

THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Cluster 2

Informative Extended Constructed Response: The ECR Tree
Grade 5

Module 1 Understanding the Structure of an ECR

Module 2 Writing a Strong Thesis (Central Idea)

Module 3 The Reason/Way Branch of the ECR

Module 4 The Evidence Branch of the ECR Tree

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

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Teacher Lesson Plan Guide

Understanding the Structure of an ECR

Grade 5 | Cluster 2 | Module 1

Grade: 5

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

Module: 1 of the cluster

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

Module Title: Understanding the Structure of an ECR

Content Connection / Passage Titles: "A Harvest to Remember" and "Spanish Rule in Early Texas" (Week 1, Low endurance, ECR Informative)

Primary TEKS: [5.11\(B\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#)

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

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

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

- **[5.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[5.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[5.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **[5.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **[5.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[5.7F]** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **[5.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from answering questions to understanding ideas. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"When you shape a prompt and use the conflict to guide your thinking, you can write a thesis (central idea) that answers the question clearly."

Connection to this week's type of thinking: the whole week builds a habit: circle important nouns, box the important verb, triangle WHY or HOW, find the conflict, and write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened.

2. Why This Module Matters

Students learn that an informative ECR grows like a TREE. The roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reason or way, the evidence, and the explanation. Students shape the prompt before writing so the response explains the right idea from "A Harvest to Remember" or "Spanish Rule in Early Texas."

Where it fits into writing: analyzing a prompt correctly is the first move of every Extended Constructed Response. If the thinking type is wrong, the whole response answers the wrong question.

Why it matters beyond this assignment: students carry a durable habit, reading all of a prompt for its true demand, into every test and every subject.

3. Module Essential / Overarching Question

How does shaping a prompt help a writer understand the structure and direction of an informative ECR?

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

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

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

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

5. Family Letter (English)

Dear Families,

This week your student is learning the structure of an informative ECR. The roots are the passage and the prompt, the trunk is the thesis (central idea), and the branches are the reason or way, the evidence, and the explanation. Your student will shape the prompt before writing by marking the Noun of Importance, Verb of Importance, and WHY or HOW clue word.

We will read the informational texts "A Harvest to Remember" and "Spanish Rule in Early Texas." Ask your student to explain how Squanto and the Wampanoag people helped the Pilgrims, or how missions and presidios helped Spain maintain control. Ask your student to show how one prompt grows into a complete ECR TREE.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a analizar una consigna de escritura: rodeará los sustantivos importantes con un círculo, encerrará el verbo importante en un recuadro y marcará la palabra clave WHY (POR QUÉ) o HOW (CÓMO) con un triángulo. POR QUÉ pide razones; CÓMO pide explicar de qué manera ocurrió algo. Identificará el problema o conflicto y escribirá una tesis (idea central) que responda a la consigna.

Leeremos los textos informativos "A Harvest to Remember" y "Spanish Rule in Early Texas".

Pregúntele cómo las raíces del ECR TREE son el pasaje y la instrucción, cómo el tronco es la tesis y cómo las ramas son la razón o manera, la evidencia y la explicación. Su estudiante practicará marcar el sustantivo importante, el verbo importante y WHY o HOW antes de escribir.

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

7. Family Conversation Starters

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- What does a WHY prompt ask you to explain?

- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help you write your thesis (central idea)?
- Read one of your theses to me. Which clue word helped you write it?

8. Simple Family Activities

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

Family Activity: Clue-Word Hunt

Use one of the module prompts: "Explain why missions and presidios helped Spain maintain control in early Texas" or "Explain how Squanto helped the Pilgrims prepare for a productive harvest." Have your student circle the important noun, box the important verb, triangle WHY or HOW, and say whether the answer needs a reason or a way.

Family Activity: Shape and Say a Thesis (central idea)

Use the prompt "Explain how Squanto helped the Pilgrims prepare for a productive harvest." Have your student shape it, name the problem of surviving in a new land, and say a complete thesis (central idea): "Squanto helped the Pilgrims prepare for a productive harvest by teaching them to grow crops, catch fish, and find food in the area."

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

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

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 2, Module 1
Module Category	Informational Writing / Extended Constructed Response (Prompt Analysis & Thesis (central idea) Writing)
Primary TEKS	5.11(B)(i), <u>5.12(B)(i)</u> / 5.12(B)(i)
Primary Breakout	Plan a first draft (<u>5.11(B)(i)</u>); compose informational text with a clear central idea (<u>5.12(B)(i)</u> / <u>5.12(B)(i)</u>)
Spiral TEKS	<u>5.7A</u> , <u>5.7B</u> , <u>5.7C</u> , <u>5.7D</u> , <u>5.7E</u> , <u>5.7F</u> , <u>5.7G</u> (Response strand); SS 5.2A and SS 5.13A (interdisciplinary content)
Recursive TEKS	5.11(C)(i) revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREE) structure
Content Connection	Informational texts "A Harvest to Remember" and "Spanish Rule in Early Texas"

Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Shaped WHY/HOW prompts; Spin and Shape Showdown theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

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

I Will Statements

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

I Can Statements

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

CLASS SLIDE

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

13. Success Criteria

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

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

14. Evidence That Will Demonstrate Mastery

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

- Day 1 evidence: students name the roots, trunk, and branches of the informative ECR TREE.
- Day 2 evidence: students shape prompt cards about missions, presidios, Squanto, the Pilgrims, and Spanish rule.
- Day 3 evidence: students independently mark the Noun of Importance, Verb of Importance, and WHY or HOW clue word, then write a matching thesis (central idea).
- Day 4 evidence: students revise a topic statement into a complete thesis (central idea) that explains the passage.
- Day 5 evidence: students teach the TREE structure and transfer the prompt-shaping habit to a prompt about the two passages.

15. TEKS Correlations

The primary Grade 5 writing standards in this module address purposeful structure, clear central ideas, genre characteristics, craft, revision, and editing. The exact breakouts below come from the Grade 5 Cluster 2 lesson plan.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(B)(i)	Writing Process, Structure	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction	Days 1-5	Days 3-5	Writing Assignment
5.11(C)(i)	Writing Process, Revising	revise drafts to improve sentence structure	Day 4	Day 4; revision opportunity	Revised thesis (central idea)
5.11(C)(ii)	Writing Process, Revising	revise drafts to improve word choice	Day 4	Day 4; revision opportunity	Revised thesis (central idea)
5.12(B)(i)	Informative Composition	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5	Days 2-5	Thesis (central idea) and ECR plan
5.12(B)(ii)	Informative Composition	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 3-5	Informative ECR structure
5.12(B)(iii)	Informative Composition	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 1	Days 4-5	Precise explanation
5.11(D)(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 4	Revision opportunity	Edited sentence
5.11(D)(xxix)	Editing	edit drafts using standard English conventions, including correct spelling of high-frequency words	Day 4	Revision opportunity	Edited sentence

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

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **5.12(B)(i)** is labeled **5.12(B)(i)** in the Module 1 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	5.11(B)(i)	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	5.12(B)(i)	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	5.11(C)(i)	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	5.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	5.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	5.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREE
SPIRAL	5.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	5.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	5.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	5.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 5.2A / SS 5.13A	social studies content context for systems and people	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREE	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

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

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

ELPS Woven Into Intervention

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

ELPS Woven Into Enrichment

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

18. ELPS Linguistic Accommodations

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

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

Language Supports

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

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

19. Language Domains

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

20. Rigor Safeguard

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

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

21. Rigor & Cognitive Demand

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

22. The Five Thinking Levels

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

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

The Progression of Thinking

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

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

23. Possible Teacher Misconceptions

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

24. Possible Student Misconceptions

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

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standards and breakouts being taught: **5.11(B)(i)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction; **5.12(B)(i)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; **5.12(B)(ii)** use genre characteristics; and **5.12(B)(iii)** use craft. Students shape the prompt and grow the ECR TREE from roots to trunk to branches.

26. How I Say the Standard!

TEKS says	How I say it
5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.	I can write an informative ECR with a clear thesis (central idea) that answers my prompt and grows from my passage.
5.11(B)(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction.	I can organize my ideas so my ECR grows in order from roots to trunk to branches.

27. This Week I Can...

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

28. Before I Can... Prerequisites

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

- Read an informational passage and identify its important people, actions, results, and setting.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **5.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
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prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain why missions and presidios helped Spain maintain control in early Texas." Ask students to point out the Noun of Importance, Verb of Importance, and WHY clue word. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

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

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason Spain maintained control was _____.
WHY	the clue word that asks for reasons	WHY tells me to give _____.
HOW	the clue word that asks for a way something happened	HOW tells me to explain a _____.
problem	something that needs to be solved	The problem was _____.
solution	an answer to a problem	A solution can _____.
fair	treating people equally and rightly	The explanation should be _____.
safe	protected from harm	The presidios protected _____.
sick	not feeling well or healthy	Some Pilgrims became _____ during the long winter.
rule	a direction people are expected to follow	Native Americans were expected to follow Spanish _____.
custom	a way of living or behaving that a group follows	Spanish customs became part of daily life in _____.
clue	something that helps a person figure something out	The word _____ helped me decide.
effect	something that happens because of an action or event	One _____ was _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	proof from a text that supports an idea	My evidence proves my thinking.
explanation	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	why an idea matters	I explain the significance of the missions and presidios.
noun	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	a word that tells an action or state	I box the important verb in the prompt.
reasons	explanations of why something matters or happens	WHY prompts need reasons.
clue word	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	a problem or struggle in a text	The conflict helps me understand the prompt.
way	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
missions	MISH-uhnz	Spanish settlements led by missionaries
presidios	pri-SEE-dee-ohz	forts built by Spanish soldiers
missionaries	MISH-uh-ner-eez	Spanish priests who led the missions
Catholicism	kuh-THOL-uh-siz-uhm	the Catholic religion the Spanish spread
empire	EM-pyre	a large area of land ruled by one country
Wampanoag	wam-puh-NOH-ag	the Native American tribe that helped the Pilgrims
Squanto	SKWAHN-toh	the man who taught the Pilgrims to grow food
Pilgrims	PIL-gruhmz	English settlers who came to Plymouth
Plymouth	PLIM-uhth	the place where the Pilgrims settled
harvest	HAHR-vist	the crops gathered at the end of a growing season
TREE	tree	roots, trunk, and branches that organize an informative ECR

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

39. Background Knowledge & Teacher Context

What the teacher needs to know. This low-endurance module uses two informational passages. "Spanish Rule in Early Texas" explains that Spain built missions and presidios to expand its empire, spread Catholicism, and protect its land. Missions transferred Spanish customs and skills, while presidios protected missions and settlements. Spanish rule shaped Texas but also caused conflict because Native Americans lost land and freedom. "A Harvest to Remember" explains that the Pilgrims struggled in a new land until Wampanoag people, including Squanto, taught them how to grow crops, catch fish, and find food. That help led to a productive harvest and a celebration.

Important conceptual background. Circle the Noun of Importance, box the Verb of Importance, and triangle WHY or HOW. WHY asks for a reason; HOW asks for a process or way. The passage and prompt are the roots, the thesis (central idea) is the trunk, and the reason or way, evidence, and explanation are the branches.

Content context and connection to writing instruction. Both texts show systems shaping people and outcomes. Missions and presidios helped Spain maintain control while changing life in Texas. Wampanoag knowledge and cooperation helped the Pilgrims survive and prepare for a harvest. Students use only details from these passages when they shape prompts, write examples, and explain how an ECR TREE grows.

The ECR Habit

Before writing, students DOT unknown words, circle important nouns, box the important verb, triangle WHY or HOW, and identify the conflict. They write a matching thesis (central idea), then use TREE: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance. The reason or way develops the thesis (central idea); evidence gives text proof; explanation connects that proof to the thesis (central idea); significance states why the idea matters. **[5.7G]**

40. Materials Needed

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

41. Preparation Before Day 1

- ☐ Prepare the ECR TREE chart: roots are the passage and prompt; trunk is the thesis (central idea); branches are the reason or way, evidence, and explanation.
- ☐ Prepare prompt cards from the module's displayed prompts, a WHY/HOW/BOTH spinner, and a movement path for each pair or group.
- ☐ Prepare a WHY / HOW sorting chart in student notebooks with space to shape a prompt and write a thesis (central idea).
- ☐ Copy the provided informational passages "A Harvest to Remember" and "Spanish Rule in Early Texas." Plan short reading and writing portions for this low-endurance module.
- ☐ Prepare the model prompt "Explain why missions and presidios helped Spain maintain control in early Texas" and the HOW prompt about how Squanto helped the Pilgrims prepare for a productive harvest.
- ☐ Set out notebooks and pencils for shaping prompts and writing complete theses during Spin and Shape Showdown.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce TREE.
Day 2	15	A Attempt	Play Spin and Shape Showdown: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).
Day 3	15	D Discuss + U Use	Discuss how missions and presidios shaped control; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.
Day 4	15	A Award + T Target	Recognize accurate shaping and a matching thesis (central idea); revise "Spain built missions and presidios" into an explanation of how the system worked.

Day 5	15	E Educate and Explain to Others	Teach a partner prompt shaping and TREE; shape the Squanto HOW exit ticket and write a thesis (central idea) with the way underlined.
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43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to history, culture, cooperation, and the ways systems shape people and outcomes.

Element	This Module
Suitability	A natural fit. One passage explains Spanish control through missions and presidios; the other explains how Wampanoag knowledge helped the Pilgrims survive and harvest food.
Focus	Systems shape people and outcomes through settlement, protection, cooperation, and shared knowledge.
Historical / Content Connection	Spain built missions and presidios to expand, spread Catholicism, and protect its land. Wampanoag people helped the Pilgrims learn to use the land and prepare food.
Perspective Connection	Informative writing explains how systems work and proves the explanation with evidence. It does not turn this module into a debate.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a rule or a public message carefully. Citizens who read closely make better decisions.
Citizenship Question	"How do systems and shared knowledge shape people and outcomes?"
Teacher Script	<i>"When you explain how missions, presidios, cooperation, or shared knowledge shaped an outcome, you are using evidence to make an informative idea clear."</i>
Accuracy / Source Note	Use only the details printed in the two passages. Spanish missions, presidios, Wampanoag people, Squanto, the Pilgrims, Plymouth, and the harvest are the content anchors.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR (TREE) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 5.7C
E	Explanation	How the evidence proves the thesis (central idea). 5.7G
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (TREE) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

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

Passage 1: "A Harvest to Remember" (Stamina: Low)

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter.

[2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. With this help, the Pilgrims were able to grow enough food for a productive harvest.

[3] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work.

[4] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize-ing.

[5] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks.

Passage 2: "Spanish Rule in Early Texas" (Stamina: Low)

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[3] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[4] The presidios had to stand their ground when protecting nearby settlements.

