn them into complete reason sentences.

Check Myself

- ☐ I brainstormed at least eight possible reasons.
- ☐ I grouped like-minded reasons together.
- ☐ I narrowed each group to one strong idea.
- ☐ I have three distinct reason sentences.

How I Will Show What I Know

I will show what I know with a brainstorm list, like-minded groups, three reason sentences, and a partner teach-back.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I listen for distinct, paragraph-sized reasons.
Reveal	Day 1	I learn the magnifying process.
Attempt	Day 2	I practice Magnify the Reasons.
Discuss	Day 3	I discuss what makes reasons like-minded.
Use Again	Day 3	I magnify my own reasons independently.
Award	Day 4	I name my strongest reason sentence.
Target	Day 4	I choose my next step.
Explain/Educate	Day 5	I teach the magnifying process to a partner.

Say It Together!

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

4.11B(iv):

I can develop drafts by developing an engaging idea with relevant details.

4.12B(i):

I can compose informational texts using a clear central idea.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do with many ideas?"

Class answers: "Hear ye, hear ye, reasons are near me. I gather them, group them, and make them clear, see!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know the TREES structure and can identify Why-type prompts. I can write a thesis (central idea) and find reasons in a passage.

A connection I can make

Remember It!

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

One idea I remember

Ready Check

- ☐ I can tell the difference between a reason and evidence.
- ☐ I can name the parts of an ECR: thesis (central idea), reasons, evidence, explanation.
- ☐ I can read a passage and find information that supports a reason.

Watch Out! Common Mix-Up

Watch out! A reason is the big idea. Evidence is the specific proof. Do not confuse them. A reason sentence tells what the body paragraph is about.

Where This Fits in My Writing

The magnifying process helps me choose three distinct reason sentences. Each one becomes the topic sentence for a main body paragraph.

What I want to remember before I start



This shows my teacher what I already know. It is not for a grade. Work on your own.

Part 1: Read the Prompt

Read the prompt below. Then brainstorm as many possible reasons as you can.

My brainstorm list (write as many reasons as you can):

[illegible]

Part 2: Group and Narrow

Group your brainstormed reasons into like-minded baskets. Name each basket.

Basket 1 name and reasons:

Basket 2 name and reasons:

Basket 3 name and reasons:

Part 3: Write Three Reason Sentences

Narrow each basket to one strong idea. Write three complete reason sentences below.

Reason sentence 1:

Reason sentence 2:

Reason sentence 3:



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about reasons.

Word	Say it	What it means	Sentence frame
idea	eye-DEE-uh	A thought that could answer a prompt.	One idea is ____.
choose	CHOOZ	To select from several possibilities.	I choose ____ because ____.
sort	SORT	To place things into groups.	I sort ____ with ____.
group	GROOP	A set of things that belong together.	This group is about ____.
alike	uh-LIKE	Similar in meaning.	These reasons are alike because ____.
different	DIH-fur-ent	Not the same.	This reason is different because ____.
strong	STRONG	Able to support clear thinking.	This is strong enough for ____.
best	BEST	Most useful for the purpose.	The best three reasons are ____.
keep	KEEP	To continue using.	I will keep ____ because ____.
remove	rih-MOOV	To take away.	I remove ____ because it is ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Say each word. Then use one word in a sentence about how we organize reasons in our writing.

Word	Say it	What it means	Sentence frame
thesis (central idea)	THEE-sis	The sentence that gives the big answer to the prompt.	My thesis (central idea) answers ____.
reason	REE-zun	A big idea that explains why something matters.	One reason is ____.
brainstorm	BRAYN-storm	To gather many possible ideas before choosing.	I brainstormed ____.
grouping	GROO-ping	Placing like-minded ideas together.	My grouping shows ____.
category	KAT-uh-gor-ee	A named group of related ideas.	This category is ____.
narrow	NAIR-oh	To reduce a group to one focused idea.	I narrowed the group to ____.
magnify	MAG-nuh-fy	To examine ideas closely so the strongest become clear.	I magnify my reasons by ____.
significance	sig-NIH-fih-kunts	The importance or meaning of something.	The significance of support is ____.
impact	IM-pakt	An important effect or result.	One impact of the choice is ____.
support	suh-PORT	Help that makes growth, action, or success possible.	Support matters because ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our magnifying work. Say each word and use it in a sentence about writing.

Word	Say it	What it means	Sentence frame
Why prompt	A prompt that asks for reasons, even when it does not use why.	WHY prompt	This Why prompt asks me to explain ____.
reason sentence	A topic sentence naming one reason for a body paragraph.	REE-zuhn SEN-tuhns	My reason sentence states ____.
body paragraph	A main section that develops one reason with evidence.	BAH-dee PAIR-uh-graf	This body paragraph will develop ____.
like-minded reasons	Reasons that share the same big meaning.	LIKE-MY-nid REE-zuhnz	These like-minded reasons belong together because ____.
magnifying process	Moving from many ideas to three strong reasons.	MAG-nuh-fy-ing PRAH-sess	The next layer in the magnifying process is ____.
topic sentence	The sentence that states a paragraph's main direction.	TAH-pik SEN-tuhns	My topic sentence focuses on ____.
relevant detail	Information that directly supports the central idea.	REL-uh-vuhnt DEE-tail	This relevant detail supports ____.
coherence	Clear connections that make writing easy to follow.	koh-HEER-uhns	Combining repeated ideas improves coherence by ____.
preposition	A word that shows a relationship, often of place or time.	prep-uh-ZISH-uhn	The preposition in my sentence is ____.
prepositional phrase	A phrase beginning with a preposition that adds a relationship.	prep-uh-ZISH-uh-nuhl frayz	My prepositional phrase is ____.

Use one Tier 3 word in a sentence

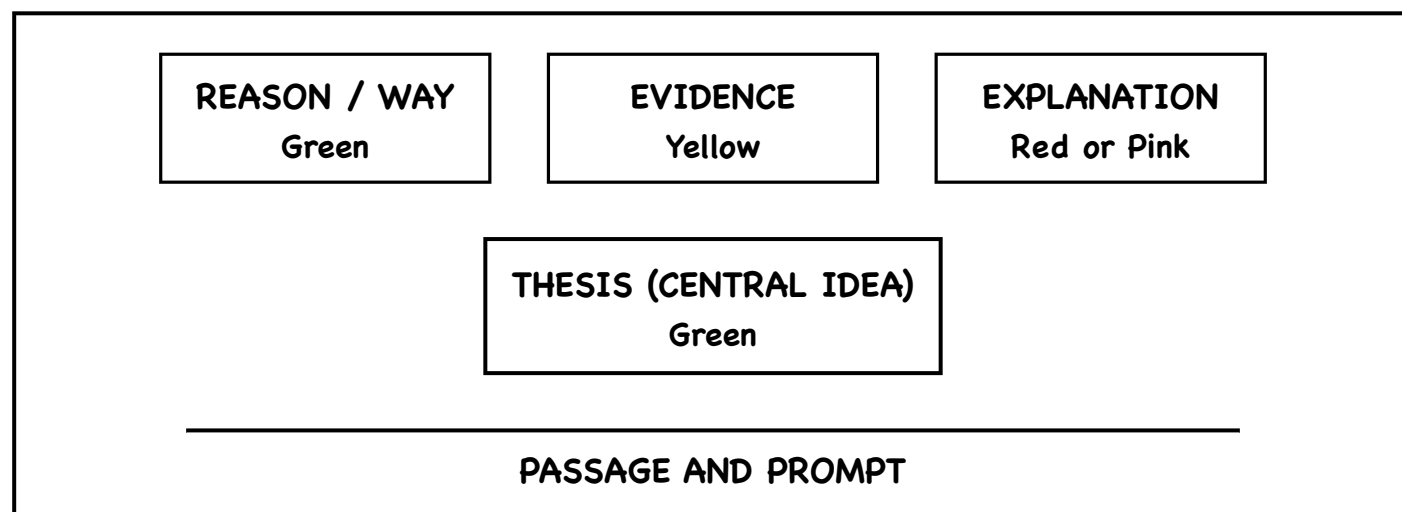


My Strategy Tools

The ECR Tree and the Magnifying Process



Your ideas grow from the passage and the prompt. The thesis (central idea) is the trunk. The reason or way is the first major branch. This week you magnify many ideas into three strong reasons.



