



THE WRITING ACADEMY®, LLC

Module 3

Using Evidence to Support Thinking

Grade 5 • Cluster 1

Tackling TEKS • Reading & Writing

5.12(B)(i) • 5.12(B)(ii) • 5.12(B)(iii) • 5.11(B)(i) • 5.11(C)(ii)



★ Meet Our Week!

Week 3 · High Stamina · Cluster 1 (SCR)

★ Daily Deck

I Will...

- Read closely, listen actively, discuss my reasoning, write independently, reflect on my growth, and explain my thinking to others.
- I will choose short, precise quotes instead of the longest quote.
- Check every quote with CSI before I use it.
- Introduce each quote with a signal marker and correct punctuation.

I Can...

- Choose, test, and introduce evidence that connects to the prompt and supports my thesis (central idea).
- Tell the difference between evidence and explanation, and between evidence and opinion.
- Test evidence with CSI: Connect, Support, Infer.
- Introduce a quote with a signal marker and punctuate it correctly.

★ Mystery Proof Reveal

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “From Tension to Revolution”

How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)?

- The colonists were upset.
- “They argued that it was unfair to be taxed without a voice...”

- I think the colonists were mad because taxes are annoying.

Today, I am going to show you three things on the board. Only one of them is real evidence that could support a response.

Your job is to figure out which one is the strongest proof.



Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

D

Dot

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

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

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

Dot the word. Discover the meaning. Drop the dot.



Reveal CSI for Evidence

Day 1 · Reveal

★ Daily Deck

C

Connect

does this quote answer the question?

S

Support

does this proof strengthen my answer?

I

Infer

what more can the reader figure out?

Evidence = text proof. Explanation = my thinking about the proof.

Strong evidence connects to the prompt, supports the thesis (central idea), and helps you infer more.

★ Evidence and Explanation

Day 1 · Reveal (cont.)

★ Daily Deck

Evidence & Explanation

Evidence Exact proof from the text.

Explanation What the evidence means.

A signal marker announces that evidence is coming.
Use a signal marker, then a comma, then quotation marks.

Watch Me!

Example: The text states, “...”

Example: The author says, “...”

Examples: The text states, “...” The author says, “...”
The passage explains, “...”



CSI Evidence Quest

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “From Tension to Revolution” & “The Ocean Lesson”

How to Play

- 1 Every time you land on a space, one person will draw a game card and your group will solve it together.
- 2 Use a spinner: 1 = Prompt Check, 2 = Thesis (central idea) Match, 3 = Strong or Weak, 4 = Signal Marker, 5 = Quote It, 6 = CSI Check.
- 3 Remember to use the passages, your Thinking Charts, and your Interactive Notebooks to help you.
- 4 Anytime you hear me say, ‘Hey! Hey! Hey!’ you will respond, ‘Evidence is on the way!’ with the motions.

With Your Group...

Gameboard: Create a simple gameboard with spaces labeled Prompt Check, Thesis (central idea) Match, Strong or Weak, Signal Marker, Quote It, CSI Check, Move Ahead 1, and Move Back 1.

★ CSI Evidence Quest (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

With Your Group...

Prompt Check Cards: Prompt: Why did colonists protest British laws? Quote: “It required colonists to pay taxes on printed materials...” Answer: Yes. It connects because the taxes were one reason colonists protested British laws. Prompt: How does setting influence behavior in both passages? Quote: “They are born with that behavior.” Answer: Yes. It connects because it shows how the environment and natural setting influence instinctive behavior.

Thesis (central idea) Match Cards: “The colonists protested British laws because they were taxed without representation and felt it was unfair.” Choice A: “They argued that it was unfair to be taxed without a voice...” Choice B: “Nyla visited an aquarium.” Answer: A. “Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas.” Choice A: “Young orcas observe older members of their group.” Choice B: “Great Britain gained land...” Answer: A.

★ CSI Evidence Quest (continued)

Day 2 · Attempt · Partner Game

★ Daily Deck

With Your Group...