[5] Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[6] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

48. Student Annotation Guide

The evidence students learn to identify in each source. **5.7E**

Spanish Rule in Early Texas

TRACKS	Evidence
T Time	1621; the year before; today
R Reactions	Things began to improve; decided to celebrate
A Actions	taught, grow, catch, find, shared, joined
C Character/ Concept/Creature	Pilgrims, Wampanoag, Squanto, cooperation
K Key Knowledge	the Pilgrims lacked food; Squanto taught useful skills; a productive harvest followed
S Scenery/Setting	Plymouth, present-day Massachusetts; cold climate and new land

A Harvest to Remember

TRACKS	Evidence
T Time	Before 1600; early Texas; today
R Reactions	Some accepted; others resisted; Spain was able to maintain control
A Actions	explore, claim, built, convert, transfer, guarded, protect
C Character/ Concept/Creature	Spain, missionaries, Native Americans, soldiers, missions, presidios
K Key Knowledge	missions spread customs and Catholicism; presidios protected settlements; Spanish rule caused conflict
S Scenery/Setting	what is now Texas; missions and presidios across the region

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **5.7E**

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

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

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

50. Five-Day GRADUATE Lesson

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

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather the parts of the informative ECR TREE, reveal the three prompt shapes, and model how a thesis (central idea) grows from the roots.

Standard	Focus
TEKS	5.11(B)(i) plan a first draft; 5.12(B)(i) / 5.12(B)(i) compose informational text with a clear central idea
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Find important nouns, the important verb, and the clue word; decide WHY or HOW; identify the problem; write a thesis (central idea); connect it to reasons, evidence, and explanation.

TEACHER SCRIPT

"As you read, notice what the people needed and what actions shaped the outcome. In one passage, the Pilgrims needed food in a new land. In the other, Spain built missions and presidios to control Texas."

CLASS SLIDE

Slide 3, Two Informational Passages. "A Harvest to Remember" and "Spanish Rule in Early Texas" both explain how actions and systems shaped outcomes.

Students DOT unfamiliar words as they read. Have students name the challenge in each text: the Pilgrims lacked food and needed to learn how to use the land; Spain needed to expand, spread Catholicism, and protect its land. **5.7E**

CLASS SLIDE

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

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, Shaping the Prompt. Circle → important NOUNS (the topic). Box → the important VERB (the action). Triangle → the clue word (WHY or HOW).

CLASS SLIDE

Model Prompt: Explain why missions and presidios helped Spain maintain control in early Texas.

TEACHER SCRIPT

"I see the word 'why.' That tells me I need a reason. I circle 'missions and presidios' as the Noun of Importance, box 'helped maintain control' as the Verb of Importance, and triangle 'why' as the clue word."

Use the model prompt from this module. The response is informative: it will explain the work of missions and presidios and support that explanation with evidence from the passage.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Slide 5, Watch Me! My thesis (central idea): Missions and presidios helped Spain maintain control in early Texas because missions spread Spanish customs and Catholicism while presidios protected missions and settlements.

Point out how the thesis (central idea) answers WHY with reasons from the informational passage. The response explains what each part of the system did. A single detail such as "Spain built missions" does not explain the whole prompt.

WHY: tells me to give reasons. A because phrase can help me state a reason.

HOW: tells me to explain a way something happened. A by phrase can help me state a way.

Connect the Thesis (central idea) to TREE

CLASS SLIDE

Slide 6, The ECR TREE Chart. The roots are the passage and prompt; the trunk is the thesis (central idea); the branches are the reason or way, evidence, and explanation.

CLASS SLIDE

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

CLASS SLIDE

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

Point to each part on the chart. Keep the independent writing target to a complete, prompt-matched thesis (central idea); show how the remaining parts develop that idea. **5.7C** **5.7G**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-TREE connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: practice shaping prompts and writing a thesis (central idea) that matches WHY or HOW through Spin and Shape Showdown.

Standard	Focus
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TEKS	5.11(B)(i) planning; 5.12(B)(i) / 5.12(B)(i) a clear, prompt-matched central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 7, Spin and Shape Showdown! Spin WHY, HOW, or BOTH, then draw a prompt card. Shape it with hand motions, say the type aloud, and write a thesis (central idea). Correct thesis (central idea): move 2 spaces!

CLASS SLIDE

Sample Prompt Card: "Explain how Squanto helped the Pilgrims prepare for a productive harvest." Your thesis (central idea) must MATCH the prompt.

Use a spinner labeled WHY, HOW, and BOTH, prompt cards, and a path for moving two spaces. Partners take turns shaping, identifying the type, and writing. Use the supplied sample and the module's displayed prompts; the deck does not specify a 12-card set.

GAME MATERIALS

Prepare the spinner, prompt cards, and a simple movement path before play. Match a drawn card to the spinner's WHY, HOW, or BOTH category.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin WHY, HOW, or BOTH.	Name the result.
2	Draw a prompt card for the thinking type.	Read the whole prompt.
3	Use the sample: Explain how Squanto helped the Pilgrims prepare for a productive harvest.	HOW asks for a way.
4	Circle important nouns with a hand motion.	Squanto; Pilgrims; harvest
5	Box the important verb with a hand motion.	helped prepare
6	Triangle the clue word with a hand motion.	HOW
7	Say the type aloud.	A way something happened
8	Use the passage's challenge to guide thinking.	The Pilgrims lacked food and needed to learn how to use the land.
9	Write a complete thesis (central idea).	Match the exact prompt.
10	Possible thesis (central idea): Squanto helped the Pilgrims prepare for a productive harvest by teaching them to grow crops, catch fish, and find food in the area.	States how Squanto helped.
11	Check the thesis (central idea) against the prompt.	Correct thesis (central idea): move 2 spaces!
12	Switch roles and play another turn.	Both partners shape and write.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only says the discovery was good, return to HOW and ask for the way it solved the problem.

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

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: explain how the conflict supports a WHY thesis (central idea), then independently shape a prompt and write a complete central idea.

Standard	Focus
TEKS	5.11(B)(i) planning; 5.12(B)(i) / 5.12(B)(i) composing a clear central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ **LEARN****CLASS SLIDE**

Slide 8, Talk It Over! Explain why missions and presidios helped Spain maintain control in early Texas.

TEACHER SCRIPT

"What told you this was a WHY prompt?"

Expected student response from the deck: "The word WHY told me to give reasons."

TEACHER SCRIPT

"How did the conflict help you write your thesis (central idea)?" "The conflict is your anchor. Without it, your thinking floats."

CLASS SLIDE

Important ideas: missions spread customs and Catholicism. Presidios protected missions and settlements. Spanish rule also caused conflict when Native Americans lost land and freedom.

PERSONAL CONNECTION QUESTION (DISCUSS) [5.7A](#)

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite students to describe a connection to cooperation, learning a new place, or seeing how a system affects people before returning to the texts.

Compare the systems in the two passages: missions and presidios supported Spanish control, while Wampanoag knowledge and cooperation helped the Pilgrims survive. Return to the specific passage when answering its prompt. [5.7B](#) [5.7G](#)

USE (Try It On Your Own!) ✓ ASSESS**CLASS SLIDE**

Slide 9, Try It On Your Own! Explain why missions and presidios helped Spain maintain control in early Texas.

Step 1: Shape the prompt in your notebook. [5.7E](#)

Step 2: Write a thesis (central idea).

Step 3: Underline the reason in your thesis (central idea).

Step 4: Add one piece of evidence and one explanation sentence if ready. **[5.7C]**

CLASS SLIDE

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

Independent Thesis (central idea) Check

Possible response: Missions and presidios helped Spain maintain control in early Texas because missions spread Spanish customs and Catholicism while presidios protected missions and nearby settlements.

WRITING REQUIREMENT [5.7F]

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

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the shaped prompt and thesis (central idea). Check the important nouns, verb, and WHY; then check whether the underlined reason explains how missions and presidios helped Spain maintain control.

Misconception / teacher move: a detail such as "Spain built missions" tells what happened. Ask what missions and presidios did and how those actions helped Spain maintain control.

Access without lowering rigor: offer "Missions and presidios helped Spain maintain control because _____"; the student supplies the reason independently. **Student product:** shaped prompt, complete thesis (central idea), underlined reason, and optional evidence and explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize successful shaping and thesis (central idea) writing, then revise a vague thesis (central idea) so it answers WHY with a reason grounded in the conflict.

Standard	Focus
TEKS	5.12(B)(i) / [5.12(B)(i)] a clear central idea; [5.11(C)(i)] revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS

CLASS SLIDE

Slide 10, The Moment They Figured It Out.

TEACHER SCRIPT

"The lights dim. The music builds. You are no longer just students; you are thinkers stepping onto a stage."

CLASS SLIDE

Take a Step Forward If... You shaped your prompt correctly; your thesis (central idea) matched the prompt; you used the conflict to guide your thinking.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS

CLASS SLIDE

Slide 11, What Do I Still Need to Grow? Weak Thesis (central idea): "Spain built missions and presidios."

Students explain why this names an action without explaining how the system shaped control. Have each student revise it before revealing the possible revision.

CLASS SLIDE

Possible Revision: "Missions and presidios helped Spain maintain control because missions spread Spanish customs and Catholicism while presidios protected nearby settlements."

Embedded check: students underline the explanation of the system's work and connect it to the passage. The revised thesis (central idea) must be a complete informative sentence.

SMALL-GROUP SUPPORT: SLIDE 14

Build It: Spain wanted to _____. Missions helped by _____. Presidios helped by _____. So the thesis (central idea) is: _____. Fix It: "Spain built missions and presidios" becomes a sentence that explains what each settlement did. Say It: "The passage says... This means..." Start with the text and finish with the outcome.

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

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach the prompt-shaping habit, explain the TREE connection, and transfer the thesis (central idea)-writing skill to the harvest passage's HOW prompt.

Standard	Focus
TEKS	5.11(B)(i) planning; 5.12(B)(i) / 5.12(B)(i) composing a prompt-matched central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS [5.7G](#)

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

CLASS SLIDE

Use the ECR (TREE) Anchor Chart. Explain where reasons, evidence, explanation, and significance would go after the thesis (central idea).

Partners demonstrate circle, box, and triangle, explain WHY versus HOW, and trace a thesis (central idea) through T, R, E, E, S. Listen for Reason/Way, text proof, and the explanation connecting the proof to the thesis (central idea).

Transfer (Harvest HOW Prompt) [5.7B](#)

CLASS SLIDE

Slide 13, Exit Ticket. Explain how Squanto helped the Pilgrims prepare for a productive harvest. Shape the prompt, write a thesis (central idea), and underline the words that tell how Squanto helped.

Students complete the ticket independently. Check for HOW, the Pilgrims' difficulty with the new land and lack of food, and a thesis (central idea) explaining that Squanto taught them to grow crops, catch fish, and find food. Section 56 provides a second prompt about missions and presidios.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain how their underlined words answer HOW. A statement that Squanto helped is incomplete until it names the way he helped.

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

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain how systems shape people and outcomes in the two passages. Use one detail about missions and presidios and one detail about Wampanoag help.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do missions, presidios, and Wampanoag knowledge shape people and outcomes?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 50-52 to identify a thesis (central idea) that answers WHY. **Student product:** partner teaching explanation, shaped HOW ticket, thesis (central idea) with the way underlined, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use the conflict to write a clear thesis (central idea) that answers the exact WHY or HOW prompt.

Student Exemplars

These exemplars use the module prompt: Explain why missions and presidios helped Spain maintain control in early Texas. They show how a response grows from a topic statement to an informative thesis (central idea) with a reason, evidence, and explanation.

51. Low / Developing Exemplar

Field	Detail
Student response	Spain built missions and presidios.
What the student did successfully	Named an important action from the passage and attempted a complete sentence.
What is missing	The response does not answer WHY and has no reason, evidence, or explanation.
Why it falls at this level	The response names an action without explaining how missions and presidios helped Spain maintain control.
Exact next instructional step	Shape the prompt and complete "Missions and presidios helped Spain maintain control because _____."

52. Medium / Approaching Exemplar

Field	Detail
Student response	Missions and presidios helped Spain maintain control because they helped Spain protect the land.
What the student did successfully	The thesis (central idea) answers WHY and includes a reason connected to the passage.
What is missing	The reason is too vague and there is no evidence or explanation.
Why it falls at this level	The thesis (central idea) is too general and does not name the separate work of missions and presidios.
Exact next instructional step	Add evidence that missions spread customs and Catholicism and presidios protected missions and settlements.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	Missions and presidios helped Spain maintain control in early Texas because missions spread Spanish customs and Catholicism while presidios protected missions and nearby settlements.
Why it works	It answers WHY with two specific reasons grounded in the informational passage.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Harvest transfer	HOW		Answers HOW with a way.

		Squanto helped the Pilgrims prepare for a productive harvest by teaching them to grow crops, catch fish, and find food in the area.	
Cross-text transfer 5.7B	HOW	Missions and presidios helped Spain maintain control by spreading Spanish customs and Catholicism and protecting missions and settlements.	Answers HOW with connected actions.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The passage says that missions transferred Spanish customs and skills and that presidios protected missions and nearby settlements.	Gives two pieces of text proof.
Explanation	These actions helped Spain keep influence over the region and maintain control of Texas.	Connects the proof to the prompt-matched thesis (central idea).

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) circle important nouns, box the important verb, and triangle WHY or HOW, (2) explain that WHY asks for reasons and HOW asks for a way something happened, (3) identify the conflict, and (4) write a complete thesis (central idea) that answers the exact prompt. Accept varied wording when the thesis (central idea) gives the required reason or way. Students use TREE to connect that thesis (central idea) to a reason or way, evidence, explanation, and significance.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Problems in the texts identified as the starting point for prompt analysis.
T2	Day 1 Reveal	■ TEACH	Three prompt shapes, a matching WHY thesis (central idea), and the TREE connection modeled.
L3	Day 2 Attempt	○ LEARN	Spin and Shape Showdown prompts shaped and matched to written theses.
L4	Day 3 Discuss	○ LEARN	Students explain WHY and how the Spanish settlements shaped control, then make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent shaped WHY prompt, complete thesis (central idea), and underlined reason.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak thesis (central idea) to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Shaped HOW prompt about Squanto, matching thesis (central idea), and underlined way.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can shape a WHY or HOW prompt, use the conflict, and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Spin and Shape Showdown prompt cards, pencils, the shape key, and both provided passages.
Related TEKS Breakout	5.11(B)(i) purposeful structure; 5.12(B)(i) clear central idea; 5.12(B)(ii) genre characteristics; 5.12(B)(iii) craft.

Task	Students circle important nouns, box the important verb, triangle WHY or HOW, identify the conflict, write a matching thesis (central idea), and revise for clarity.
Expected Response	The three shapes mark the correct words; the thesis (central idea) is a complete sentence that answers WHY with a reason or HOW with a way grounded in the text's problem and solution.

Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Spin and Shape Showdown.

Formative Assessment. The Day 3 independent check is the formative check. Students shape "Explain why missions and presidios helped Spain maintain control in early Texas," use evidence from the passage to write a thesis (central idea), and underline the reason.

Exit Ticket Assessment. The Day 5 exit ticket asks students to shape "Explain how Squanto helped the Pilgrims prepare for a productive harvest." Review the shapes, the Pilgrims' challenge, and a complete thesis (central idea) with the way underlined. Section 56 provides a second passage-based check.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain why missions and presidios helped Spain maintain control in early Texas.	WHY (a reason)	Missions and presidios helped Spain maintain control because missions spread Spanish customs and Catholicism while presidios protected missions and settlements.
Explain how Squanto helped the Pilgrims prepare for a productive harvest.	HOW (a way)	Squanto helped the Pilgrims prepare for a productive harvest by teaching them to grow crops, catch fish, and find food in the area.
Explain why the Pilgrims celebrated with the Wampanoag people.	WHY (a reason)	The Pilgrims celebrated with the Wampanoag people because their help led to a productive harvest and gave the Pilgrims a reason to give thanks.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(i) / 5.12(B)(i) (clear central idea) | **Student-Friendly Target:** I can shape a WHY prompt and write a clear thesis (central idea).

Directions: Read this excerpt from "Spanish Rule in Early Texas": "Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land." Then circle the important nouns, box the important verb, and triangle the clue word in the prompt.

Prompt: Explain why presidios helped Spain maintain control in early Texas.

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

2. Constructed response. In one sentence, explain why presidios helped Spain maintain control in early Texas: (4 points)

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

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

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	REASONS (WHY). Shape the prompt by circling presidios and Spain, boxing helped maintain control, and triangling why.	WHY asks for a reason.	2	5.11(B)(i); 5.12(B)(i)
2	Secure example: Presidios helped Spain maintain control in early Texas because soldiers protected missions and nearby settlements and guarded the area.	States the central idea, not a single detail.	4	5.12(B)(i)
3	Underline the words explaining the reason, such as "because soldiers protected missions and nearby settlements and guarded the area."	Locates the WHY answer in the thesis (central idea).	2	5.12(B)(i)

4	"Soldiers guarded the area and helped keep control of the land." Accept a close paraphrase.	Connects a relevant detail to the thesis (central idea).	2	5.7C; 5.12(B)(i)
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59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G5 C2 M1 Understanding the Structure of an ECR."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(B)(i) (planning); 5.12(B)(i) / 5.12(B)(i) (clear central idea)
Spiral TEKS	5.11(C)(i) (revising); 5.7C (text evidence); 5.7F (newly acquired vocabulary); 5.7G (discuss ideas important to meaning)
Purpose	Students write a WHY thesis (central idea) and connect it to a short ECR (TREE) plan.
Exact Student Prompt	Explain why missions and presidios helped Spain maintain control in early Texas.
Exact Student Directions	DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY. Write one complete thesis (central idea) with a reason based on the conflict. Underline the reason; then connect the thesis (central idea) to evidence, explanation, and significance using TREE.
Non-Negotiable Expectations	A complete WHY thesis (central idea) with a clear reason grounded in the passage; relevant details about missions and presidios; and an explanation linking those details to the thesis (central idea). Use the remaining TREE parts to develop the idea at low endurance.

WRITING REQUIREMENT **5.7F**

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

63. Student Planning Frame

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

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.7G**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

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

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about how missions and presidios helped Spain maintain control.	Clear WHY idea, slightly general.	Retells details without stating the explanation.	Names only the topic; does not answer WHY.
Evidence (CSI) 5.7C	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 5.7G	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 5.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

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

66. Teacher Feedback Shortcuts

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

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	5.11(B)(i) planning; 5.12(B)(i) clear central idea; 5.11(C)(i) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain why missions and presidios helped Spain maintain control in early Texas.

Use the Build It frame: "Spain wanted to _____. Missions helped by _____. Presidios helped by _____. So Spain maintained control because _____." Help students return to exact details from the passage before completing a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "Spain built missions and presidios." Ask what each part did. Revise to "Missions and presidios helped Spain maintain control because missions spread Spanish customs and Catholicism while presidios protected missions and settlements." For HOW practice, use "Explain how Squanto helped the Pilgrims prepare for a productive harvest" and revise "Squanto helped" to name the way he taught them to grow crops, catch fish, and find food.

Step 4: Say It. Students turn to a partner and rehearse the frame: "The passage says... This means..." Start with evidence and finish with a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Spain built missions and presidios"	Name what missions and presidios did and rehearse "They helped Spain maintain control because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREE) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to explain how systems shape people and outcomes across the two informational passages.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea, genre characteristics, and craft; 5.11(C)(i) revising; 5.7B compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the System. Briefly compare the two texts, then shape one prompt about how systems shape outcomes. **5.7B**

CLASS SLIDE

Explain how systems shaped people and outcomes in the two passages.

Students circle "systems," "people," and "outcomes," box "shaped," and explain that HOW asks for ways. They use one detail about missions and presidios and one detail about Wampanoag help.

Part 2: Write a Matching Thesis (central idea). Students write: "Missions and presidios shaped people and outcomes by spreading Spanish customs and protecting settlements, while Wampanoag knowledge helped the Pilgrims use the land and prepare a productive harvest." Partners check that the thesis (central idea) explains HOW.

Part 3: Develop and Transfer. Use TREE to plan evidence and explanation for the cross-text thesis (central idea). Then apply the same habit to "Explain how Squanto helped the Pilgrims prepare for a productive harvest." Shape it, identify the challenge, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why missions and presidios helped Spain maintain control in early Texas.

Connection to This Module: this week you learned that the passage and prompt are the roots, the thesis (central idea) is the trunk, and the reason or way, evidence, and explanation are the branches. Shape the prompt, write a matching thesis (central idea), then develop it with TREE.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.7G**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **5.7F**

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

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

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **5.11(C)(i)**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

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

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

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin and Shape Showdown card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

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

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREE can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain how Squanto helped the Pilgrims prepare for a productive harvest." Circle the important nouns, box the important verb, and triangle HOW with hand

motions. Name the challenge in the passage, then say a thesis (central idea) explaining the way Squanto helped. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one: "Explain why missions and presidios helped Spain maintain control in early Texas" or "Explain how Squanto helped the Pilgrims prepare for a productive harvest." Shape the prompt with hand motions and name the passage detail that matters. Use "Missions and presidios helped Spain maintain control because _____" or "Squanto helped the Pilgrims by _____." Read your complete thesis (central idea) aloud to a family member. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

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

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you circled important nouns, boxed the important verb, and triangulated WHY or HOW. You used the conflict to write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened. Now you can use TREE to develop your idea with a reason or way, evidence, explanation, and significance."

80. Essential / Overarching Question, Answered

How does shaping a prompt help a writer understand the structure and direction of an informative ECR?

Shaping a prompt reveals the Noun of Importance, Verb of Importance, and WHY or HOW clue word. Those parts tell the writer what the response must explain, whether the response needs a reason or a way, and how the ECR TREE should grow from roots to thesis (central idea) to supporting branches.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student shaped prompts and Spin and Shape Showdown theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Squanto with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

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

Slide	Title	Required Content	Lesson Location
1	Understanding the Structure of an ECR	Module 1; Grade 5 Cluster 2; Week 1; Low endurance; ECR Informative	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	Two Informational Passages	The Pilgrims' challenge and Spanish systems; DOT unfamiliar words	Day 1 Gather
4	Shaping the Prompt	Circle the Noun of Importance; box the Verb of Importance; triangle WHY or HOW; model the missions and presidios prompt	Day 1 Reveal
5	Watch Me!	Shape the module prompt; WHY means a reason; model a thesis (central idea) about missions and presidios	Day 1 Reveal
6	The ECR TREE Chart	Roots: passage and prompt; trunk: thesis (central idea); branches: reason or way, evidence, explanation	Day 1 Reveal
7	Spin and Shape Showdown!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Squanto sample	Day 2 Attempt
8	Talk It Over!	WHY missions and presidios helped Spain maintain control; missions and presidios performed different jobs	Day 3 Discuss
9	Try It On Your Own!	Shape the missions and presidios prompt, write a thesis (central idea), underline the reason, and add evidence	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): Spain built missions and presidios. Possible revision explains what each did	Day 4 Target
12	Turn and Teach!		Day 5 Educate / Explain

		Teach shaping and thesis (central idea) writing; explain the remaining TREE parts	
13	Exit Ticket	HOW Squanto helped the Pilgrims prepare for a productive harvest; shape, write, underline the way	Day 5 Transfer
14	Build It, Fix It, Say It	Spain's goals → missions and presidios → control; revise a topic statement into an explanation	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	How systems shaped people and outcomes across both informational passages	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: Spain built missions and presidios. Topic named; reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: Missions and presidios helped Spain control Texas because they protected land. Reason general; evidence incomplete	Section 51
19	Our Strongest Answer!	HIGH: clear thesis (central idea), evidence about missions and presidios, and explanation connecting actions to control	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**5.7D**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin and Shape Showdown. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Module Overarching Question - Final Answer

How does shaping a prompt help a writer understand the structure and direction of an informative ECR?

Shaping the prompt identifies the Noun of Importance, Verb of Importance, and WHY or HOW clue word. The passage and prompt become the roots, the thesis (central idea) becomes the trunk, and the reason or way, evidence, and explanation become the branches. This helps the writer explain the right information from the passage in a clear direction.

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Writing a Strong Thesis (central idea)

Grade 5 | Cluster 2 | Module 2

Grade: 5

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

Module: 2 of the cluster

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

Module Title: Writing a Strong Thesis (central idea)

Content Connection / Passage Titles: "A Harvest to Remember" and "Spanish Rule in Early Texas" (Week 2, Medium stamina, ECR Informative)

Primary TEKS: [5.11\(B\)\(i\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#)

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

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

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

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

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from the important words in a sentence-statement prompt to a clear controlling idea. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"Clarity creates confidence. When you can clearly state your thinking, you begin to believe in your own voice."

Connection to this week's type of thinking: the whole week builds the habit that a strong thesis (central idea) has a Noun of Importance, a Verb of Importance, and an original answer. WHY uses because or since; HOW uses by or through.

2. Why This Module Matters

Students learn that a strong thesis (central idea) has three required parts: the Noun of Importance and Verb of Importance carried from the prompt, plus the student's own original answer. WHY prompts use a complex sentence with a subordinator such as because or since. HOW prompts use a simple sentence with a preposition such as by or through. Students use "A Harvest to Remember" and "Spanish Rule in Early Texas" to practice this informative ECR skill.

Where it fits into writing: analyzing a prompt correctly is the first move of every Extended Constructed Response. If the thinking type is wrong, the whole response answers the wrong question.

Why it matters beyond this assignment: students carry a durable habit, reading all of a prompt for its true demand, into every test and every subject.

3. Module Essential / Overarching Question

How can a writer turn the important words in a prompt into a clear and complete thesis (central idea)?

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

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

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

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

5. Family Letter (English)

Dear Families,

This week your student is learning to shape a writing prompt: circle important nouns, box the important verb, and draw a triangle around the clue word WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. Your student will find the problem or conflict in a text and write a complete thesis (central idea) that answers the exact prompt.

We will read the informational passages "A Harvest to Remember" and "Spanish Rule in Early Texas." Students will use these texts to think about cooperation, survival, settlement, control, and lasting influence. Ask your student to name the three required thesis (central idea) parts: Noun of Importance, Verb of Importance, and original answer.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a analizar una consigna de escritura: rodeará los sustantivos importantes con un círculo, encerrará el verbo importante en un recuadro y marcará la palabra clave WHY (POR QUÉ) o HOW (CÓMO) con un triángulo. POR QUÉ pide razones; CÓMO pide explicar de qué manera ocurrió algo. Identificará el problema o conflicto y escribirá una tesis (idea central) que responda a la consigna.

Leeremos los textos informativos "A Harvest to Remember" y "Spanish Rule in Early Texas". Pregúntele cuáles son las tres partes de una tesis (idea central): el sustantivo importante, el verbo importante y la respuesta original. Pídale que explique por qué usa porque o cómo usa by o through. ¡Su apoyo ayuda a aprender!

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

7. Family Conversation Starters

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- What does a WHY prompt ask you to explain?

- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help you write your thesis (central idea)?
- Read one of your theses to me. Which clue word helped you write it?

8. Simple Family Activities

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

Family Activity: Build a Thesis (central idea)

Use a simple topic such as pets or recess. Take turns turning a plain question into one complete sentence that names the topic, the action, and your own answer. Notice how each thesis (central idea) includes all three parts.

Family Activity: Because and By

Take one topic from the passages and build two thesis (central idea) sentences about it: a WHY sentence using because and a HOW sentence using by or through. Compare how the two sentences sound different.

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

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

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 2, Module 2
Module Category	Informational Writing / Extended Constructed Response (Writing a Strong Thesis (central idea))
Primary TEKS	5.11(B)(i), <u>5.12(B)(i)</u> / 5.12(B)(i)
Primary Breakout	Plan a first draft (<u>5.11(B)(i)</u>); compose informational text with a clear central idea (<u>5.12(B)(i)</u> / <u>5.12(B)(i)</u>)
Spiral TEKS	<u>5.11(C)(i)</u> , <u>5.11(C)(ii)</u> , and <u>5.11(D)(xi)</u> for revision and conventions; content connections from both passages
Recursive TEKS	5.11(C)(i) revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREE) structure
Content Connection	Poem "A Harvest to Remember" and informational passage "Spanish Rule in Early Texas"

Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Shaped WHY/HOW prompts; Spin and Shape Showdown theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

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

I Will Statements

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

I Can Statements

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

CLASS SLIDE

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

13. Success Criteria

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

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

14. Evidence That Will Demonstrate Mastery

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

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

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

15. TEKS Correlations

Primary targets are **5.11(B)(i)** and **5.12(B)(i)**. The companion identifies the central-idea focus as **5.12(B)(i)**. The Student Expectation column preserves the template's TEKS wording; **5.11(C)(i)** supports revision.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(B)(i)	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Day 3 Use; Writing Assignment
5.11(C)(i)	Writing Process, Revising	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
5.12(B)(i)	Composition, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Days 1-2	Days 3-5	Day 3 Use; Day 5 exit ticket; Writing Assignment
Content connection	Social Studies, History	identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
Content connection	Social Studies, Science, Technology, and Society	identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Squanto, and others	Day 1 (context)	Days 1, 3	Not assessed as a writing standard

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

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **5.12(B)(i)** is labeled **5.12(B)(i)** in the Module 2 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	5.11(B)(i)	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	5.12(B)(i)	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	5.11(C)(i)	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	5.12(B)(i)	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	5.12(B)(i)	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	5.12(B)(i)	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREE
SPIRAL	5.12(B)(i)	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	5.12(B)(i)	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	5.12(B)(i)	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	5.12(B)(i)	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	Content connection	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREE	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

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

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

ELPS Woven Into Intervention

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

ELPS Woven Into Enrichment

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

18. ELPS Linguistic Accommodations

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

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

Language Supports

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

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

19. Language Domains

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

20. Rigor Safeguard

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

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

21. Rigor & Cognitive Demand

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

22. The Five Thinking Levels

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

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

The Progression of Thinking

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

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

23. Possible Teacher Misconceptions

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

24. Possible Student Misconceptions

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

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standard and breakout being taught: [5.12\(B\)\(i\)](#) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft, with [5.11\(B\)\(i\)](#) plan a first draft. The week's isolated breakout, [5.12\(B\)\(i\)](#) in the assessment companion, is writing a clear central idea (thesis (central idea)) that answers a WHY or HOW prompt. Students shape the prompt and use the text's conflict to plan.