A reason is the big idea, while evidence is the specific proof.

The Magnifying Process

Mark	What it means
Brainstorm	Gather many possible reasons.
Group	Place like-minded reasons together.
Narrow	Reduce each group to one strong idea.
Keep Three	Choose only the best three distinct reasons.
Write	Turn each reason into a complete topic sentence.

Each reason sentence is the topic sentence for a main body paragraph. Three distinct reasons mean three focused paragraphs.

How the magnifying process works for me

WHY (Reason) and The Magnifying Process

WHY (Reason)	The Magnifying Process
A reason tells WHY the thesis (central idea) is true.	Brainstorm many, group like-minded ideas, narrow each group, keep three.
Each reason becomes a topic sentence for a body paragraph.	Check that the three final reasons are distinct.

A reason is the big idea, while evidence is the specific proof.

How I Say the Standard!

4.11B(iv):

I can develop drafts by developing an engaging idea with relevant details.

4.12B(i):

I can compose informational texts using a clear central idea.

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Texas, Aaliyah, Mateo, and Mrs. Chen.
- ☐ I use a period or another ending mark.

A reason sentence I wrote today

Five Thinking Levels

Read from the bottom up. Use this chart to name the level of thinking a task and a response require.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1	○		Gives one reason or a specific evidence detail.	
Level 2	□		Brainstorms several ideas but keeps repeated or mixed reasons.	
Level 3	▽		Groups like-minded reasons and explains the group labels.	
Level 4	△		Narrows groups and writes three distinct reason sentences.	
Level 5	◇		Defends why each reason can guide its own paragraph and strengthen the ECR.	

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A kind of thinking I used today

Five Thinking Levels

The same five levels name the kind of thinking a task and a response require.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Level 1	○		Gives one reason or a specific evidence detail.	
Level 2	◻		Brainstorms several ideas but keeps repeated or mixed reasons.	
Level 3	▽		Groups like-minded reasons and explains the group labels.	
Level 4	△		Narrows groups and writes three distinct reason sentences.	
Level 5	◊		Defends why each reason can guide its own paragraph and strengthen the ECR.	

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain the importance of decisions in both texts.
HOW	Analyze how parts work together or how something happens.	Explain the significance of support in both texts.

A reason is the big idea, while evidence is the specific proof. A reason sentence tells what each body paragraph will mainly be about.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Every day, people choose between many ideas. When you decide what to do after school, you brainstorm, compare, and choose the best option.

Background I Need

"A Lone Star Choice" is a poem about Texas deciding to join the United States. "Making It Happen" is a drama about how support helps people turn ideas into reality.

Words I dotted while reading

A Lone Star Choice

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

1 Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.

In 1845, a change was made,
Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.

Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.

The war came to an end at last,
But its effects were strong and vast.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Lone Star Choice (continued)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

2 The U.S. gained land across the West,
Changing the map and passing the test.

For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.

Others worried what might come,
If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?

People shared opinions near and far,
In towns, on ranches, and by the bar.
The future seemed unclear to many,
Though hopes and concerns were both plenty.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Lone Star Choice (continued)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

3

As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
Since it could affect the lives of all.

Newspapers printed thoughts and news,
Sharing different points of view.
Readers wondered what would be
The future of their country.

Neighbors gathered to discuss
The questions that surrounded us.
Each conversation helped explain
The possible losses and gains.

Some thought joining would bring more aid,
Helping roads and towns be made.
Others felt Texas should remain
Independent on its own plain.

Though opinions did not agree,

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Lone Star Choice (continued)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

4 People spoke respectfully.
They knew the decision ahead
Would shape the path their state would tread.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (Part 1)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

My
marks

1 Characters:

NARRATOR

AALIYAH: curious and always asking questions

MATEO: her friend

MRS. CHEN: teacher

MR. PATEL: business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

AALIYAH: Do people still help ideas today?

MRS. CHEN: Absolutely. The way people help may look different now, but support is still important.

MATEO: So people still need others to believe in them?

MRS. CHEN: Exactly. Whether it is a business, a piece of art, or an invention, support can help an idea grow.

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (Part 1) (continued)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

My
marks

2 [The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

AALIYAH: My cousin sells handmade bracelets. At first, only a few people bought them.

MATEO: What happened after that?

AALIYAH: Her friends started telling other people about them. Soon she was selling lots of bracelets.

MATEO: So people helped her business grow.

AALIYAH: Exactly. It wasn't just the bracelets. It was the support too.

NARRATOR: The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea.

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (Part 2)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

My
marks

1 Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

AALIYAH: What was the hardest part?

MR. PATEL: There were many challenges. Sometimes business was slow. Sometimes I worried about paying bills. But I believed in my idea and kept working.

MATEO: Did people help you along the way?

MR. PATEL: They sure did. My family encouraged me. Customers told their friends about my store. The bank gave me a chance to get started.

AALIYAH: Sounds like a lot of people were part of your success.

MR. PATEL: That's true. Most successful businesses have people supporting them behind the scenes.

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (Part 2) (continued)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

2 Scene 4: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

[They stop at a booth displaying homemade birdhouses.]

STUDENT 1: My grandfather taught me how to build these.

AALIYAH: They're really nice.

STUDENT 1: Thanks! My family helped me buy the supplies.

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork.

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

MR. PATEL: [Standing nearby.] That's often true. People may have great ideas, but support helps those ideas become reality.

AALIYAH: Support can come from lots of places.

MR. PATEL: Exactly. Family members, friends, customers, banks, teachers, and community members can all help.

MATEO: That sounds a lot like what Mrs. Chen taught us.

MR. PATEL: It is. A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

My
marks

1 Scene 5: A New Idea

NARRATOR: Later that afternoon, Aaliyah and Mateo sit at a picnic table near the park.

AALIYAH: What if we started a small business?

MATEO: Really?

AALIYAH: Why not? We could sell bookmarks or greeting cards.

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

AALIYAH: It would take work, but I think it could be fun.

MATEO: Maybe that's how every business begins. First comes an idea.

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

Scene 6: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Poem and drama. High Stamina. Read every stanza and scene. Use Dot, Discover, Drop.

2 AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MRS. CHEN: Excellent observations.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Sometimes the biggest accomplishments start with the smallest idea and someone willing to help make it happen.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Lone Star Choice

Time: In 1845. Reactions: anger grew. Actions: Texas joined the U.S. Character/Concept: standing alone. Key Knowledge: choices reshape history. Scenery/Setting: wide skies.

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

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

My best TRACKS phrase and why I chose it

Annotate: A Lone Star Choice (continued)

Time: In 1845. Reactions: anger grew. Actions: Texas joined the U.S. Character/Concept: standing alone. Key Knowledge: choices reshape history. Scenery/Setting: wide skies.