Strong or Weak Cards: “Great Britain gained land...” is weak for why colonists protested. “They argued that it was unfair to be taxed without a voice...” is strong because it directly supports the reason for protest. “Their instinct guided them through the transition from sand to ocean...” is strong for how setting influences survival.

Signal Marker Cards: The text states, “Samuel Adams and the Sons of Liberty helped organize resistance...” The author says, “Young orcas observe older members of their group.”



CSI Evidence Quest (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

With Your Group...

Quote It Cards: The text states, “They argued that it was unfair to be taxed without a voice.” The passage explains, “Young orcas observe older members of their group.”

CSI Check Cards: “The Boston Massacre occurred when British soldiers fired into a crowd of colonists...” connects to growing tension and may support a thesis (central idea) about resistance. It could help a reader infer that violence increased distrust. “The turtles moved slowly but with determination” connects to the prompt, supports a thesis (central idea) about survival behavior, and helps infer that instinct helps the turtles continue even in danger.



Discuss and Use Again

Day 3 · Discuss

★ Daily Deck

Why is not every accurate quote strong evidence?

What is the difference between evidence and explanation?

How does CSI help us choose better evidence?

Why do we need a signal marker before a quote?

What makes quoted evidence look correct?

Remember: “A quote may be true, but if it does not connect to the prompt or support the thesis (central idea), it is weak for that response.”



Strong evidence must CONNECT to the prompt, SUPPORT the thesis (central idea), and help us INFER more ideas.

**short and precise,
not the longest**

**connects to
the prompt**

**helps the reader
infer more**

Think about: connection · support · inference · precision over length.

★ Discuss and Use Again

Day 3 · Use

SET 1

Thesis (Central Idea): The colonists protested British laws because they were taxed without representation and felt it was unfair. *Teacher answer example: The text states, 'They argued that it was unfair to be taxed without a voice...'*

SET 2

Thesis (Central Idea): Setting influences survival in both passages through instinct in sea turtles and learned behavior in orcas. *Teacher answer example: The author says, 'Young orcas observe older members of their group.'*

SET 3

Thesis (Central Idea): The Boston Massacre increased anger and distrust toward British authority. *Teacher answer example: The passage explains, 'The Boston Massacre shocked many people.'*

SET 4

Thesis (Central Idea): Sea turtles survive dangerous moments because instinct guides them quickly toward the ocean. *Teacher answer example: The text states, 'Their instinct guided them through the transition from sand to ocean...'*

Title the page Thesis (central idea) + Evidence. Copy the thesis (central idea) statement.

Find one strong quote from the passage. Add a signal marker before the quote and underline it. Write the quote with correct punctuation and quotation marks. Use the Thinking Levels Chart to upgrade the signal marker or wording if possible.

★ Student Award

Day 4 · Award

★ Daily Deck

Student Award

- Evidence Expert Strip: One strong habit I used today was choosing relevant evidence, using CSI, introducing evidence with a signal marker, or using quotation marks correctly.

★ Student Target

Day 4 · Target

★ Daily Deck

Student Target

- One thing I can already do well with evidence is _____. One thing I still want to improve is _____. My next evidence goal is _____. Choose: stronger evidence; clearer connection to the thesis (central idea); better signal markers; correct punctuation; stronger inference; stronger vocabulary.

★ Explain and Answer

Day 5 · Explain

★ Daily Deck

1

Read

Partner A reads a thesis (central idea).

2

Find

Explains how to find matching evidence.

3

Present

Chooses a signal marker and says the evidence sentence aloud with correct punctuation language.

4

Check

Partner B listens, checks for CSI, tells whether the quote is strong or weak, and suggests one improvement.

5

Switch

Then switch roles.

Module Overarching Question: How does CSI help a writer choose and introduce evidence that truly supports an SCR thesis (central idea)? CSI helps a writer test whether evidence connects to the prompt, supports the thesis (central idea), and helps the writer infer more. A clear signal marker and correct presentation of the quotation help the reader recognize exactly where the proof begins.



Exit Ticket

Day 5 · Explain / Educate

★ Daily Deck

Prompt: Why did colonists protest British laws? Choose one strong quote, introduce it with a signal marker, and check it with CSI.