26. How I Say the Standard!

TEKS says	How I say it
5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can use the important words in the prompt and my own thinking to write one clear thesis (central idea) that explains the topic.

27. This Week I Can...

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

28. Before I Can... Prerequisites

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

- Read a grade-level informational passage and informational passage and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). [5.12\(B\)\(i\)](#)

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.

WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 5.11(D)(xi) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain WHY laws help communities stay safe and fair." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

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

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason laws matter is _____.
WHY	the clue word that asks for reasons	WHY tells me to give _____.
HOW	the clue word that asks for a way something happened	HOW tells me to explain a _____.
problem	something that needs to be solved	The problem was _____.
solution	an answer to a problem	A solution can _____.
fair	treating people equally and rightly	Laws can make life more _____.
safe	protected from harm	The Pilgrims needed _____ food.
sick	not feeling well or healthy	Some Pilgrims became _____ during the winter.
rule	a direction people are expected to follow	A _____ can prevent conflict.
law	a rule made for a community	A Spanish rule could affect _____.
clue	something that helps a person figure something out	The word _____ helped me decide.
effect	something that happens because of an action or event	One _____ was _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	proof from a text that supports an idea	My evidence proves my thinking.
explanation	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	why an idea matters	I explain the significance of laws.
noun	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	a word that tells an action or state	I box the important verb in the prompt.
reasons	explanations of why something matters or happens	WHY prompts need reasons.
clue word	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	a problem or struggle in a text	The conflict helps me understand the prompt.
way	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
fairness	FAIR-ness	the quality of treating people equally and rightly
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions
resources	ree-SOR-siz	useful supplies or things people need
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place
land	LAND	the ground and area where people live and work
illness	IL-niss	sickness or poor health
Squanto	SKWAHN-toh	the man who taught the Pilgrims to grow food
missions	MISH-uhn	Spanish settlements led by missionaries
discovery	dih-SKUHV-uh-ree	something new that a person finds out
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing
protection	pruh-TEK-shun	being kept safe from harm
TREE	tree	Roots, trunk, and branches that grow an informative ECR

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

39. Background Knowledge & Teacher Context

What the teacher needs to know. This Medium stamina module uses the two Cluster 2 passages: "A Harvest to Remember" and "Spanish Rule in Early Texas." In the first passage, the Pilgrims face a difficult climate, limited supplies, sickness, and unfamiliar land until Wampanoag knowledge helps them grow food. In the second passage, Spain uses missions and presidios to expand, protect land, spread religion, and maintain control, while Native Americans respond in different ways. Both texts show systems shaping people and outcomes.

Important conceptual background. Circle the important nouns to identify the topic, box the important verb to identify the action, and triangle WHY or HOW to identify the question. WHY asks for reasons; HOW asks for a way something happened or how a problem was solved. The conflict guides the thesis (central idea). The enrichment prompt asks WHY AND HOW laws improved communities, so students give both a reason and a way in an answer to that single prompt.

Content context and connection to writing instruction. "A Harvest to Remember" supports a discussion of how cooperation helped people survive and prepare for a harvest. "Spanish Rule in Early Texas" supports a discussion of how missions and presidios helped Spain control Texas and how Spanish rule changed life for Native Americans. Each passage gives students details to use when shaping a prompt and writing a matching thesis (central idea).

The ECR Habit

Before writing, students DOT unknown words, circle important nouns, box the important verb, triangle WHY or HOW, and identify the conflict. They write a matching thesis (central idea), then use TREE: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance. The reason or way develops the thesis (central idea); evidence gives text proof; explanation connects that proof to the thesis (central idea); significance states why the idea matters. **[5.12(B)(i)]**

40. Materials Needed

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

41. Preparation Before Day 1

- ☐ Prepare a prompt-shaping chart and a WHY / HOW chart: WHY asks for reasons; HOW asks for a way something happened. Add the ECR (TREE) chart with Reason/Way.
- ☐ Prepare prompt cards from the module's displayed prompts, a WHY/HOW/BOTH spinner, and a movement path for each pair or group.
- ☐ Prepare a WHY / HOW sorting chart in student notebooks with space to shape a prompt and write a thesis (central idea).
- ☐ Copy the provided informational passages "A Harvest to Remember" and "Spanish Rule in Early Texas." Plan short reading and writing portions for this Medium stamina module.
- ☐ Prepare the model WHY thesis (central idea) about cooperation with the Wampanoag, the weak thesis (central idea) "The Pilgrims had help," and its revision, plus a HOW thesis (central idea) about missions and presidios.
- ☐ Set out notebooks and pencils for shaping prompts and writing complete theses during Spin and Shape Showdown.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce TREE.
Day 2	15	A Attempt	Play Spin and Shape Showdown: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).
Day 3	15	D Discuss + U Use	Discuss the informational passage's conflict; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.
Day 4	15	A Award + T Target	Recognize accurate shaping and a matching thesis (central idea); revise "Spanish rule caused conflict" using the conflict and set a next step.
Day 5	15	E Educate and Explain to Others	

		Teach a partner prompt shaping and TREE; shape the Squanto HOW exit ticket and write a thesis (central idea) with the way underlined.
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43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the informational passage) and to science and society (the informational passage).

Element	This Module
Suitability	A natural fit. The informational passage is about why communities create laws; the informational passage is about a scientific discovery that protects public health.
Focus	Self-government and responsible citizenship; free enterprise and science in society.
Historical / Content Connection	The passages show how cooperation, missions, presidios, settlement, and shared knowledge shaped people and outcomes.
Perspective Connection	Laws protect the rights of every person in a community; scientific discovery serves the common good.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a rule or a public message carefully. Citizens who read closely make better decisions.
Citizenship Question	"How do fair rules and shared knowledge help a community keep people safe?"
Teacher Script	<i>"Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i>
Accuracy / Source Note	Squanto (1822-1895) developed Spanish settlement, the process of heating liquids to reduce harmful land. Present this as accurate history, not decoration.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR TREE Thinking Chart

Letter	ECR Part	What It Means
ROOTS	Passage and prompt	The source text and the sentence statement hold the response steady.
TRUNK	Thesis (central idea)	The clear controlling idea that the whole ECR grows from.
BRANCHES	Reason or way	The reason or way that grows from the thesis (central idea).
BRANCHES	Evidence and explanation	Text evidence and the explanation that proves the thesis (central idea).
BRANCHES	Significance	Why the explained idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (TREE) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

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

Passage 1: "A Harvest to Remember" (Stamina: Medium)

- [1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. Their homes were simple, and they did not have many supplies. Each day brought new challenges. The settlers had to learn how to survive in a place that was very different from the land they had known before.
- [2] Things began to improve when Native Americans from the Wampanoag tribe helped them. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. This knowledge was important because the Pilgrims did not yet understand the soil, rivers, forests, or seasons of their new home. Squanto showed them that learning from others could make a hard situation easier. With this help, the Pilgrims were able to grow enough food for a productive harvest.
- [3] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work. They had not reached this moment alone. The support of the Wampanoag people helped them survive and prepare for the future. The celebration showed how cooperation can help people overcome difficult times.
- [4] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. There may have also been berries, beans, squash, or other foods that grew in the area. The people used what the land provided. They did not have ovens for pies or many of the foods now served at Thanksgiving tables. It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize-ing.
- [5] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks. Some people think about the Pilgrims and the Wampanoag people when they learn about the holiday. Others focus on being thankful for the people and blessings in their own lives. Thanksgiving can remind people that food, family, friendship, and help from others are important. It can also remind us that history includes many different groups of people. By learning about the past, students can better understand why this early harvest celebration is still remembered today.

Passage 2: "Spanish Rule in Early Texas" (Stamina: Medium)

- [1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.
- [2] Spain wanted Texas for more than one reason. The land helped create a border between Spanish claims and other countries that wanted power in North America. Spanish leaders worried that France or other groups might move into the area first. By sending people to Texas, Spain could show that the land belonged to them. Exploration also helped Spain learn more about the rivers, plains, animals, and people already living there.
- [3] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[4] Life at a mission was often difficult. People had daily jobs and routines. Some worked in fields, while others helped care for animals or build structures. Missionaries taught religion and expected Native Americans to attend church services. Spanish leaders believed missions would help change Native American communities. Native Americans, however, did not all respond in the same way. Some learned new skills, but many wanted to protect their own languages, beliefs, and ways of life.

[5] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[6] The presidios had to stand their ground when protecting nearby settlements. Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[7] These changes did not happen all at once. Over time, Spanish settlement affected how people lived, worked, worshiped, and traded. New roads connected missions, presidios, and towns. Cattle ranching became more common in some areas. The mix of Spanish, Native American, and later Mexican influences helped shape the culture of Texas.

[8] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission. Understanding these settlements helps explain why Spanish influence is still visible today. The missions and presidios were not just buildings. They were part of a larger plan to claim land, spread ideas, and create communities that would connect Texas to Spain for many years afterward.

48. Student Annotation Guide

The evidence students learn to identify in each source. **5.12(B)(i)**

A Harvest to Remember

TRACKS	Evidence
T Time	In 1621; the year before; today
R Reactions	Some became sick; people shared food and gave thanks
A Actions	Squanto taught; Pilgrims grew crops; people gathered
C Character/Concept/Creature	Pilgrims, Wampanoag, Squanto, cooperation
K Key Knowledge	learning from others made a hard situation easier; cooperation helped people overcome difficult times
S Scenery/Setting	Plymouth, present-day Massachusetts; cold climate; new land

Spanish Rule in Early Texas

TRACKS	Evidence
T Time	Before 1600; over time; for many years afterward
R Reactions	Some accepted the new way of life; others resisted; tension was caused
A Actions	Spain explored and claimed; leaders built; soldiers guarded
C Character/Concept/Creature	Spain, missionaries, Native Americans, missions, presidios
K Key Knowledge	missions were led by priests; presidios were forts; Spanish rule changed daily life
S Scenery/Setting	Texas, rivers, plains, nearby settlements, missions and towns

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **5.12(B)(i)**

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

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

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

50. Five-Day GRADUATE Lesson

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

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather ideas about problems, reveal the three prompt shapes, and model a thesis (central idea) that answers WHY.

Standard	Focus
TEKS	5.11(B)(i) plan a first draft; 5.12(B)(i) / 5.12(B)(i) compose informational text with a clear central idea
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Find important nouns, the important verb, and the clue word; decide WHY or HOW; identify the problem; write a thesis (central idea); connect it to reasons, evidence, and explanation.

TEACHER SCRIPT

"What if the Pilgrims did not know how to grow food in their new land? What knowledge helped them survive and prepare for a productive harvest?"

CLASS SLIDE

Slide 3, A Problem & A Discovery. Today's passages: "A Harvest to Remember" & "Spanish Rule in Early Texas." Both are built around a BIG idea: a PROBLEM and how people solved it.

Students DOT unknown words as they read. Have students name the difficulty in each text: the Pilgrims lacked food and knowledge about the new land; Spanish leaders used missions and presidios to claim land, protect settlements, spread religion, and control Texas, while Native Americans faced lost land and freedom.

CLASS SLIDE

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

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, Shaping the Prompt. Circle → important NOUNS (the topic). Box → the important VERB (the action). Triangle → the clue word (WHY or HOW).

CLASS SLIDE

Model Prompt: Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

TEACHER SCRIPT

"I am circling cooperation with the Wampanoag, the Pilgrims, and a successful harvest because they name the important ideas. I am boxing helped because it names the action. The word why tells me to give a reason."

Use the module prompt: circle the Noun of Importance, cooperation with the Wampanoag and the Pilgrims; box the Verb of Importance, helped; and add an original answer after because.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Slide 5, Watch Me! My Thesis (central idea): Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because Squanto taught them how to grow corn, catch fish, and use the land wisely.

Point out how the thesis (central idea) carries the important noun and verb from the prompt, then adds an original answer after because. Refer to the first passage's details about Squanto's teaching and the Pilgrims' productive harvest.

WHY: tells me to give reasons. A because phrase can help me state a reason.

HOW: tells me to explain a way something happened. A by phrase can help me state a way.

Connect the Thesis (central idea) to TREE

CLASS SLIDE

Slide 6, The ECR TREE Chart. Roots are the passage and prompt; the trunk is the thesis (central idea); branches are the reason or way, evidence, and explanation.

CLASS SLIDE

ROOTS = the passage and prompt. TRUNK = the clear thesis (central idea) that controls the ECR. BRANCHES = reason or way, evidence, and explanation.

CLASS SLIDE

Model branch: Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food. Explain that this evidence grows from the thesis (central idea).

Point to each part on the chart. Keep the independent writing target to a complete, prompt-matched thesis (central idea); show how the remaining parts develop that idea. [5.12\(B\)\(i\)](#) [5.12\(B\)\(i\)](#)

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-TREE connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: practice shaping prompts and writing a thesis (central idea) that matches WHY or HOW through Spin and Shape Showdown.

Standard	Focus
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TEKS	5.11(B)(i) planning: 5.12(B)(i) / 5.12(B)(i) a clear, prompt-matched central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 7, Spin and Shape Showdown! Spin WHY, HOW, or BOTH, then draw a prompt card. Shape it with hand motions, say the type aloud, and write a thesis (central idea). Correct thesis (central idea): move 2 spaces!

CLASS SLIDE

Sample Prompt Card: "Explain how missions and presidios helped Spain control Texas." Your thesis (central idea) must match the prompt.

Use a spinner labeled WHY, HOW, and BOTH, prompt cards, and a path for moving two spaces. Partners take turns shaping, identifying the type, and writing. Use the supplied sample and the module's displayed prompts; the deck does not specify a 12-card set.