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

STOP & THINK

Which detail from the passage could become a reason that supports the thesis (central idea)?

My thinking

My Prompt Marking Notes

The prompt asks for reasons. Read it carefully, then brainstorm many possible reasons before choosing the best three.

Shape	Word	Question I ask myself
Step 1	Read the prompt	What is this prompt asking?
Step 2	Brainstorm	What are all the possible reasons?
Step 3	Group and narrow	Which reasons are distinct enough for body paragraphs?

Read the prompt. Brainstorm many possible reasons. Group like-minded ideas. Narrow to three.

Explain the importance of decisions in both texts.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal

I listen for distinct reasons and learn the magnifying process



1. Gather: Listen, Decide, and Defend

Hear two choices. Hold up A or B for the stronger reason. Then explain your choice.

Round	Choice A	Choice B	Stronger
1	decisions affect the future	Texas joined in 1845	
2	support helps ideas grow	support makes success possible	
3	keep reasons from the same basket	choose reasons from three different baskets	

Without notes, write the magnifying sequence:

2. Reveal: The Magnifying Process

The thesis (central idea) is the trunk. The reason or way is the first major branch. Today we learn to magnify many ideas into three strong reasons.

Layer	What Writers Do
1 Brainstorm	Gather many possible reasons without judging.
2 Group	Place like-minded reasons into baskets.
3 Narrow	Reduce each group to one strong idea.
4 Keep Three	Choose only the best three distinct reasons.
5 Write	Turn each reason into a complete topic sentence.

A reason is the big idea, while evidence is the specific proof.

One thing I learned about magnifying:

Sample Brainstorm Reasons

Possible reasons from the passages:

- decisions can change the future
- decisions can cause conflict
- support helps ideas grow
- support helps people get started
- choices affect many people
- change can lead to new opportunities
- leaders must think carefully
- help from others can make success possible
- conflict can push people to act
- important events can shape history

These are not pieces of evidence yet. These are possible reasons. A reason is the big idea.

My own brainstorm ideas to add:

STUDENT WORKBOOK



Magnify the Reasons

Day 2: Attempt

✂ **Cut out these cards (sheet 1 of 2)**

Cut on the dashed lines. Spread the reason cards face up. Sort like-minded ideas into baskets. Name each basket. Narrow to one keeper per basket.

BRAINSTORM	GROUP
NARROW	KEEP THREE
REASON SENTENCE	LIKE-MINDED
DISTINCT	OFF-TOPIC

Self-Check (sheet 1 of 2)

Flip each card to check your basket. Keep every card in Pocket Practice.

GROUP Layer 2: Place like-minded reasons together.	BRAINSTORM Layer 1: Gather many possible reasons.
KEEP THREE Layer 4: Choose only three distinct reasons.	NARROW Layer 3: Reduce each group to one strong idea.
LIKE-MINDED Reasons that share the same big meaning.	REASON SENTENCE A topic sentence naming one reason for a body paragraph.
OFF-TOPIC A reason that does not fit the prompt.	DISTINCT Each reason covers a different angle.

STUDENT WORKBOOK



Magnify the Reasons

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Spread the reason cards face up. Sort like-minded ideas into baskets. Name each basket. Narrow to one keeper per basket.

decisions can change history	decisions affect the future
support helps people succeed	support makes ideas possible
decisions can lead to conflict	conflict can lead to change
sailing across an ocean	a picnic table near the park

Self-Check (sheet 2 of 2)

Flip each card to check your basket. Keep every card in Pocket Practice.

Change and Future	Change and Future
Support and Success	Support and Success
Conflict and Results	Conflict and Results
Off-Topic	Off-Topic

STUDENT WORKBOOK



Day 2: Attempt



I practice Magnify the Reasons

Layer 1: Brainstorm

Brainstorm as many reasons as possible that answer this prompt: Explain the importance of decisions in both texts.

My brainstorm list:

Layer 2: Group Like-Minded Reasons

Place like-minded reasons into baskets. If two ideas sound almost the same, they belong near each other.

Yellow Basket (Change and Future):

Blue Basket (Support and Success):

Green Basket (Conflict and Results):

Layers 3-5: Narrow, Keep Three, Write

Reason sentence 1:

Reason sentence 2:

Reason sentence 3:

My Magnifying Notes

Use this page to record your magnifying work. Show your brainstorm, your baskets, and your three final reason sentences.

My brainstorm notes:

My basket notes:

My reason sentences:

STUDENT WORKBOOK



Day 3: Discuss + Use



I discuss and magnify my own reasons independently

1. Discuss

- Why is it helpful to brainstorm many reasons before choosing?
- What makes two reasons like-minded?
- When should two reasons be combined?
- How do you know a reason can hold a full paragraph?

Write your answer to one question above.

2. Use Again: Magnify My Own Reasons

Magnify your own reasons independently using all five layers.

My brainstorm list:

My three baskets (name each):

My three reason sentences:

Standards Application Check

Look at one reason basket. ADD one relevant idea if the category is thin. DELETE one weak or off-topic idea. COMBINE two reasons that repeat the same meaning. Then revise one reason sentence to include a preposition or prepositional phrase.

My revised reason sentence with a prepositional phrase:

[illegible]

- ☐ I added one relevant idea.
- ☐ I deleted one weak or off-topic idea.
- ☐ I combined two repeated reasons.
- ☐ I included a preposition or prepositional phrase.
- ☐ I checked grade-appropriate spelling.

STUDENT WORKBOOK



Day 4: Award + Target



I name my strongest reason and set a goal

1. Award: My Strongest Reason

Circle your strongest reason sentence. Complete the sentence below.

This reason shines because it is distinct, focused, and can be supported with...

2. Target: My Next Step

Choose one target: brainstorm more widely, group more carefully, narrow more precisely, or write stronger reason sentences.

My target is ____ because...

My Reason Sentence Review

Write your three final reason sentences below. Check that each one is distinct, focused, and supported by the passages.

Reason sentence 1:

Reason sentence 2:

Reason sentence 3:

- ☐ Each reason is distinct from the others.
- ☐ Each reason can guide its own body paragraph.
- ☐ Each reason can be supported with evidence from both passages.

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach the magnifying process to a partner

Turn and Teach

Partner A explains what happens in Layer 1, Layer 2, and Layer 3. Partner B explains how the final three reasons are chosen and how those reasons become reason sentences. Then switch and add one example from today's lesson.

Say the chant first: Hear ye, hear ye, reasons are near me. I gather them, group them, and make them clear, see!

- ☐ Explains Layer 1: brainstorm as many reasons as possible.
- ☐ Explains Layer 2: place like-minded reasons into groups.
- ☐ Explains Layer 3: narrow each group to one strong idea.
- ☐ Explains how to keep the best three and write reason sentences.
- ☐ Adds one example from the lesson.

My explanation of the magnifying process:

One thing the magnifying process helps me do is...

My Magnifying Journal

Use this space to write about your magnifying experience this week. What surprised you? What was the hardest part? What will you remember?

My magnifying journal:

[illegible]



Write More

Write Three Distinct Reason Sentences



My Writing Assignment

Magnify many ideas into three strong, distinct reason sentences for the prompt.

Read the prompt. Brainstorm many possible reasons. Group like-minded ideas. Narrow to three.

Explain the importance of decisions in both texts.

My Plan

- Brainstorm at least eight possible reasons.
- Group like-minded reasons into baskets.
- Narrow each group to one strong idea.
- Keep only the best three reasons.
- Write three complete reason sentences.

My three reason sentences

The basket each reason came from

Magnifying Steps

Brainstorm many, group like-minded ideas, narrow each group, keep three distinct reasons, and write reason sentences.