My thesis (central idea): _____

My evidence sentence: _____

**My CSI check: The quote Connects because ____; Supports because ____;
helps me Infer ____.**



Intervention: Name the Thinking

Small-Group Support

★ Daily Deck

Step 1 · Step 2

1. **Sort** Give sentence strips: “They argued that it was unfair to be taxed without a voice...” “Young orcas observe older members of their group.” “I think the colonists were upset.” **Sort Evidence and Not Evidence.**

2. **Match** Give the thesis (central idea): Sea turtles survive dangerous moments because instinct helps them move toward safety. **Choose** “*Their instinct guided them through the transition from sand to ocean...*”

Step 3 · Step 4

3. **Signal** Model the signal-marker frame. **Say and write:** *The text states, “Their instinct guided them through the transition from sand to ocean.”*

4. **CSI** Ask for one, two, or three fingers. **Show Connect, Support, and Infer checks.**

“We are going to slow it down and build this one step at a time. First, we will decide what counts as evidence. Then we will decide whether it is strong enough. Then we will practice saying it the right way.”



Enrichment: Connect Across Texts

Enrichment

Challenge

Sample thesis (central idea): Setting influences behavior in both passages through the colonists' resistance and the animals' survival habits.

Possible evidence: "Samuel Adams and the Sons of Liberty helped organize resistance..." "Their instinct guided them through the transition from sand to ocean..." "Young orcas observe older members of their group." "Many colonists considered themselves loyal to the king."

Which quote best shows historical setting shaping behavior? Which quote best shows environmental setting shaping behavior? Which two quotes would work best if you had to prove both parts?

Sample Strong Response

The passage explains, "Samuel Adams and the Sons of Liberty helped organize resistance..." This evidence supports the idea that the historical setting pushed colonists toward action. It also helps us infer that resistance grew stronger as tensions increased.

★ My Progress Tracker

This is your very own progress tracker. Be honest with yourself, because this shows you how much you are growing. You are the one in charge of your own learning.

I Can...	Not yet	Getting set	I can do it
Tell the difference between evidence and opinion.	Not yet	Getting set	I can do it
Test a quote with CSI: Connect, Support, Infer.	Not yet	Getting set	I can do it
Decide whether a quote is strong or weak.	Not yet	Getting set	I can do it
Introduce a quote with a signal marker.	Not yet	Getting set	I can do it
Punctuate a quote correctly.	Not yet	Getting set	I can do it

One thing I am proud of: _____

One thing I want to get better at: _____

★ Citizenship Connection

★ Responsible readers test proof before repeating a claim.

Students practice reading carefully before making a claim about a community or an environment.

Reflect & Discuss

Historical connection: Colonists moved from loyalty toward resistance as taxes and actions limited their rights.

Environmental connection: Turtles and orcas use different behaviors that increase their chances of survival.

Low Exemplar

Prompt: Why did colonists protest British laws?

LOW Level 1

“I think the colonists were mad because taxes are annoying.”

What Is Working: The response is on the topic of the colonists and taxes.

Teacher Notes: This is a personal opinion, not quoted proof from the text, so it does not pass CSI. Replace the opinion with an exact quote introduced by a signal marker.

Medium Exemplar

Prompt: Why did colonists protest British laws?

MEDIUM Level 2-3

“The passage says, ‘Great Britain gained land...’”

What Is Working: The response uses a signal marker and an exact quote with quotation marks.

Teacher Notes: The quote is accurate but weak for this prompt. It does not connect to why the colonists protested, so it fails the Connect check. Choose ‘They argued that it was unfair to be taxed without a voice...’

High Exemplar

Prompt: Why did colonists protest British laws?

HIGH Level 4

“The text states, ‘They argued that it was unfair to be taxed without a voice...’ This quote connects to the prompt about protest, supports a thesis (central idea) about unfair treatment, and helps the reader infer that the colonists wanted representation.”

What Is Working: A signal marker and correct punctuation introduce a precise quote that passes Connect, Support, and Infer.

Teacher Notes: The quote is short and exact, and the explanation names what the proof helps the reader infer.

★ **This is our target!**