GAME MATERIALS

Prepare the spinner, prompt cards, and a simple movement path before play. Match a drawn card to the spinner's WHY, HOW, or BOTH category.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin WHY, HOW, or BOTH.	Name the result.
2	Draw a prompt card for the thinking type.	Read the whole prompt.
3	Use the sample: Explain how missions and presidios helped Spain control Texas.	HOW asks for a way.
4	Circle important nouns with a hand motion.	missions and presidios; Spain; Texas
5	Box the important verb with a hand motion.	solved
6	Triangle the clue word with a hand motion.	HOW
7	Say the type aloud.	A way something happened
8	Use the passage's information to guide thinking.	Missions and presidios helped Spain control Texas.
9	Write a complete thesis (central idea).	Match the exact prompt.
10	Possible thesis (central idea): Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.	States how the system worked.
11	Check the thesis (central idea) against the prompt.	Correct thesis (central idea): move 2 spaces!
12	Switch roles and play another turn.	Both partners shape and write.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only repeats that missions and presidios were in Texas, return to HOW and ask for the way they helped Spain control the region.

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

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: explain how the conflict supports a WHY thesis (central idea), then independently shape a prompt and write a complete central idea.

Standard	Focus
TEKS	5.11(B)(i) planning; 5.12(B)(i) / 5.12(B)(i) composing a clear central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ **LEARN****CLASS SLIDE**

Slide 8, Talk It Over! Explain why cooperation with the Wampanoag helped the Pilgrims survive.

TEACHER SCRIPT

"What told you this was a WHY prompt?"

Expected student response from the deck: "The word WHY told me to give reasons."

TEACHER SCRIPT

"How did the conflict help you write your thesis (central idea)?" "The conflict is your anchor. Without it, your thinking floats."

CLASS SLIDE

Difficulty: the Pilgrims lacked food and supplies. Difficulty: the new land and climate were unfamiliar. Response: Squanto taught them how to grow food, catch fish, and use the land.

PERSONAL CONNECTION QUESTION (DISCUSS) [5.12\(B\)\(i\)](#)

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to fairness, rules, safety, or discovery before the class returns to the texts.

Compare the conflicts in the informational passage and informational passage: each creates a need for a solution that protects people. Return to the informational passage's conflict when answering its WHY prompt. [5.12\(B\)\(i\)](#) [5.12\(B\)\(i\)](#)

USE (Try It On Your Own!) ✓ ASSESS**CLASS SLIDE**

Slide 9, Try It On Your Own! Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

Step 1: Shape the prompt in your notebook. [5.12\(B\)\(i\)](#)

Step 2: Write a thesis (central idea).

Step 3: Underline the reason in your thesis (central idea).

Step 4: Add one piece of evidence and one explanation sentence if ready. **5.12(B)(i)**

CLASS SLIDE

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

Independent Thesis (central idea) (Central Idea) Check

Possible response: Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because Squanto taught them how to grow crops, catch fish, and find food.

WRITING REQUIREMENT 5.12(B)(i)

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

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the shaped prompt and thesis (central idea). Check the Noun of Importance, Verb of Importance, and WHY; then check whether the underlined reason explains how cooperation helped the Pilgrims.

Misconception / teacher move: a detail such as "Squanto taught the Pilgrims" names evidence. Ask the student to explain why that teaching helped them survive and prepare for the harvest.

Access without lowering rigor: offer "Cooperation with the Wampanoag helped the Pilgrims because _____"; the student supplies the reason independently. **Student product:** shaped prompt, complete thesis (central idea), underlined reason, and optional evidence and explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize successful shaping and thesis (central idea) writing, then revise a vague thesis (central idea) so it answers WHY with a reason grounded in the conflict.

Standard	Focus
TEKS	5.12(B)(i) / 5.12(B)(i) a clear central idea; 5.11(C)(i) revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS

CLASS SLIDE

Slide 10, The Moment They Figured It Out.

TEACHER SCRIPT

"The lights dim. The music builds. You are no longer just students; you are thinkers stepping onto a stage."

CLASS SLIDE

Take a Step Forward If... You shaped your prompt correctly; your thesis (central idea) matched the prompt; you used the conflict to guide your thinking.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS

CLASS SLIDE

Slide 11, What Do I Still Need to Grow? Weak Thesis (central idea): "The Pilgrims had help."

Students explain why this names only part of the topic without explaining why cooperation mattered. Have each student revise it before revealing the model.

CLASS SLIDE

Possible Revision: "Cooperation with the Wampanoag helped the Pilgrims survive because Squanto taught them how to grow food and use the land."

Embedded check: students underline the original answer in the revision and connect it to the passage's information about Squanto. The revised thesis (central idea) must be a complete sentence that answers the prompt.

SMALL-GROUP SUPPORT: SLIDE 14

Build It: The Pilgrims needed: _____. The Wampanoag helped by: _____. So cooperation mattered because: _____. Fix It: "The Pilgrims had help" becomes "Cooperation with the Wampanoag helped the Pilgrims survive because Squanto taught them how to grow food and use the land." Say It aloud and write it independently.

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

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach the prompt-shaping habit, explain the TREE connection, and transfer the thesis (central idea)-writing skill to the Spanish passage's HOW prompt.

Standard	Focus
TEKS	5.11(B)(i) planning; 5.12(B)(i) / 5.12(B)(i) composing a prompt-matched central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS [5.12\(B\)\(i\)](#)

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

CLASS SLIDE

Use the ECR TREE Anchor Chart. Explain that the roots are the passage and prompt, the trunk is the thesis (central idea), and the branches are the reason or way, evidence, and explanation.

Partners demonstrate circle, box, and triangle, explain WHY versus HOW, and trace a thesis (central idea) from its roots through the trunk and branches. Listen for a clear reason or way, text proof, and an explanation connecting the proof to the thesis (central idea).

Transfer (Spanish Passage HOW Prompt)

CLASS SLIDE

Slide 13, Exit Ticket. Explain how missions and presidios helped Spain control Texas. Shape the prompt, write a thesis (central idea), and underline the words that tell how the settlements helped Spain.

Students complete the ticket independently. Check for HOW, the roles of missions and presidios, and a thesis (central idea) explaining that they protected settlements and shaped daily life.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

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

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

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain why and how the systems in both passages shaped people and outcomes. WHY: because cooperation gave the Pilgrims knowledge to survive and Spanish settlements helped Spain maintain control. HOW: by teaching skills, building settlements, protecting land, and shaping daily life.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do fair rules and shared scientific knowledge both help keep a community safe?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 50-52 to identify a thesis (central idea) that answers WHY. **Student product:** partner teaching explanation, shaped HOW ticket, thesis (central idea) with the way underlined, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use the conflict to write a clear thesis (central idea) that answers the exact WHY or HOW prompt.

Student Exemplars

Deck slides 17-19 use this prompt: Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

51. Low / Developing Exemplar

Field	Detail
Student response	The Pilgrims had help.
What the student did successfully	Named the Pilgrims and attempted a complete sentence.
What is missing	The response is missing the important verb, the original answer, and a WHY structure.
Why it falls at this level	The response does not explain how cooperation helped the Pilgrims survive and prepare for the harvest.
Exact next instructional step	Carry the noun and verb from the prompt, then add an original answer after because.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Cooperation with the Wampanoag helped the Pilgrims survive.
What the student did successfully	The thesis (central idea) carries the Noun of Importance and Verb of Importance from the prompt.
What is missing	The response stops before the writer adds an original answer with because.
Why it falls at this level	It repeats the topic and action but does not explain why the cooperation helped.
Exact next instructional step	Add an original answer: because Squanto taught them how to grow food and use the land.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because Squanto taught them how to grow corn, catch fish, and use the land wisely.
Why it works	It includes the Noun of Importance, Verb of Importance, and original answer, and it uses because to match the WHY relationship.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea) (Central Idea)	Why It Works
Spanish passage	HOW	Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.	It carries the topic and action and answers HOW with by.
Harvest passage	WHY	The Pilgrims survived because Squanto taught them to grow crops, catch fish, and use the land.	It states an original reason grounded in the passage.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food.	Gives text proof of the cooperation.
Explanation	This shows that the Wampanoag support gave the Pilgrims knowledge they needed to survive and prepare for a productive harvest.	Connects the proof to the prompt-matched thesis (central idea).

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) circle important nouns, box the important verb, and triangle WHY or HOW, (2) explain that WHY asks for reasons and HOW asks for a way something happened, (3) identify the conflict, and (4) write a complete thesis (central idea) that answers the exact prompt. Accept varied wording when the thesis (central idea) gives the required reason or way. Students use TREE to connect that thesis (central idea) to a reason or way, evidence, explanation, and significance.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Problems in the texts identified as the starting point for prompt analysis.
T2	Day 1 Reveal	■ TEACH	Three prompt shapes, a matching WHY thesis (central idea), and the TREE connection modeled.
L3	Day 2 Attempt	○ LEARN	Spin and Shape Showdown prompts shaped and matched to written theses.
L4	Day 3 Discuss	○ LEARN	Students explain WHY and the informational passage's conflict and make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent shaped WHY prompt, complete thesis (central idea), and underlined reason.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak thesis (central idea) to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Shaped HOW prompt about Squanto, matching thesis (central idea), and underlined way.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can shape a WHY or HOW prompt, use the conflict, and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Spin and Shape Showdown prompt cards, pencils, the shape key, and both provided passages.
Related TEKS Breakout	5.11(B)(i) planning; 5.12(B)(i) clear central idea, genre characteristics, and craft; 5.11(C)(i) revising.

Task	Students circle important nouns, box the important verb, triangle WHY or HOW, identify the conflict, write a matching thesis (central idea), and revise for clarity.
Expected Response	The three shapes mark the correct words; the thesis (central idea) is a complete sentence that answers WHY with a reason or HOW with a way grounded in the text's problem and solution.

Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Spin and Shape Showdown.

Formative Assessment. The Day 3 independent thesis (central idea) check is the formative check. Students shape "Explain WHY people gathered to create laws in the informational passage," use the conflict to write a thesis (central idea), and underline the reason. They add evidence and explanation if ready.

Exit Ticket Assessment. The Day 5 exit ticket asks students to shape "Explain HOW Squanto's discovery solved a problem." Review the shapes, the problem of unsafe food, and a complete thesis (central idea) with the way underlined. Section 56 provides a separate printable WHY check about laws.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea) (Central Idea)
Explain WHY laws help communities stay safe and fair.	WHY (reasons)	Laws help communities stay safe and fair because they create structure and protect people from unfair actions.
Explain HOW Squanto's discovery solved a problem.	HOW (a way something happened)	Squanto's discovery solved the problem of unsafe food by showing that heating liquids could kill harmful land.
Explain WHY people gathered to create laws in the informational passage.	WHY (reasons)	People gathered to create laws because arguments, unfairness, and growing problems showed that they needed fair rules.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(i) / 5.12(B)(i) (clear central idea) | **Student-Friendly Target:** I can shape a WHY prompt and write a clear thesis (central idea).

Directions: Read the module sentence statement. Identify the Noun of Importance and Verb of Importance, then write your original answer with because.

Prompt: Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.

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

2. Constructed response. In one sentence, write a thesis (central idea) with the Noun of Importance, Verb of Importance, and original answer: (4 points)

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

4. Transfer / application. Name one detail from "Spanish Rule in Early Texas" that could support a HOW thesis (central idea): _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	REASONS (WHY). The Noun of Importance is cooperation with the Wampanoag and the Pilgrims; the Verb of Importance is helped; the clue word is why.	WHY asks for an original reason.	2	5.11(B)(i); 5.12(B)(i)
2	Secure example: Cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest because Squanto taught them how to grow corn, catch fish, and use the land wisely. Award 4 for all three parts and a clear WHY structure; 3 for a complete but general thesis (central idea); 2 for the noun and verb without a complete	States the central idea with an original answer.	4	5.12(B)(i)

	answer; 1 for a topic only; 0 for no response.			
3	Underline the words after because that give the original answer. Award 2 for a complete reason; 1 for a partial reason; 0 if absent.	Locates the WHY answer in the thesis (central idea).	2	5.12(B)(i)
4	Accept: missions protected nearby settlements, or missionaries transferred farming and building skills. Award 2 for a relevant detail; 1 for a related but unclear detail; 0 for an unrelated detail or no response.	Connects text evidence to a possible HOW thesis (central idea).	2	5.12(B)(i)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G5 C2 M2"

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(B)(i) (planning); 5.12(B)(i) / 5.12(B)(i) (clear central idea)
Spiral TEKS	5.11(C)(i) (revising); 5.12(B)(i) (text evidence); 5.12(B)(i) (newly acquired vocabulary); 5.12(B)(i) (discuss ideas important to meaning)
Purpose	Students write a WHY thesis (central idea) and connect it to a short ECR (TREE) plan.
Exact Student Prompt	Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.
Exact Student Directions	Identify the Noun of Importance and Verb of Importance in the sentence statement. Write one complete thesis (central idea) with an original answer after because. Then connect the trunk to branches: reason, evidence, explanation, and significance using TREE.
Non-Negotiable Expectations	A complete WHY thesis (central idea) with the Noun of Importance, Verb of Importance, and original answer; a relevant detail from either provided passage; and an explanation linking that detail to the thesis (central idea).

WRITING REQUIREMENT **5.12(B)(i)**

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

63. Student Planning Frame

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

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.12(B)(i)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.12(B)(i)**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

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

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about laws and fairness, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the message.	Names only the topic; does not answer WHY.
Evidence (CSI) 5.12(B)(i)	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 5.12(B)(i)	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 5.12(B)(i)	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

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

66. Teacher Feedback Shortcuts

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

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	5.11(B)(i) planning; 5.12(B)(i) clear central idea; 5.11(C)(i) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea) (Central Idea).

CLASS SLIDE

Explain WHY laws were needed in the informational passage.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, laws were needed because: _____." Help students name arguments and lost fairness, then complete a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "Spanish rule caused conflict." Ask how the conflict helps answer WHY. Revise to "Laws were needed because people argued and fairness was lost." For HOW practice, use "Explain HOW Squanto's discovery solved a problem" and revise "Squanto helped" to name the way heating liquids made food safer.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the laws WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Spanish rule caused conflict"	Name the conflict and rehearse "Laws were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREE) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about laws, then transfer the same shaping and thesis (central idea)-writing habit to the informational passage.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea, genre characteristics, and craft; 5.11(C)(i) revising; 5.12(B)(i) compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the informational passage and shape one prompt. **5.12(B)(i)**

CLASS SLIDE

Explain WHY AND HOW laws improved communities.

Use the deck's dual lens: WHY, laws improved communities because they created fairness and reduced conflict; HOW, laws improved communities by setting clear rules that guided behavior and prevented disagreements. Students circle laws and communities, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching Thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "Laws improved communities because they created fairness and reduced conflict by setting clear rules that guided behavior." Partners check the thesis (central idea) against both parts of the shaped prompt.