My Draft



Write three complete reason sentences. Each one will become the topic sentence for a body paragraph.

Draft, page 1

A reason sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ Every reason sentence proves the thesis (central idea).
- ☐ My three reasons come from different baskets.
- ☐ I combined or removed repeated ideas.
- ☐ Each reason is broad enough for a paragraph but focused enough to stay clear.

Edit

- ☐ Every sentence is complete.
- ☐ Names such as Texas, Aaliyah, Mateo, and Mrs. Chen begin with capital letters.
- ☐ I used a preposition or prepositional phrase correctly.
- ☐ I spelled words with grade-appropriate patterns correctly.

My improved reason sentence

Share

Choose one: read your three reason sentences to a partner, share in author's chair, or join a gallery walk.

My sharing plan

Before I Turn It In

Read each line. Check each box. Fix anything that needs fixing.

Part	I can show...	Check
Brainstorm	I brainstormed at least eight possible reasons.	
Groups	I grouped like-minded reasons together.	
Narrowing	I narrowed each group to one strong idea.	
Three Reasons	I have three distinct reason sentences.	

Sample Reason Sentences

Read this example. Then write your own three reason sentences below.

Explain the significance of support in both texts.

Low

support helps ideas grow

This is a possible brainstorm idea, but it is not yet a complete reason sentence and does not show three distinct body-paragraph directions.

Medium

One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success more possible.

The two complete reasons are focused, but the response needs a third distinct reason sentence.

High

One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success more possible. A third reason support is significant in both texts is that it helps important change happen.

Three distinct, complete reason sentences. Each can guide a focused body paragraph.

My three reason sentences



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Brainstorm at least eight possible reasons.	☐	☐	☐
Group like-minded reasons together.	☐	☐	☐
Narrow each group to one strong idea.	☐	☐	☐
Keep three distinct reasons.	☐	☐	☐
Write three complete reason sentences.	☐	☐	☐

Something I Did Well...

What I magnified well and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

The answer

Magnifying keeps writers from settling for the first idea. They brainstorm widely, group like-minded ideas, combine duplicates, remove weak or off-topic ideas, and select three distinct reasons. Each reason can then become a focused body paragraph with different evidence.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose a topic from your own life. Brainstorm many possible reasons, group them, narrow them, and write three distinct reason sentences.

My three reason sentences from my own topic

Take It Further! Upgrade a Simple Reason

Upgrade a simple reason using a Thinking Levels Chart, then explain why the revised idea works better. Upgrade a simple reason by using a Thinking Levels Chart, then explain why the revised idea is broad enough for a paragraph but narrow enough to stay focused.

- Start with a simple reason.
- Use the Thinking Levels Chart to upgrade it.
- Write the upgraded reason sentence.
- Explain why the revised idea is broad enough for a paragraph but narrow enough to stay focused.
- Share your upgrade with a partner.

My simple reason:

My Upgraded Reason

Write your original reason and your upgraded version. Show what changed and why.

At-Home Connection

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

Three Baskets

Use the possible ideas "decisions can change history," "decisions affect the future," "support helps people succeed," "support makes ideas possible," "decisions can lead to conflict," and "conflict can lead to change." Group like-minded ideas and name each group.

Ask your student which ideas belong in the same basket and why.

Family member signature: _____

Teach the Magnifying Process

Take turns explaining one layer: brainstorm many, group like-minded ideas, narrow each group, keep the best three, and write reason sentences.

Your student can show the process with any topic, not just schoolwork.

Family member signature: _____

Reasons in Everyday Life

Ask your student to give three different reasons for a choice they made today. Check that each reason is a different angle, not the same idea repeated.

Distinct reasons make any argument stronger.

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 3 Snapshot

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

The most useful word I learned

The magnifying layer I can do most confidently

My Strong Roots

I am ready to gather evidence for my three reasons.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 4

Cluster 3 - Module 4

Matching Reasons, Evidence, and
Explanation with CSI



Name: _____



The Writing Academy®, LLC

Grade 4 • Cluster 3 • Module 4

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Matching Reasons, Evidence, and Explanation with CSI



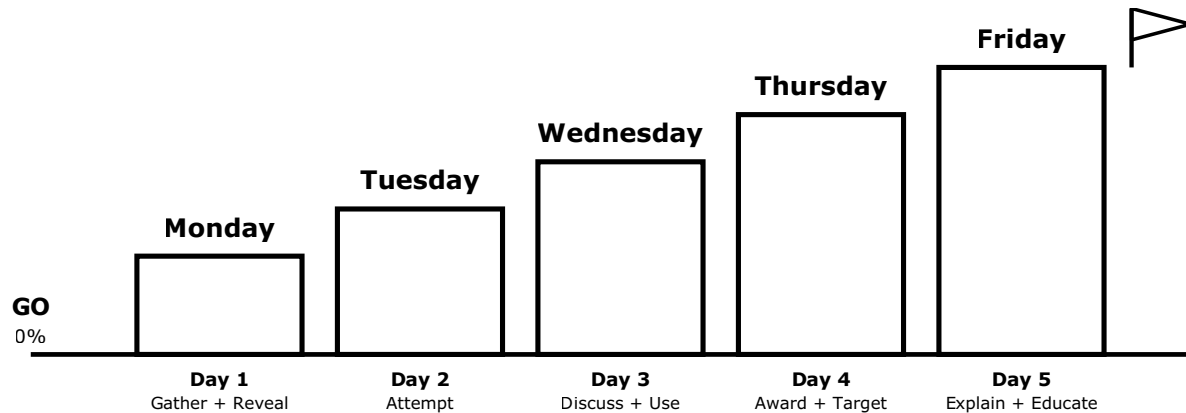
Why This Matters to Me

I need to match a reason to the right proof and then explain what the proof means to write a strong informative response. I will learn to use CSI to test my evidence and write explanations that add analysis.

Essential Question

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

My Week Tracker



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

My First Thinking

I Can

- I can match reasons to quoted evidence and explain what the evidence proves using CSI.
- I can use a signal marker to introduce an accurate quotation.
- I can explain what quoted evidence means and why it matters.
- I can compare possible quotations and choose the proof that most directly supports a reason.

I Will

- I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will test each quotation by asking whether it connects, supports, and allows an inference.
- I will write an explanation that adds meaning instead of retelling the quotation.
- I will revise a Reason + Evidence + Explanation set for coherence and conventions.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR. I will use the CSI HABIT to connect evidence to the reason, support the reason with strong proof, and infer what the evidence means.	Two very high stamina passages: "A Lone Star Choice" (poem) and "Making It Happen" (drama). I will annotate both with TRACKS and test quotations with CSI before using them as evidence.	Three complete Reason + Evidence + Explanation sets, a CSI Triple Match game, an interactive notebook entry, a standards application check, a partner teach-back, and a module reflection.

Where We Are Going

I will move from listening for what a quotation proves and what an explanation adds to building my own Reason + Evidence + Explanation sets. By the end of the week, I will be able to choose the strongest quotation, lead into it with a signal marker, and write an explanation that adds meaning. I will finish by teaching someone else how CSI connects, supports, and infers.

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

- ☐ Each quotation directly supports its reason and remains accurate.
- ☐ Each quotation has a clear signal marker.
- ☐ Each explanation begins from the evidence and adds analysis.
- ☐ I used CSI to connect, support, and infer before choosing evidence.
- ☐ I revised for coherence and conventions.

Check Myself

- ☐ I can match reasons to quoted evidence and explain what the evidence proves using CSI.
- ☐ I can use a signal marker to introduce an accurate quotation.
- ☐ I can explain what quoted evidence means and why it matters.
- ☐ I can compare possible quotations and choose the proof that most directly supports a reason.
- ☐ I can revise a Reason + Evidence + Explanation set for coherence and conventions.

How I Will Show What I Know

I will show what I know with three complete Reason + Evidence + Explanation sets that use signal markers and explanations beginning with this. I will play CSI Triple Match to practice matching, complete a standards application check, teach a partner about CSI, and finish the Day 5 exit ticket.

My GRADUATE Learning Path

Say It Together!

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

4.12B(i):

I can compose informational texts using a clear central idea.

4.11B(iv):

I can develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does CSI stand for?"

Class answers: "Connect, Support, Infer!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know TREES and have three reason sentences from Module 3. I can find details in a passage and use them to support a reason.

A connection I can make

Remember It!

- ☐ Evidence proves the reason with exact text proof.
- ☐ Explanation explores the evidence and adds meaning.
- ☐ CSI means Connect, Support, Infer.

One idea I remember

Ready Check

- ☐ I can name what CSI stands for.
- ☐ I can find a quotation in a passage.
- ☐ I can explain the difference between evidence and explanation.

Watch Out! Common Mix-Up

Watch out! I might choose evidence that is related to the topic but does not directly prove the reason. Not just any quote will work, and I cannot add evidence without explaining it. I always test with CSI before using a quotation.

Where This Fits in My Writing

Matching reason, evidence, and explanation is the next step after building reason sentences with TREES. The evidence must directly prove the reason, and the explanation must add meaning.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on my own. I may reread the passages as often as I want.

Part 1: Prompt Analysis

Read the prompt. Underline the task. Circle the topic. Find the key words the prompt asks about.

Explain how CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR.

Part 2: Thesis (Central Idea)

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

My thesis (central idea)

Part 3: Informative Organization

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

Number	Sentence
_____	The poet said, "Texas joined the U.S." which is quoted evidence.
_____	CSI, quoted evidence, and explanation work together to deepen an informative ECR.
_____	This shows that a decision can create lasting change, which is the explanation.
_____	One reason decisions are important is that they shape the future.

Part 4: Introduction

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

My first sentence

Part 5: Relevant Details and Evidence

Reason: Decisions shape the future. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

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

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about matching evidence to a reason.

Word	Say it	What it means	Sentence frame
match	MATCH	To put things together because they fit.	I match ____ with ____.
reason	REE-zuhn	A statement that tells why an idea is true or important.	My reason is ____.
quote	KWOHT	Exact words copied from a text.	The quote says ____.
proof	PROOF	Information that shows an idea is true.	My proof shows ____.
idea	eye-DEE-uh	A thought a writer develops.	The idea becomes clearer when ____.
choose	CHOOZ	To select from possible options.	I choose this line because ____.
mean	MEEN	To communicate an idea.	This line means ____.
help	HELP	To make something possible or easier.	The evidence helps the reader ____.
strong	STRAWNG	Able to do its job well.	This is strong proof because ____.
tell	TEL	To communicate information.	My explanation tells ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help you match evidence and explanation. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
evidence	EV-uh-duhns	Information from a text that proves an idea.	The evidence proves ____.
explanation	eks-pluh-NAY-shuhn	Thinking that tells what evidence means and why it matters.	My explanation adds ____.
quotation	kwoh-TAY-shuhn	Exact words repeated from a text.	The quotation "____" proves ____.
signal marker	SIG-nuhl MAR-ker	Words that introduce quoted evidence.	My signal marker is ____.
connect	kuh-NEKT	To show how ideas fit together.	The quote connects because ____.
support	suh-PORT	To strengthen an idea with proof.	The detail supports ____.
infer	in-FER	To reach a meaning from evidence and thinking.	I infer ____.
prove	PROOV	To show that an idea is true.	This proves ____.
anecdote	AN-ik-dohT	A brief story used to explain an idea.	The anecdote explains ____.
testimony	TES-tuh-moh-nee	A statement from someone with knowledge or experience.	The testimony supports ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These expert words come from "A Lone Star Choice" and "Making It Happen." Say each word, find it in the passage, and use the oral rehearsal frame.

Word	Say it	What it means	Sentence frame
CSI	Connect, Support, Infer: a HABIT for testing evidence.	see-ess-EYE	CSI shows this quotation ____.
reason sentence	A body paragraph statement that supports the thesis (central idea).	REE-zuhn SEN-tuhns	My reason sentence states ____.
quoted evidence	Exact text proof placed in quotation marks.	KWOH-tid EV-uh-duhns	My quoted evidence directly proves ____.
signal marker	A phrase that tells readers a quotation is coming.	SIG-nuhl MAR-ker	The signal marker introduces ____.
definition explanation	Explanation that clarifies what an idea means.	def-uh-NISH-uhn eks-pluh-NAY-shuhn	My definition explanation shows ____.
expert testimony	Explanation using knowledgeable guidance.	EK-spurt TES-tuh-moh-nee	Expert testimony adds ____.
story/anecdote	A brief experience that helps explain evidence.	STOR-ee AN-ik-doh	My anecdote connects by ____.
text analysis	Thinking that explores how evidence proves an idea.	tekst uh-NAL-uh-sis	My analysis explains ____.
coherence	The clear fit and flow among ideas.	koh-HEER-uhns	I improve coherence by ____.
Significant Inferencing	Deeper thinking about what evidence means and why it matters.	sig-NIF-uh-kuhnt IN-fer-uhn-sing	Significant Inferencing deepens ____.

Use one Tier 3 word in a sentence



My Strategy Tools

Matching Reasons, Evidence, and Explanation with CSI



TREES gives my writing structure. CSI helps me test every piece of evidence before I use it.

Letter	Meaning
T	Thesis (central idea)
R	Reasons or Ways
E	Evidence
E	Explanation
S	Significant Inferencing

TREES: T: Thesis (central idea), R: Reasons or Ways, E: Evidence, E: Explanation, S: Significant Inferencing.

CSI Evidence HABIT

Mark	What it means
C	Connect the evidence to the reason.
S	Support the reason with strong proof.
I	Infer what the evidence means and why it matters.

Signal Markers: The poet said... The poem stated... The playwright said... The drama stated... The text stated...

Write one reason sentence. Find quoted evidence that passes the CSI test. Add a signal marker and write an explanation.

Type and What It Means

Type	What It Means
WHY	Explains why an idea is important or significant.
HOW	Explains how something works or happens.

Informational prompts ask you to explain ideas clearly. Your thesis (central idea) must be supported with reasons, quoted evidence, and explanations that add meaning.

How I Say the Standard!

4.12B(i):

I can compose informational texts using a clear central idea.

4.11B(iv):

I can develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Check My Writing

- ☐ Does my quotation directly support my reason?
- ☐ Does my signal marker clearly introduce the quotation?
- ☐ Does my explanation begin from the evidence and add meaning?

Read the prompt. Decide whether it asks WHY or HOW. Write a reason that matches.

Five Thinking Levels

Use these levels to check how deeply I am thinking about my evidence and explanation.

Level	Thinking Stage	CSI Work	
Level 1		Foundational	Copies a quotation without linking it to a reason.
Level 2		Emergent	Chooses related evidence but gives little explanation.
Level 3		Visible	Matches a reason and quotation and states what it proves.
Level 4		Independent	Uses a signal marker and explanation that adds meaning.
Level 5		Reflective	Compares choices with CSI and defends the strongest set.