Part 3: Develop and Transfer. Use TREE to plan text evidence, explanation, and significance for the laws thesis (central idea). Then apply the same habit to one informational passage prompt: "Explain HOW Squanto's discovery solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people gathered to create laws in the informational passage "A Harvest to Remember."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with TREE: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.12(B)(i)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.12(B)(i)**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **5.12(B)(i)**

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

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

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **5.11(C)(ii)**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

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

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 2 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin and Shape Showdown card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

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

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREE can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) (Central Idea) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

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

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you circled important nouns, boxed the important verb, and triangulated WHY or HOW. You used the conflict to write a matching thesis (central idea). WHY asks for reasons; HOW asks for a way something happened. Now you can use TREE to develop your idea with a reason or way, evidence, explanation, and significance."

80. Essential / Overarching Question, Answered

How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

A writer circles important nouns, boxes the important verb, and draws a triangle around WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. The conflict helps the writer develop a complete thesis (central idea) that answers the exact prompt. TREE connects that thesis (central idea) to a Reason/Way, Evidence, Explanation, and Significance.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student shaped prompts and Spin and Shape Showdown theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Squanto with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 2 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

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

Slide	Title	Required Content	Lesson Location
1	Writing a Strong Thesis (central idea)	Module 2; Grade 5 Cluster 2; Week 2; Medium stamina; ECR Informational	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	A Problem & A Discovery	Classroom without rules; unsafe food; both passages; DOT unknown words	Day 1 Gather
4	Shaping the Prompt	Circle nouns; box the verb; triangle WHY or HOW; model WHY laws help communities stay safe and fair	Day 1 Reveal
5	Watch Me!	Circle laws and communities; box help; WHY means reasons; modeled thesis (central idea)	Day 1 Reveal
6	The ECR (TREE) Chart	Thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	Spin and Shape Showdown!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Squanto sample	Day 2 Attempt
8	Talk It Over!	WHY laws were needed; conflict: arguments, lost fairness, growing problems	Day 3 Discuss
9	Try It On Your Own!	WHY people gathered to create laws; shape, write, underline reason; evidence and explanation if ready	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): Spanish rule caused conflict. Possible revision gives reasons from the conflict	Day 4 Target
12	Turn and Teach!	Teach shaping and thesis (central idea) writing; explain the remaining TREE parts	Day 5 Educate / Explain
13	Exit Ticket		Day 5 Transfer

		HOW Squanto's discovery solved a problem; shape, write, underline the way	
14	Build It, Fix It, Say It	Problem → effect → laws needed; revise Spanish rule caused conflict; rehearse because	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	WHY AND HOW laws improved communities; fairness and reduced conflict; clear rules guiding behavior	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: Spanish rule caused conflict. Topic named; WHY, reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: Laws were needed because people had problems. Reason vague; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: conflict-based WHY thesis (central idea), food-sharing evidence, and explanation connecting fairness and safety	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**5.12(B)(i)**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin and Shape Showdown. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

The Reason/Way Branch of the ECR

Grade 5 | Cluster 2 | Module 3

Grade: 5

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

Module: 3 of the cluster

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

Module Title: The Reason/Way Branch of the ECR

Content Connection / Passage Titles: "A Harvest to Remember" and "Spanish Rule in Early Texas" (Week 3, High Stamina, ECR Informative)

Primary TEKS: [5.11\(B\)\(iv\)](#), [5.11\(C\)\(iii\)](#), [5.11\(C\)\(iv\)](#), [5.12\(B\)\(i\)](#), [5.12\(B\)\(ii\)](#), [5.12\(B\)\(iii\)](#)

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

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

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

- **[5.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[5.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[5.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **[5.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **[5.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[5.7F]** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **[5.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module teaches students to grow the first major branch of the informative ECR TREE. After writing a thesis (central idea), students brainstorm many connected reasons or ways, group similar ideas into baskets, keep one strong idea from each basket, and narrow to two or three focused directions.

TEACHER SCRIPT

"Great writing grows when you are taught to gather your thoughts, sort them with purpose, and choose ideas that truly matter."

Connection to this week's type of thinking: systems shape people and outcomes, and when writers can explain how a system works, they can explain why it matters.

2. Why This Module Matters

The first major branch of the ECR TREE is the Reason/Way branch. Students learn to magnify a thesis (central idea) into focused, distinct baskets before drafting. In "Spanish Rule in Early Texas," they can sort ideas about protection, teaching and daily life, and religion and conversion. In "A Harvest to Remember," they can sort ideas about food gathering, land knowledge, and survival help.

Where it fits into writing: the baskets become topic-sentence directions for later body paragraphs. This module organizes thinking; students are not drafting the body paragraphs yet.

Why it matters beyond this assignment: brainstorming broadly and narrowing carefully helps writers avoid repeated ideas, delete off-topic details, and prepare to find stronger evidence.

3. Module Essential / Overarching Question

How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR?

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

My First Thinking (Monday): I think grouping and narrowing will help me

_____.

My Final Thinking (Friday): Grouping and narrowing helps me

_____.

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

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

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

5. Family Letter (English)

Dear Families,

This week your student is learning to organize the Reason/Way branch of an informative ECR. Your student will brainstorm many ideas connected to a thesis (central idea), group similar ideas into baskets, keep one strong idea from each basket, and narrow to two or three focused directions.

We will read the informational passages "Spanish Rule in Early Texas" and "A Harvest to Remember." Ask your student to explain how missions and presidios shaped daily life and Spanish control, or how cooperation helped the Pilgrims survive. The growing TREE has roots in the passage and prompt, a trunk for the thesis (central idea), and branches for reason or way, evidence, and explanation.

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a organizar la rama de Razón/Manera de una ECR informativa. Generará muchas ideas relacionadas con una tesis (idea central), agrupará las ideas parecidas en "cestas," conservará una idea fuerte de cada cesta y reducirá sus ideas a dos o tres direcciones enfocadas.

Leeremos los textos informativos "Spanish Rule in Early Texas" y "A Harvest to Remember." Pregúntele cómo las misiones y los presidios moldearon la vida diaria y el control español, o cómo la cooperación ayudó a los Peregrinos a sobrevivir. La estructura TREE tiene raíces en el texto y la consigna, un tronco para la tesis y ramas para razón o manera, evidencia y explicación.

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

7. Family Conversation Starters

- Why do writers brainstorm many ideas before they choose their best ones?
- How can grouping ideas into baskets make writing more organized?
- In "Spanish Rule in Early Texas," what are different ways missions shaped daily life?
- In "A Harvest to Remember," what are different ways cooperation helped the Pilgrims?

- Which of your ideas are truly different, and which ones repeat?

8. Simple Family Activities

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

Family Activity: Sort the Ideas

Choose a big idea such as ways to help at home. List as many ideas as possible, group the ideas that are alike, and choose the two or three strongest ideas that are truly different. Talk about which ideas you set aside and why.

Family Activity: Same or Different?

Say two ideas from one of the passages aloud. Decide together whether they belong in the same basket because they are alike, or in different baskets because they are truly different angles.

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

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

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 2, Module 3, High Stamina
Module Category	Informational Writing / Extended Constructed Response (The Reason/Way Branch of the ECR)
Primary TEKS	5.11(B)(iv) , 5.12(B)(i) , 5.12(B)(ii) , 5.12(B)(iii)
Primary Breakout	Develop depth of thought with specific facts; compose informative texts with a clear central idea, genre characteristics, and craft.
Recursive TEKS	5.11(C)(iii) revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREES) structure
Content Connection	Informational passages "A Harvest to Remember" and "Spanish Rule in Early Texas"
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	

	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Listen and Sketch magnifying diagram; Spin, Sort, and Build the Baskets page; independent magnifying practice; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will magnify a thesis (central idea) into two or three focused, distinct baskets of reasons or ways by brainstorming connected ideas, grouping similar ideas, keeping one strong idea from each basket, deleting off-topic ideas, and narrowing their choices.

I Will Statements

- I will brainstorm many ideas connected to a thesis (central idea).
- I will group similar ideas into baskets.
- I will keep one strong idea from each basket.
- I will delete off-topic ideas for coherence.
- I will narrow my thinking to two or three different, focused baskets.

I Can Statements

- I can brainstorm several ideas connected to a thesis (central idea).
- I can group similar ideas into baskets and keep one strong idea from each.
- I can narrow to two or three distinct, relevant baskets.
- I can explain why my final baskets are different and useful.

CLASS SLIDE

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

13. Success Criteria

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

- I write the thesis (central idea) before I brainstorm its branches.
- I list several connected ideas from the passages.
- I group ideas that are alike and label each basket.
- I keep one strong idea from each basket.
- I delete off-topic or repeated ideas.
- I narrow to two or three baskets that could become different body-paragraph directions.

14. Evidence That Will Demonstrate Mastery

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

- Day 1 guided model: the four-step magnifying chart and a passage-based basket sort.
- Day 2 guided practice: Spin, Sort, and Build the Baskets work recorded in the Interactive Notebook.
- Day 3 independent product: brainstorm, grouped baskets, deleted ideas, and two or three narrowed baskets.
- Day 4 reflection: a named organizing strength and one precise next step.
- Day 5 transfer: a partner explanation of all four steps and a comparison of basket maps across both passages.

15. TEKS Correlations

Primary targets are [5.11\(B\)\(iv\)](#) and [5.12\(B\)\(i\)](#). The companion identifies the central-idea focus as [5.12\(B\)\(i\)](#). The Student Expectation column preserves the template's TEKS wording; [5.11\(C\)\(iii\)](#) supports revision.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(B)(iv)	Writing Process, Developing Drafts	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Day 1	Days 1-3	Day 3 Use; Writing Assignment
5.11(C)(iii)	Writing Process, Revising	revise drafts by adding ideas for coherence	Day 4	Day 4; Additional Writing Opportunity	Day 4 revision; Additional Writing Opportunity
5.11(C)(iv)	Writing Process, Revising	revise drafts by deleting ideas for coherence	Day 4	Days 2-4	Day 3 Use; Writing Assignment
5.12(B)(i)	Composition, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-2	Days 3-5	Day 3 Use; Writing Assignment
5.12(B)(ii)	Composition, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 2-5	Writing Assignment
5.12(B)(iii)	Composition, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 1	Days 3-5	Writing Assignment
SS 5.2A	Social Studies, History	identify reasons people have formed communities, including a need for security and missions and presidios, religious freedom, and material well-being	Day 1 (context)	Days 1, 3	Not assessed as a writing standard
SS 5.13A	Social Studies, Science, Technology, and Society	identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Squanto, and others	Day 1 (context)	Days 1, 3	Not assessed as a writing standard

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

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **5.12(B)(i)** is labeled **5.12(B)(i)** in the Module 3 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	5.11(B)(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Day 1 model; Days 1-3 planning
PRIMARY	5.12(B)(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 1-5; Day 3 Use
PRIMARY	5.12(B)(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 1-5
PRIMARY	5.12(B)(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 1-5
RECURSIVE	5.11(C)(iii)	revise drafts by adding ideas for coherence	Day 4; Additional Writing Opportunity
RECURSIVE	5.11(C)(iv)	revise drafts by deleting ideas for coherence	Days 2-4; Additional Writing Opportunity
SPIRAL	5.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	5.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	5.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	5.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	5.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	5.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	5.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 5.2A / SS 5.13A	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

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

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

ELPS Woven Into Intervention

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

ELPS Woven Into Enrichment

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

18. ELPS Linguistic Accommodations

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

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

Language Supports

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

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

19. Language Domains

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

20. Rigor Safeguard

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

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

21. Rigor & Cognitive Demand

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

22. The Five Thinking Levels

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

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

The Progression of Thinking

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

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

23. Possible Teacher Misconceptions

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

24. Possible Student Misconceptions

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

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standards and breakouts being taught: **[5.11(B)(iv)]** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts; **[5.11(C)(iii)]** revise drafts by adding ideas for coherence; **[5.11(C)(iv)]** revise drafts by deleting ideas for coherence; **[5.12(B)(i)]** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; **[5.12(B)(ii)]** compose informational texts, including brief compositions that convey information about a topic, using genre characteristics; and **[5.12(B)(iii)]** compose informational texts, including brief compositions that convey information about a topic, using craft.

26. How I Say the Standard!

TEKS says	How I say it
[5.11(B)(iv)] develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts.	I can grow my thesis (central idea) with specific facts and organize the reasons or ways so my writing has a clear focus.
[5.11(C)(iii)] revise drafts by adding ideas for coherence.	I can add a useful idea when my explanation needs a clearer connection.
[5.11(C)(iv)] revise drafts by deleting ideas for coherence.	I can delete an off-topic or repeated idea so my writing stays focused.
[5.12(B)(i)] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.	I can write an informative response with a clear thesis (central idea) about the topic.
[5.12(B)(ii)] compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.	I can organize an informative response in a way that fits the assignment.
[5.12(B)(iii)] compose informational texts, including brief compositions that convey information about a topic, using craft.	I can choose precise words and sentences that make my explanation clear.

27. This Week I Can...

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

28. Before I Can... Prerequisites

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

- Read a grade-level poem and nonfiction passage and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.

- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **5.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain how missions and presidios shaped daily life and Spanish control in early Texas." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.

- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

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

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an explanation of why something happens	One reason the harvest mattered is _____.
way	how something happens or works	One way the mission changed daily life was _____.
group	people or ideas gathered together	I can group ideas that are alike.
basket	a group of similar ideas	These details belong in one basket.
focus	the main direction of an idea	My basket has one clear focus.
different	not the same as another idea	My final baskets are different.
relevant	connected to the thesis (central idea)	This detail is relevant because _____.
off topic	not connected to the thesis (central idea)	I moved the off-topic idea out.
narrow	to reduce a large list to a few strong choices	I narrow my ideas to two or three baskets.
cooperate	to work together	The Pilgrims and Wampanoag people cooperated when _____.
survive	to continue living through difficulty	The Pilgrims survived by _____.
influence	the power to shape what happens	Spanish influence can be seen in _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	proof from a text that supports an idea	My evidence proves my thinking.
explanation	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	why an idea matters	I explain the significance of missions and presidios.
noun	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	a word that tells an action or state	I box the important verb in the prompt.
reasons	explanations of why something matters or happens	WHY prompts need reasons.
clue word	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	a problem or struggle in a text	The conflict helps me understand the prompt.
way	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
harvest	HAR-vist	crops gathered from fields
climate	KLY-mit	the usual weather of a place
geography	jee-OG-ruh-fee	the study of land, water, places, and how people use them
adapt	uh-DAPT	to change in order to fit a new situation
cooperation	koh-op-uh-RAY-shun	working together toward a result
mission	MISH-un	a settlement led by Spanish priests
presidio	preh-SID-ee-oh	a fort built by Spanish soldiers
missionary	MISH-uh-nair-ee	a priest who worked at a Spanish mission
convert	kun-VURT	to change a person's religion
settlement	SET-ul-munt	a place where people establish a community
resistance	ree-ZIS-tunts	action against control or change
influence	IN-floo-unz	the power to shape people, places, or events

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

39. Background Knowledge & Teacher Context

What the teacher needs to know. This high-stamina module uses the two Grade 5 Cluster 2 informational passages: "A Harvest to Remember" and "Spanish Rule in Early Texas." Students read for systems, actions, results, and evidence that can become reasons or ways. The texts are the only source for examples, models, annotations, and student responses.