Challenge: Move the response up one level by explaining why the evidence matters.

Which level am I at right now? What do I need to do to move up one level?

Five Thinking Levels

Use these levels to check how deeply I am thinking about my evidence and explanation.

Level	Thinking Stage	CSI Work	
Level 1	○	Foundational	Copies a quotation without linking it to a reason.
Level 2	◻	Emergent	Chooses related evidence but gives little explanation.
Level 3	▽	Visible	Matches a reason and quotation and states what it proves.
Level 4	△	Independent	Uses a signal marker and explanation that adds meaning.
Level 5	◊	Reflective	Compares choices with CSI and defends the strongest set.

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain how CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR.
HOW	Analyze how parts work together or how something happens.	Explain how signal markers and explanation strengthen quoted evidence in an informative ECR.

Informational prompts ask you to explain ideas clearly. Your thesis (central idea) must be supported with reasons, quoted evidence, and explanations that add meaning.

Which level am I at right now? What do I need to do to move up one level?



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

In the poem, Texas made a choice that shaped its future. In the drama, people turned ideas into real businesses with support from others. Both texts show that decisions, evidence, and explanations matter.

Background I Need

In one passage, Texas faces a decision about joining the United States. In the other passage, students learn how people turn ideas into businesses with support from patrons, banks, and communities.

Words I dotted while reading

A Lone Star Choice

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

1 Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.

Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.

In 1845, a change was made,
Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.

Soon a war began to rise,
With soldiers marching under open skies.
Battles were fought both near and far,
Each side showing who they are.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Lone Star Choice (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

2 The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
Changing the map and passing the test.

For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.

Others worried what might come,
If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Lone Star Choice (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

3 People shared opinions near and far,
In towns, on ranches, and by the bar.
The future seemed unclear to many,
Though hopes and concerns were both plenty.

As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
Since it could affect the lives of all.

Newspapers printed thoughts and news,
Sharing different points of view.
Readers wondered what would be
The future of their country.

Neighbors gathered to discuss
The questions that surrounded us.
Each conversation helped explain
The possible losses and gains.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Lone Star Choice (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

4 Some thought joining would bring more aid,
Helping roads and towns be made.
Others felt Texas should remain
Independent on its own plain.

Though opinions did not agree,
People spoke respectfully.
They knew the decision ahead
Would shape the path their state would tread.

Many families watched and waited,
As the question was debated.
They listened closely to each side,
Trying to choose with care and pride.

The decision would affect the land,
Its government and future plans.
People knew the choice they made
Could influence generations one day.

Across the republic, interest grew,
As citizens searched for what was true.
The discussions showed democracy,
With people sharing thoughts freely.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (Characters)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

1 Characters:

NARRATOR

AALIYAH: curious and always asking questions

MATEO: her friend

MRS. CHEN: teacher

MR. PATEL: business owner

STUDENT 1

STUDENT 2

MAYA: classmate

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

My
marks

1 Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: [Smiles.] That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: [Leans over.] Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

AALIYAH: Do people still help ideas today?

MRS. CHEN: Absolutely. The way people help may look different now, but support is still important.

MATEO: So people still need others to believe in them?

MRS. CHEN: Exactly. Whether it is a business, a piece of art, or an invention, support can help an idea grow.

MAYA: What if someone doesn't get help right away?

MRS. CHEN: Then they may have to work longer to reach their goals. Sometimes people save money. Sometimes they ask for loans. Sometimes family members help.

AALIYAH: It sounds like there are many ways to get started.

MRS. CHEN: There are. The important thing is that people have opportunities to try their ideas.

MATEO: That makes sense.

[The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas. She looks around the classroom and notices pencils, notebooks, desks, and computers. Someone had to imagine each of those things before they became real.

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

2 Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

AALIYAH: My cousin sells handmade bracelets. At first, only a few people bought them.

MATEO: What happened after that?

AALIYAH: Her friends started telling other people about them. Soon she was selling lots of bracelets.

MATEO: So people helped her business grow.

AALIYAH: Exactly. It wasn't just the bracelets. It was the support too.

MATEO: I guess businesses need customers to survive.

AALIYAH: They do. Without customers, it would be hard for a business to stay open.

NARRATOR: The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea.

AALIYAH: Look at that bakery.

MATEO: Someone probably dreamed of opening that place.

AALIYAH: And the bike shop.

MATEO: And the restaurant across the street.

AALIYAH: It's kind of amazing when you think about it.

MATEO: Yeah. Every business started with one person saying, "I think this could work."

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

3 Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: [Looks up and smiles.] It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

AALIYAH: What was the hardest part?

MR. PATEL: There were many challenges. Sometimes business was slow. Sometimes I worried about paying bills. But I believed in my idea and kept working.

MATEO: Did people help you along the way?

MR. PATEL: They sure did. My family encouraged me. Customers told their friends about my store. The bank gave me a chance to get started.

AALIYAH: Sounds like a lot of people were part of your success.

MR. PATEL: That's true. Most successful businesses have people supporting them behind the scenes.

MATEO: What made you choose this kind of business?

MR. PATEL: I noticed that people in our neighborhood wanted a convenient place to shop. I thought I could provide that service.

AALIYAH: So you saw a need and came up with a solution.

MR. PATEL: Exactly. Many businesses begin that way.

MATEO: That's pretty cool.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

4 Scene 4: Research Project

NARRATOR: The next day, Mrs. Chen gives the class a project.

[Students sit quietly while Mrs. Chen speaks.]

MRS. CHEN: I would like each of you to research a business, invention, or artwork and learn how it got started.

MAYA: Can we work with a partner?

MRS. CHEN: Yes. You may choose one partner.

AALIYAH: Mateo, want to work together?

MATEO: Sure.

NARRATOR: During library time, the two friends begin researching.

[Aaliyah flips through a book while Mateo uses a computer.]

MATEO: Listen to this. This inventor failed several times before finally succeeding.

AALIYAH: Really?

MATEO: Yep. It says he kept trying even when things didn't work the first time.

AALIYAH: That takes determination.

MATEO: Here's another one. This artist received support from people who believed in her work.

AALIYAH: Just like the patrons Mrs. Chen talked about.

MATEO: Exactly.

NARRATOR: The more they learn, the more they notice a pattern. Many successful people had three things in common: a good idea, hard work, and support from others.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

5 Scene 5: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

[They stop at a booth displaying homemade birdhouses.]

STUDENT 1: My grandfather taught me how to build these.

AALIYAH: They're really nice.

STUDENT 1: Thanks! My family helped me buy the supplies.

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork.

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

MR. PATEL: [Standing nearby.] That's often true. People may have great ideas, but support helps those ideas become reality.

AALIYAH: Support can come from lots of places.

MR. PATEL: Exactly. Family members, friends, customers, banks, teachers, and community members can all help.

MATEO: That sounds a lot like what Mrs. Chen taught us.

MR. PATEL: It is. A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

AALIYAH: I think I understand it better now.

MR. PATEL: That's great. Remember, every business starts somewhere.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

6 Scene 6: A New Idea

NARRATOR: Later that afternoon, Aaliyah and Mateo sit at a picnic table near the park.

AALIYAH: What if we started a small business?

MATEO: Really?

AALIYAH: Why not? We could sell bookmarks or greeting cards.

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

AALIYAH: We could make a list of everything we need.

MATEO: And figure out how much it would cost.

AALIYAH: We would also need people to buy our products.

MATEO: Maybe we could sell them at the next school event.

AALIYAH: That's a good idea.

MATEO: Maybe that's how every business begins. First comes an idea.

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Making It Happen (continued)

Read both passages carefully. Use TRACKS to annotate evidence details. Test each possible quotation with CSI before using it.

My
marks

7 Scene 7: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MAYA: We found examples of inventors who kept trying even when they failed.

MRS. CHEN: That's another important lesson. Persistence matters.

AALIYAH: We noticed that many successful people faced challenges.

MATEO: But they didn't quit.

MRS. CHEN: Excellent observations.

AALIYAH: [Nodding.] So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MAYA: And determination.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Some students dream of becoming artists. Others want to invent new technology, open businesses, or solve problems in their communities. Although their goals are different, they all share one thing in common: they have ideas.

Those ideas may take years to develop. They may require learning new skills, asking for help, and working through challenges. But every accomplishment begins somewhere.

Sometimes the biggest accomplishments start with the smallest idea and someone willing to help make it happen.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Lone Star Choice

Choices, results, and details about how decisions shaped the future of Texas.

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

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

My best TRACKS phrase and why I chose it

Annotate: A Lone Star Choice (continued)

How people discussed, debated, and weighed options before a major decision.

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

STOP & THINK

Stop and think: Which quotation most directly proves my reason? Does it connect, support, and allow an inference?

My thinking

My Prompt Marking Notes

Read each prompt carefully. Underline the task. Circle the topic. Find the key words the prompt asks about.

Shape	Word	Question I ask myself	
Explain how CSI, quoted evidence, and explanation work together.	CSI, quoted evidence, and explanation	work together	how
Explain how signal markers and explanation strengthen quoted evidence in an informative ECR.	signal markers and explanation	strengthen	how

Underline the task. Circle the topic. Find the key words the prompt asks about.

Explain how CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I listen for what a quotation proves and what an explanation adds

Our Question for Today

How do reason, evidence, and explanation match using CSI?

1. Finish the Thought in Your Own Words

Give your answer to a partner first. Then write a shorter version.

- Strong evidence is...
- A signal marker helps because...
- The word this connects...
- Explanation is different from evidence because...

My Answers

2. Fresh Recall

Cover your sentences and teach the difference among reason, evidence, and explanation from memory.

What I Remember

3. Reason + Evidence + Explanation

TREES: T: Thesis (central idea), R: Reasons or Ways, E: Evidence, E: Explanation, S: Significant Inferencing.

CSI Evidence HABIT: C: Connect the evidence to the reason. S: Support the reason with strong proof. I: Infer what the evidence means and why it matters.

Signal Markers

- The poet said...
- The poem stated...
- The playwright said...
- The drama stated...
- The text stated...

Explanation Signal Markers

- This shows...
- This means...
- This proves...
- This reminds me of...
- This is like when...
- This helps the reader understand...

Three Explanation Types

- Definition: clarifies what an idea means.
- Expert Testimony: uses knowledgeable guidance.
- Story / Anecdote: a brief experience that helps explain evidence.

How I Know My Match Is Strong

My evidence connects to the reason. My evidence supports the reason with strong proof. I can infer what the evidence means and why it matters.

My First CSI Test

Chant It

Hey, hey, hey, evidence is on the way!

Wow, wow, wow, I'm explaining now!

Model: Reason + Evidence + Explanation

Reason: One reason decisions are important in both texts is that they shape the future.

Evidence: The poet said, "Texas joined the U.S., a choice that stayed."

Explanation (Definition): This shows that a decision is a choice that leads to change. Texas's choice shaped its future by changing its place in history.

Practice: Match a Reason to Evidence

Choose one reason from the model. Find a different quotation from one passage. Test it with CSI. Write the match below.

My Reason:

My Evidence with Signal Marker:

My Explanation:

STUDENT WORKBOOK



CSI TRIPLE MATCH

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 3)

Cut on the dashed lines. Match one Reason card + one Evidence card + one Explanation card. Test the quote with CSI. Store all cards in your Pocket Practice.

REASON	EVIDENCE
EXPLANATION	SIGNAL MARKER
CSI	One reason decisions are important in both texts is that they shape the future.
The poet said, "Texas joined the U.S., a choice that stayed."	This shows that a decision is a choice that leads to change. Texas's choice shaped its future by changing its place in history.

Self-Check (back of cards) (sheet 1 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card to check your thinking.

EVIDENCE Exact words from the passage placed in quotation marks that directly prove a reason.	REASON A statement that supports your thesis (central idea) and tells why an idea matters.
SIGNAL MARKER Words that introduce quoted evidence so the reader knows proof is coming.	EXPLANATION Thinking that tells what the evidence means and why it matters.
Reason	CSI Connect the evidence to the reason, Support with strong proof, Infer what it means.
Explanation	Evidence with Signal Marker

STUDENT WORKBOOK



CSI TRIPLE MATCH

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 3)

Cut on the dashed lines. Match one Reason card + one Evidence card + one Explanation card. Test the quote with CSI. Store all cards in your Pocket Practice.

Another reason decisions are important in both texts is that support helps ideas become reality.	The playwright said, "Banks help people turn ideas into businesses."
This means support is help that allows an idea to move forward. The quote proves that banks and patrons help people begin important work.	A third reason decisions are important in both texts is that conflict and choices lead to important results.
The poem stated, "Soon a war began to rise,"	This shows that conflict is a problem that creates action or results. The disagreement in the poem led to war and change.
One reason support is significant in both texts is that it helps people move forward.	The drama stated, "So no matter what, people still need support to get started."

Self-Check (back of cards) (sheet 2 of 3)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card to check your thinking.

Evidence with Signal Marker	Reason
Reason	Explanation
Explanation	Evidence with Signal Marker
Evidence with Signal Marker	Reason

STUDENT WORKBOOK



CSI TRIPLE MATCH

Day 2: Attempt

✂ Cut out these cards (sheet 3 of 3)

Cut on the dashed lines. Match one Reason card + one Evidence card + one Explanation card. Test the quote with CSI. Store all cards in your Pocket Practice.

This reminds me of a time when someone had a good idea but needed help to get started. The quote shows that support can turn a plan into something real.	Another reason support is significant in both texts is that it makes success more possible.
The drama stated, "I had an idea, but I didn't have all the money I needed. So I got a loan from a bank."	This proves that support matters because, as teachers often say, great ideas usually need help to grow. The quote shows that success becomes more possible when someone gives support.
A third reason support is significant in both texts is that it helps important change happen.	The playwright said, "They believed in the artist or the idea, so they helped make it happen."
This shows that support is help that allows an idea to move forward. The quote proves that banks and patrons help people begin important work.	

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

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card to check your thinking.

Reason	Explanation
Explanation	Evidence with Signal Marker
Evidence with Signal Marker	Reason
	Explanation

STUDENT WORKBOOK



Day 2: Attempt



I play CSI Triple Match with reason, evidence, and explanation cards

CSI Triple Match

Match one Reason card + one Evidence card + one Explanation card. Test the quote with CSI. Highlight the signal marker. Circle this in the explanation. Defend the match.

Model Match

Reason: One reason decisions are important in both texts is that they shape the future.

Evidence: The poet said, "Texas joined the U.S., a choice that stayed."

CSI Test: Connect? Yes. Support? Yes. Infer? Yes.

Explanation (Definition): This shows that a decision is a choice that leads to change. Texas's choice shaped its future by making it part of the United States.

My Match Set 1

My Match Set 2

Interactive Notebook

Create a page called Reason + Evidence + Explanation. Make three columns labeled: Reason, Evidence, Explanation. Choose three strong matches from today's game and record them. Highlight the signal marker in the evidence and circle the word this in the explanation.