Important conceptual background. The growing TREE has roots in the passage and prompt, a trunk for the thesis (central idea), and branches for reason or way, evidence, and explanation. The Reason/Way branch grows when students brainstorm widely, group similar ideas into baskets, keep one strong idea from each basket, and narrow to two or three distinct directions.

Content context and connection to writing instruction. "A Harvest to Remember" shows how Wampanoag knowledge and cooperation helped Pilgrims adapt to Plymouth. "Spanish Rule in Early Texas" explains how missions and presidios supported Spanish control while changing daily life and causing conflict for Native American communities. Students use these different systems and outcomes to practice organizing informative thinking.

The ECR Habit

Before writing, students DOT unknown words, read both passages closely, and identify systems, actions, results, and evidence. They write a thesis (central idea), then use the growing TREE: roots are the passage and prompt; the trunk is the thesis (central idea); branches are reason or way, evidence, and explanation. The baskets created in this module become future body-paragraph directions. **5.11(B)(iv)**

40. Materials Needed

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

41. Preparation Before Day 1

- ☐ Prepare the growing TREE anchor chart: roots = passage and prompt; trunk = thesis (central idea); branches = reason or way, evidence, and explanation.
- ☐ Prepare a four-step magnifying chart: brainstorm many ideas; group similar ideas into baskets; keep one strong idea from each basket; narrow to two or three distinct baskets.
- ☐ Copy the high-stamina passages "A Harvest to Remember" and "Spanish Rule in Early Texas" for shared reference.
- ☐ Prepare idea strips from the passages, color-coded basket labels, and a student notebook page for sorting and narrowing.
- ☐ Prepare the model thesis (central idea) "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life" and the final baskets: Protection; Teaching and Daily Life; Religion and Conversion.
- ☐ Prepare the independent thesis (central idea) "Spanish rule led to conflict because Native Americans lost land and freedom, while missions and presidios changed daily life." Have students brainstorm and narrow ideas without choosing for them.
- ☐ Set out notebooks, pencils, highlighters, and the My Progress Tracker.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Name the problems in the texts; model circle, box, and triangle on one WHY prompt; write a matching thesis (central idea) and introduce TREES.
Day 2	15	A Attempt	Play Spin, Sort, and Build the Baskets: spin, draw, shape, say WHY or HOW, and write a matching thesis (central idea).
Day 3	15	D Discuss + U Use	Discuss the nonfiction passage's conflict; independently shape the WHY prompt, write a thesis (central idea), and underline the reason.
Day 4	15	A Award + T Target	Recognize accurate shaping and a matching thesis (central idea); revise "Missions and presidios shaped early Texas by protecting settlements and

			shaping daily life" using the conflict and set a next step.
Day 5	15	E Educate and Explain to Others	Teach a partner prompt shaping and TREES; shape the Squanto HOW exit ticket and write a thesis (central idea) with the way underlined.

43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the nonfiction passage) and to science and society (the nonfiction passage).

Element	This Module
Suitability	A natural fit. The passages show how systems shape people, communities, work, culture, and outcomes.
Focus	Understanding cooperation, control, cultural change, resistance, and the consequences of early choices.
Historical / Content Connection	The Wampanoag people's knowledge helped Pilgrims survive in Plymouth. Missions and presidios helped Spain maintain control of Texas.
Perspective Connection	Students consider how systems can offer support while also changing daily life and creating unequal effects.
Literacy-to-Citizenship Connection	Organizing different reasons or ways helps students explain how a community works and how decisions affect people.
Citizenship Question	"How do cooperation, knowledge, and systems shape the outcomes people experience?"
Teacher Script	<i>"When you organize different ways a system shapes people, you can explain both what happened and why it matters."</i>
Accuracy / Source Note	Use the passages' wording and details. Do not add facts from outside sources.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Growing TREE Key

Roots	Trunk	Reason/Way Branch	Evidence and Explanation Branches
Passage and prompt	Thesis (central idea)	Why or how the thesis (central idea) is true	Specific passage details and the thinking that connects them

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	thesis (central idea)	The trunk: the clear central idea the writer will develop.
R	Reason/Way	The first major branch: a focused reason or way that supports the thesis (central idea).
E	Evidence	A branch of specific proof from one of the two passages.
E	Explanation	A branch explaining how the evidence supports the thesis (central idea).
S	Significance	Why the organized idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Draw a growing TREE. Label the roots "passage and prompt," the trunk "thesis (central idea)," and the first major branches "reason or way," "evidence," and "explanation." Add the four magnifying steps beside the TREE: brainstorm, group into baskets, keep one strong idea from each basket, and narrow to two or three distinct baskets.

47. Student Source Passage(s)

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

Passage 1: "A Harvest to Remember" (Stamina: High)

[1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. The winter was colder and harsher than what many of them expected. They had crossed the ocean hoping to build a new life, but life in Plymouth was not easy. They had to build shelters, find food, and learn how to live in a place they did not fully understand.

[2] The Pilgrims arrived with hopes for a better future, but hope alone was not enough. They needed food, warmth, and knowledge of the land. The soil, weather, plants, and animals were unfamiliar to them. Some of the crops they knew how to grow in England did not grow the same way in this new place. The forests were thick, the winters were long, and the land felt unknown. Many Pilgrims struggled because they did not have the skills needed to survive in this environment. During that first winter, sickness and hunger made life very hard. Families worried about whether they would have enough food to last until spring.

[3] Things began to improve when Native Americans from the Wampanoag tribe helped them. The Wampanoag people had lived in the region for a long time. They understood the land, the seasons, and the resources nearby. Their knowledge helped the Pilgrims learn how to survive in Plymouth. A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. This was important because geography affects how people live. The location of rivers, forests, fields, and coastlines can help people decide where to build homes, plant crops, and gather food.

[4] Squanto showed the Pilgrims how to plant corn in a way that helped the crop grow better. Corn was an important food because it could be stored and used in different ways. He also taught them how to catch fish from nearby waters. Fish could be eaten fresh or used to help the soil. These lessons gave the Pilgrims a better chance of surviving. They learned that the land could provide what they needed if they understood how to use it. Squanto's help made a major difference. Instead of trying to survive by guessing, the Pilgrims began learning from someone who knew the area well.

[5] The Pilgrims also learned that working together could help them solve problems. One person alone could not easily build homes, grow crops, gather food, and protect the settlement. However, when people shared knowledge and helped one another, the work became easier. With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant they had gathered enough crops to feel more prepared for the future. After the hardships of the first year, this harvest gave them a reason to feel thankful. It showed that their hard work and the help they received had made a difference.

[6] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. The Pilgrims learned that many hands make light work. This saying means that difficult tasks become easier when people work together. The harvest celebration was connected to that idea. The Pilgrims had survived a hard year, but they had not done it alone. The Wampanoag people had helped them understand the land and use its resources.

[7] The celebration was not exactly like Thanksgiving celebrations today. There were no long grocery lists, crowded stores, or tables covered with the same foods many families eat now. The people at the 1621 gathering used what they had. The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. They may have eaten foods from the land and water around Plymouth. These foods were important because they showed how people depended on their environment. The land and

nearby waters provided the resources needed for survival.

[8] There may have been wild birds, beans, squash, berries, or nuts. The exact meal is not fully known, but historians believe it was very different from the modern Thanksgiving meal. They probably did not eat pumpkin pie, mashed potatoes, or cranberry sauce in the way many people do today. The Pilgrims did not have all the tools, ingredients, or ovens that people use now. Their meal was simpler, but it still mattered. It was not a large feast like modern Thanksgiving meals, but it was an important event. Since corn was part of the meal, someone might say the celebration was a-maize-ing.

[9] The celebration also helped people pause and recognize what had changed. The year before had been filled with fear, hunger, sickness, and uncertainty. Now they had crops, food, and stronger knowledge of the land. They had learned that survival often depends on more than courage. It also depends on learning, cooperation, and respect for the people who understand a place. The Pilgrims were still facing challenges, but the harvest gave them hope. It showed them that they could make progress in their new home.

[10] The Wampanoag people played an important role in this story. Without their knowledge and help, the Pilgrims would have had a much harder time. The Wampanoag understood how to live with the land because it had been their home for generations. Their ways of farming, fishing, hunting, and gathering were based on experience. When Squanto shared this knowledge, he helped the Pilgrims adapt. To adapt means to change in order to fit a new situation. The Pilgrims had to adapt to the climate, land, and resources of Plymouth.

[11] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often connected to this early gathering and the idea of giving thanks. Families may cook special foods, visit relatives, watch parades, or talk about what they are thankful for. Some people travel long distances to be with loved ones. Others celebrate quietly at home. Even though traditions may look different from one family to another, the idea of thankfulness is still important.

[12] Thanksgiving can also be a time to think about history. The story of the 1621 harvest celebration includes both the Pilgrims and the Wampanoag people. It reminds students that history is made up of many groups, choices, and experiences. It also shows that people can learn from one another. The Pilgrims needed help understanding the land, and the Wampanoag people had knowledge that helped them survive. This part of history helps explain why cooperation, respect, and gratitude are important ideas.

[13] Learning about this early gathering can help students understand that Thanksgiving was not always the holiday people know today. Over time, traditions changed. Meals became larger, families created their own customs, and the holiday became connected with giving thanks. Still, the early celebration in Plymouth is remembered because it came after a difficult time. It was connected to survival, harvest, and help from others.

[14] The story also teaches that geography matters. The Pilgrims had to learn how the land, water, weather, and natural resources affected daily life. They had to understand where food could grow, where fish could be found, and how seasons changed what people could do. Squanto's knowledge of geography helped the Pilgrims use the land more wisely. This shows that understanding a place can help people make better choices.

[15] In the end, the 1621 celebration was more than a meal. It was a moment of thanks after a season of hard work and struggle. It showed the importance of help, learning, and cooperation. The Pilgrims had faced a difficult year, but with support from the Wampanoag people, they were able to gather a productive harvest. Today, when people celebrate Thanksgiving, they may remember this early gathering and the lesson that gratitude grows when people work together.

Passage 2: "Spanish Rule in Early Texas" (Stamina: High)

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Spain was one of the most powerful countries in the world during this time. Spanish explorers had already traveled to many parts of the Americas. They were looking for land, resources, and new places to control. When Spain claimed land, leaders wanted other countries to know that the area belonged to them. Texas was

important because it was near other lands that European countries also wanted. Spanish leaders worried that if they did not settle Texas, another country might move in and take control.

[3] Exploration helped Spain learn more about the land. Explorers saw rivers, forests, plains, and dry areas. They also met different Native American groups who had already lived in the region for many years. These groups had their own languages, homes, beliefs, and ways of finding food. Some hunted animals, some gathered plants, and some farmed. Texas was not empty land waiting to be claimed. It was already home to many Native American communities.

[4] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[5] Life at a mission followed a daily routine. People were expected to work, worship, and learn Spanish ways of living. Missionaries taught Native Americans about the Catholic religion. They also taught them how to grow crops, care for animals, make tools, and build stronger structures. Some missions had fields, workshops, kitchens, churches, and living spaces. These places were meant to become communities where Spanish culture and religion could spread.

[6] However, mission life was not easy for many Native Americans. Moving into a mission often meant giving up parts of their traditional way of life. They might have to leave their homes, stop following certain customs, or obey rules made by Spanish leaders. Some Native Americans learned new skills and used them to survive. Others felt that mission life took away their freedom. This caused tension between Native Americans and Spanish settlers.

[7] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[8] Presidios were important because missions could be attacked or threatened. Soldiers at the presidios protected missionaries, settlers, and supplies. They also watched for people from other countries who might try to enter Spanish land. A presidio usually had walls, weapons, and living areas for soldiers. The soldiers had difficult jobs. They had to travel long distances, patrol the land, and respond when danger appeared.

[9] The presidios had to stand their ground when protecting nearby settlements. Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[10] The effects of Spanish rule can still be seen in Texas today. Many cities, rivers, and landmarks have Spanish names. Words such as San Antonio, El Paso, and Rio Grande show the influence of the Spanish language. Catholic churches and traditions also became part of the region's culture. Over time, Spanish customs mixed with Native American and later Mexican traditions. This helped shape the unique culture of Texas.

[11] Spanish settlement also affected the economy of Texas. Missions and presidios needed food, animals, tools, and workers. Farming and ranching became more common in some areas. Cattle, horses, and sheep were raised near missions and settlements. These animals later became important to the Texas economy. Ranching, especially, became a major part of Texas history.

[12] The Spanish also created roads and trails to connect settlements. These routes helped people move between missions, presidios, and towns. Soldiers, priests, traders, and settlers used the roads to carry messages and supplies. One important route became known as El Camino Real, which means "the Royal Road." Roads like this made it easier for Spain to maintain control over faraway places.

[13] Even though Spain wanted control, Texas was difficult to settle. The land was large, and settlements were often far apart. Some areas had harsh weather, limited water, or poor soil for farming. Disease also spread in some missions, which hurt Native American communities. Supplies from other Spanish settlements did not

always arrive on time. This made life hard for both Spanish settlers and Native Americans.

[14] Native Americans responded to Spanish settlement in different ways. Some groups traded with the Spanish. Some lived near missions for protection, food, or new tools. Others fought against Spanish control because they wanted to protect their land and freedom. Resistance showed that Native American groups were not powerless. They made choices based on what they believed would help their people survive.

[15] Spain's plan in Texas was based on control, religion, and protection. Missions helped spread Catholic beliefs and Spanish customs. Presidios helped protect the missions and settlements. Together, they helped Spain show ownership of Texas. Without these settlements, Spain may have had a harder time keeping other countries away from the region.

[16] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

[17] Understanding missions and presidios helps explain why Spanish rule mattered in Texas history. These settlements changed the lives of many people. They brought new languages, religions, jobs, animals, and traditions to the region. They also caused conflict and loss for Native American groups. The story of Spanish Texas is not simple. It includes exploration, settlement, cooperation, resistance, and change. By learning about missions and presidios, students can better understand how early choices shaped the Texas we know today.