My Notebook Page Plan

[illegible]

STUDENT WORKBOOK



Day 3: Discuss + Use



I explain what made one piece of evidence stronger than another

Discussion Questions

- What made one piece of evidence stronger than another?
- How did the CSI HABIT help you test the evidence?
- Why do we use signal markers before quoted evidence?
- What job did the explanation do after the evidence?
- Why is it helpful to begin explanation with the word this?
- How are definition, expert testimony, and story explanations different?

My Discussion Notes

Build My Paragraph Parts

Choose three reason sentences. Find one quoted piece of evidence for each reason from the poem or the drama. Lead into each quote with a signal marker. Write one explanation after each quote. Use one of the three explanation types: Definition, Expert Testimony, or Story / Anecdote. Make sure your explanation begins with this.

Set 1

Reason Sentence:

Evidence with Signal Marker:

Explanation:

Set 2

Reason Sentence:

Evidence with Signal Marker:

Explanation:

Set 3

Reason Sentence:

Evidence with Signal Marker:

Explanation:

STUDENT WORKBOOK



Day 4: Award + Target



I star my strongest explanation and choose my next step

Award: Celebrate My Work

Place a star next to the strongest explanation you wrote.

Complete: "The explanation I am most proud of is..."

My Strongest Explanation

Choose one title: Evidence Expert, CSI Matcher, Explanation Builder, or Quote Connector.

My Title

Standards Application Check

Check one Reason + Evidence + Explanation set. Does the quote directly support the reason? Does the explanation add meaning? Revise for sentence structure and word choice. Add, delete, or combine ideas for coherence. Edit prepositions, prepositional phrases, spelling rules, and previously practiced conventions.

My Revised Set

Target: My Next Step

Choose one target: tighter evidence match, stronger signal marker, explanation that goes beyond retelling, clearer inference, or more precise quotation.

My Target

Goal Questions

- Did my evidence clearly prove my reason?
- Did I use a strong signal marker?
- Did I begin my explanation with this?
- Did my explanation truly explore the evidence?
- Which explanation type feels easiest for me right now?
- Which explanation type do I want to strengthen next?

Next time I want to improve...

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach how to build a strong reason, evidence, and explanation set

Turn and Teach

Partner A explains: how to choose evidence using CSI and why signal markers matter.
Partner B explains: what explanation does and the difference between definition, expert testimony, and story/anecdote. Then switch and share one example from today's lesson.

What I Taught My Partner

What My Partner Taught Me

Check the Learning

- ☐ My quotation directly supports my reason.
- ☐ My signal marker clearly introduces the quotation.
- ☐ My explanation begins from the evidence and adds meaning.
- ☐ I used CSI to connect, support, and infer.
- ☐ I revised for coherence and conventions.

Exit Ticket

Complete: "This match is strong because the quote proves ____ and my explanation adds ____."

My Exit Ticket



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Underline the task. Circle the topic. Find the key words the prompt asks about.

Explain how CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR.

My Plan

- Thesis (central idea): What is my main point about CSI, evidence, and explanation?
- Reason 1: How does CSI help writers choose the right evidence?
- Evidence for Reason 1: Which quotation directly proves this reason?
- Explanation for Reason 1: What does the quotation mean and why does it matter?
- Reason 2: How does explanation add meaning after the evidence?
- Evidence for Reason 2: Which quotation directly proves this reason?
- Explanation for Reason 2: What does the quotation mean and why does it matter?

My Reasons

How I Made It Stronger

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My thesis (central idea) answers the prompt clearly.
- ☐ Each reason supports my thesis (central idea) and does not repeat.
- ☐ Each quotation directly proves the reason it follows.
- ☐ Each explanation begins from the evidence and adds analysis.
- ☐ My ideas fit together and flow from one to the next.

Edit

- ☐ I checked my spelling using grade-appropriate patterns.
- ☐ I used capital letters for proper nouns such as Texas, Mexico, Aaliyah, and Mateo.
- ☐ My sentences are complete with subject-verb agreement.
- ☐ I used prepositions and prepositional phrases correctly.
- ☐ I checked that quotation marks surround all quoted evidence.
- ☐ I made sure each signal marker introduces the quotation clearly.

How I Improved My Writing

Share

Read your strongest Reason + Evidence + Explanation set to a partner. Ask your partner to use CSI to check the match: Does the quotation connect to the reason? Does it support the reason with strong proof? Can you infer what the evidence means and why it matters?

Partner Feedback

Final Check Before I Turn It In

Read each line. Check each box. Fix anything that needs fixing.

Part	I can show...	Check
Thesis (central idea)	Clear and directly answers the prompt.	
Reasons	Logical, support the thesis (central idea), and do not repeat.	
Quoted Evidence	Accurate, has a clear signal marker, and directly proves the reason.	
Explanation	Begins from the evidence and adds meaning instead of retelling.	
CSI	Evidence connects, supports, and allows an inference.	

Study the Samples

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

Explain how CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR.

Low

The poet said, "Texas joined the U.S., a choice that stayed."

The quotation is accurate, but it needs a signal-marker connection to the reason and an explanation of what it proves.

Medium

The poet said, "Texas joined the U.S., a choice that stayed." This shows the choice changed Texas.

The evidence matches the reason, but the explanation can infer more precisely how the decision shaped the future.

High

The poet said, "Texas joined the U.S., a choice that stayed." This shows that a decision is a choice that leads to change. Texas's choice shaped its future by changing its place in history.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can match reasons to quoted evidence using CSI.	☐	☐	☐
I can use a signal marker to introduce a quotation.	☐	☐	☐
I can write an explanation that adds meaning after the evidence.	☐	☐	☐
I can compare quotations and choose the strongest proof.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

The answer

CSI checks that a quotation connects to the reason, supports it with specific proof, and allows the writer to infer meaning. A signal marker introduces the quotation, and the explanation tells what that evidence proves, so the paragraph moves from an idea to proof to deeper understanding.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose one reason sentence. Find two possible quotations from "A Lone Star Choice" or "Making It Happen." Test both with CSI and select the stronger proof. Add an accurate signal marker and write an explanation using definition, expert testimony, or story/anecdote.

My new prompt

CSI Body Paragraph Builder Challenge

Build one more CSI match: Choose one reason sentence. Find two possible quotations from "A Lone Star Choice" or "Making It Happen." Test both with CSI and select the stronger proof. Add an accurate signal marker and write an explanation using definition, expert testimony, or story/anecdote.

- Write one reason sentence.
- Find two possible quotations from the poem or drama.
- Test both with CSI: Connect? Support? Infer?
- Choose the stronger quotation.
- Add a signal marker.
- Write an explanation using definition, expert testimony, or story/anecdote.
- Write a CSI defense: This quotation connects ____, supports ____, and allows me to infer ____.

Draw My CSI Triple Match

Draw a picture that shows one reason connected to its evidence and explanation.

At-Home Connection

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

CSI Evidence Test

Choose one quotation from a passage. Tell someone at home whether the quotation connects, supports, and allows an inference.

Ask them: how do you know when a piece of proof is strong enough to support a reason?

Family member signature: _____

Signal Marker Practice

Read one evidence sentence with its signal marker to someone at home. Explain why the signal marker is important.

Ask them: when have you needed to give someone proof to support your point?

Family member signature: _____

Teach the Triple Match

Teach someone at home how to match a reason to evidence and add an explanation. Use one example from your work.

Ask them: what is the difference between giving proof and explaining what the proof means?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 4 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

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

A note to my future writer self

My Proud Moment This Week