48. Student Annotation Guide

The evidence students learn to identify in each source. **[5.7E]**

Spanish Rule in Early Texas

TRACKS	Evidence
T Time	Before 1600
R Reactions	Some accepted this new way of life; others resisted; Native Americans lost land and freedom
A Actions	Spain built missions and presidios; soldiers guarded the area; missionaries taught farming and building
C Character/Concept/Creature	Spanish leaders; missionaries; Native American communities
K Key Knowledge	Missions spread Spanish customs and religion; presidios helped Spain maintain control
S Scenery/Setting	rivers, forests, plains, dry areas, missions, and nearby settlements

A Harvest to Remember

TRACKS	Evidence
T Time	In 1621; the year before; today
R Reactions	Many Pilgrims struggled; the harvest gave them hope; people felt thankful
A Actions	Squanto taught the Pilgrims to grow crops and catch fish; people worked together
C Character/Concept/Creature	Pilgrims; Wampanoag people; Squanto
K Key Knowledge	cooperation and knowledge of the land helped the Pilgrims survive
S Scenery/Setting	Plymouth; rivers, forests, fields, coastlines, and nearby waters

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **[5.7E]**

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

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

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

50. Five-Day GRADUATE Lesson

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

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather connected ideas, sort them by whether they fit a thesis (central idea), and reveal the four steps of magnifying reasons or ways into baskets.

Standard	Focus
TEKS	5.11(B)(iv) plan a first draft; 5.12(B)(i) / 5.12(B)(i) compose informational text with a clear central idea
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Find important nouns, the important verb, and the clue word; decide WHY or HOW; identify the problem; write a thesis (central idea); connect it to reasons, evidence, and explanation.

TEACHER SCRIPT

"Today we are going to become idea organizers. Writers gather ideas, sort ideas, and choose the strongest ones. When I read an idea card, show thumbs up if it fits the thesis (central idea), and then we will place it in the correct basket."

CLASS SLIDE

Slide 3, Basket Toss Thought Match. Sample thesis (central idea): "Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills." Sort cards into Fits the thesis (central idea), Could Fit Later, and Off Topic.

Use cards from the two passages: Squanto taught the Pilgrims how to grow corn; Native Americans helped the Pilgrims find food; the gathering lasted several days; presidios protected nearby settlements. Students explain each placement using passage details.

CLASS SLIDE

Today your brain learns four steps: brainstorm many ideas, group similar ideas, keep one strong idea from each basket, and narrow to two or three different baskets.

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, Shaping the Prompt. Circle → important NOUNS (the topic). Box → the important VERB (the action). Triangle → the clue word (WHY or HOW).

CLASS SLIDE

Model Prompt: Explain how missions and presidios shaped daily life and Spanish control in early Texas.

TEACHER SCRIPT

"The first big branch growing out of the trunk is the Reason or Way branch. If the prompt says why, we think of reasons. If the prompt says how, we think of ways. Writers magnify their thinking by stretching it wider first and narrowing it carefully."

Use the deck's model: circle missions and presidios, box shaped, and triangle HOW. Distinguish the task direction Explain from the important action help being analyzed.

Modeled Annotation (Teacher Think-Aloud)**CLASS SLIDE**

Slide 5, Watch Me! Thesis (central idea): "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life." Brainstorm many connected reasons or ways before choosing.

Model a wide brainstorm: soldiers guarded the land; presidios protected nearby settlements; missions taught farming, cooking, and building; priests converted Native Americans; Catholic religion spread; some Native Americans resisted; place names show Spanish influence. Then group similar ideas, keep one strong idea per basket, and narrow to three distinct directions.

WHY: tells me to give reasons. A because phrase can help me state a reason.

HOW: tells me to explain a way something happened. A by phrase can help me state a way.

Connect the thesis (central idea) to TREES**CLASS SLIDE**

Slide 6, The ECR (TREES) Chart. The prompt tells students what to think about; the ECR (TREES) chart tells students how to make their thinking visible.

CLASS SLIDE

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

CLASS SLIDE

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

Point to each part on the chart. Keep the independent target on organizing the Reason/Way branch: the trunk is the thesis (central idea), and the branches will later hold reasons or ways, evidence, and explanation. **5.11(B)(iv)** **5.12(B)(i)**

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-TREES connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt magnifying through Spin, Sort, and Build the Baskets: spin a thesis (central idea) card, sort idea cards, keep one strong idea per basket, and narrow to two or three.

Standard	Focus
TEKS	5.11(B)(iv) planning; 5.12(B)(ii) / 5.12(B)(ii) a clear, prompt-matched central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN

CLASS SLIDE

Slide 7, Spin, Sort, and Build the Baskets. Spin a thesis (central idea) card, read it aloud, sort idea cards into baskets, create an off-topic basket if needed, keep one strong idea per basket, and narrow to two or three.

CLASS SLIDE

Thesis (central idea) cards: "Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills"; "Native Americans helped the Pilgrims by showing them how to use the land"; "Spanish rule led to conflict because Native Americans lost land and freedom"; "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life."

Use a spinner labeled WHY, HOW, and BOTH, prompt cards, and a path for moving two spaces. Partners take turns shaping, identifying the type, and writing. Use the supplied sample and the module's displayed prompts; the deck does not specify a 12-card set.

GAME MATERIALS

Prepare the spinner, prompt cards, and a simple movement path before play. Match a drawn card to the spinner's WHY, HOW, or BOTH category.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin WHY, HOW, or BOTH.	Name the result.
2	Draw a prompt card for the thinking type.	Read the whole prompt.
3	Use the sample: Explain HOW Squanto's discovery solved a problem.	HOW asks for a way.
4	Circle important nouns with a hand motion.	Squanto's discovery; problem
5	Box the important verb with a hand motion.	solved
6	Triangle the clue word with a hand motion.	HOW
7	Say the type aloud.	A way something happened
8	Use the nonfiction passage's problem to guide thinking.	the Pilgrims lacked knowledge of the land.
9	Write a complete thesis (central idea).	Match the exact prompt.
10	Possible thesis (central idea): Squanto's discovery solved the problem of food and food safety by showing that learning how to use the land helped the Pilgrims survive.	States how the problem was solved.
11	Check the thesis (central idea) against the prompt.	Correct thesis (central idea): move 2 spaces!
12	Switch roles and play another turn.	

Both partners shape and write.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only says the discovery was good, return to HOW and ask for the way it solved the problem.

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

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss why organized reasons matter, then independently magnify the thesis (central idea) "Spanish rule led to conflict because Native Americans lost land and freedom."

Standard	Focus
TEKS	5.11(B)(iv) planning; 5.12(B)(i) / 5.12(B)(i) composing a clear central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ **LEARN**

CLASS SLIDE

Slide 8, Talk It Over! Why do writers brainstorm first? Why group ideas into baskets? What happens if all final ideas come from the same basket?

TEACHER SCRIPT

"Brainstorming helps you think of more ideas. Grouping helps you organize. If all the ideas are the same, your writing will sound repetitive. Different baskets help you find different evidence."

Students explain that each final basket gives a body paragraph a different focus, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that supports the thesis (central idea).

PERSONAL CONNECTION QUESTION (DISCUSS) **5.7A**

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to cooperation and respect, customs and expectations, safety, or discovery before the class returns to the texts.

Compare the conflicts in the nonfiction passage and nonfiction passage: each creates a need for a solution that protects people. Return to the nonfiction passage's conflict when answering its WHY prompt. **5.7B**

5.7G

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Slide 9, Try It On Your Own! Use the thesis (central idea) about Spanish rule. Brainstorm, group, delete off-topic ideas, keep one per group, and narrow to two or three baskets.

Step 1: Brainstorm connected ideas from "Spanish Rule in Early Texas."

Step 2: Group similar ideas into baskets.

Step 3: Delete off-topic ideas and keep one strong idea from each basket.

Step 4: Narrow to two or three distinct baskets that could become body-paragraph directions.

CLASS SLIDE

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

Independent thesis (central idea) Check

Possible response: Loss of Freedom: Native Americans had to follow Spanish customs; Forced Change: missionaries tried to convert Native Americans; Conflict and Resistance: some Native Americans resisted. Off topic or later: Spanish language became part of the region.

WRITING REQUIREMENT **5.7F**

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

EMBEDDED CHECK FOR UNDERSTANDING ✓ **ASSESS**

Collect the shaped prompt and thesis (central idea). Check the important nouns, verb, and WHY; then check whether the underlined reason explains the need for missions and presidios.

Misconception / teacher move: a detail such as "People gathered" tells what happened. Ask how the conflict explains WHY they gathered.

Access without lowering rigor: offer "People gathered to create missions and presidios because _____"; the student supplies the reason independently. **Student product:** shaped prompt, complete thesis (central idea), underlined reason, and optional evidence and explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize organizing growth, then set a precise next goal for brainstorming, grouping, keeping one idea, or narrowing.

Standard	Focus
TEKS	5.12(B)(i) / 5.12(B)(i) a clear central idea; 5.11(C)(iii) revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ **ASSESS**

CLASS SLIDE

Slide 10, The Moment They Figured It Out. Choose a title: Idea Organizer, Basket Builder, Thought Magnifier, or Focus Finder. Name one organizing decision you made well.

TEACHER SCRIPT

"Today you brainstormed, sorted, narrowed, and focused your thinking. Choose one way to recognize your growth."

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ **ASSESS**

CLASS SLIDE

Slide 11, What Do I Still Need to Grow? Choose one step: brainstorm more connected ideas, group repeating ideas, keep one strong idea per basket, or narrow to two or three different baskets.

Students complete: "One thing I did well today was _____. One step of magnifying I want to practice more is _____. One question I still have is _____."

CLASS SLIDE

Slide 15, Target Your Magnifying. Complete: "The step I need to practice is _____. One idea I deleted or moved was _____ because _____."

SMALL-GROUP SUPPORT

Slow the process down one layer at a time. Read the thesis (central idea), read one idea strip, set aside an off-topic idea, group connected ideas, choose one best idea from each basket, and say how the chosen ideas differ.

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

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach a partner the four steps of magnifying reasons or ways, then answer the module overarching question.

Standard	Focus
TEKS	5.11(B)(iv) planning; 5.12(B)(i) / 5.12(B)(i) composing a prompt-matched central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS **5.7G**

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"Now turn and teach someone else how to magnify reasons or ways. Explain all four steps. You may use your notebook, anchor chart, or basket page to help you."

CLASS SLIDE

Explain the four steps: brainstorm many ideas; group similar ideas; keep one strong idea from each group; narrow to two or three different baskets.

Partners explain how each final basket can become a different body-paragraph direction and why repeated or off-topic ideas should be moved out.

Transfer Across Passages

CLASS SLIDE

Compare two theses (central ideas): "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life" and "Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills." Create baskets for each and explain why the categories change.

Students complete a short reflection: "The baskets for these two theses are different because _____."

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

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

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

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain WHY AND HOW missions and presidios shaped communities. WHY: because they created cooperation and respect and reduced conflict. HOW: by setting clear customs and expectations that guided behavior and prevented disagreements.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do fair customs and expectations and shared scientific knowledge both help keep a community safe?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 50-52 to identify a thesis (central idea) that answers WHY. **Student product:** partner teaching explanation, shaped HOW ticket, thesis (central idea) with the way underlined, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use the conflict to write a clear thesis (central idea) that answers the exact WHY or HOW prompt.

Student Exemplars

These exemplars use the module thesis (central idea): "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life." Students magnify it into two or three focused baskets of ways.

51. Low / Developing Exemplar

Field	Detail
Student work	Protection; Guarding; Soldiers.
What the student did successfully	Created baskets and stayed connected to protection.
What needs improvement	All three baskets are the same angle, so later evidence would repeat.
Exact next instructional step	Keep one protection basket, then add a different angle such as Teaching and Daily Life or Religion and Conversion.

52. Medium / Approaching Exemplar

Field	Detail
Student work	Protection; Daily Life; Off Topic (place names).
What the student did successfully	Found two different angles and began an off-topic basket.
What is missing	Off-topic ideas are still mixed into the final choices.
Why it falls at this level	The baskets are beginning to differ, but the narrowing is incomplete.
Exact next instructional step	Move place names out and, if needed, add a third distinct basket such as Religion and Conversion.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.
Why it works	It gives the organizer a clear trunk from which distinct reason or way branches can grow.

Additional Secure Exemplars

Type	Clue Word	Strong thesis (central idea)	Why It Works
Protection	WAY	Presidios protected nearby settlements.	A focused direction supported by paragraphs 7-9.
Teaching and Daily Life	WAY	Missions taught farming and building.	A different direction supported by paragraphs 4-6.
Religion and Conversion	WAY	Priests converted Native Americans and spread Catholic customs.	

			A third distinct direction supported by paragraphs 4-5.
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Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	Presidios were forts built by Spanish soldiers, and soldiers protected missionaries, settlers, and supplies.	Gives passage proof for the Protection basket.
Explanation	This evidence shows one way presidios helped Spain maintain control by protecting the settlements that supported Spanish rule.	Connects the proof to the thesis (central idea).

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) state a thesis (central idea), (2) brainstorm several connected ideas from the two informational passages, (3) group similar ideas into baskets, (4) keep one strong idea from each basket, and (5) narrow to two or three distinct, relevant baskets. Accept varied wording when the final directions are supported by "A Harvest to Remember" or "Spanish Rule in Early Texas" and are clearly different from one another.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Connected passage ideas sorted as fitting, later, or off topic.
T2	Day 1 Reveal	■ TEACH	Four magnifying steps and a passage-based basket model made visible.
L3	Day 2 Attempt	○ LEARN	Students sort idea cards into baskets and keep one strong idea from each.
L4	Day 3 Discuss	○ LEARN	Students explain why different baskets make an informative response more organized.
A5	Day 3 Use	✓ ASSESS	Independent brainstorm, grouping, deletion, and narrowing.
A6	Day 4 Award	✓ ASSESS	Student names a successful organizing decision.
A7	Day 4 Target	✓ ASSESS	Student identifies a precise next magnifying step.
A8	Day 5 Explain	✓ ASSESS	Student teaches all four magnifying steps accurately.
A9	Day 5 Transfer	✓ ASSESS	Student compares basket maps for both passage-based theses.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can brainstorm, group, keep one strong idea per basket, delete off-topic ideas, and narrow reasons or ways into distinct baskets.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both passages, anchor charts, idea strips, basket labels, student notebooks, and the My Progress Tracker.
Related TEKS Breakout	[5.11(B)(iv)] depth of thought with specific facts; [5.11(C)(iii)] add ideas; [5.11(C)(iv)] delete ideas; [5.12(B)(i)] clear central idea.
Task	Students use the thesis (central idea) "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life," brainstorm connected ideas,

	group them, keep one strong idea from each, delete off-topic ideas, and narrow to two or three baskets.
Expected Response	Final baskets are distinct and relevant, such as Protection; Teaching and Daily Life; Religion and Conversion.

Informal Assessment. During Days 1-2, observe whether students can name all four magnifying steps and explain why two ideas belong in the same basket or in different baskets.

Formative Assessment. The Day 3 independent magnifying task is the formative check. Students record a brainstorm, grouped baskets, deleted off-topic ideas, one strong idea from each basket, and two or three final baskets.

Transfer Assessment. On Day 5, students compare basket maps for the two passage-based theses and explain why the categories change.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected thesis (central idea)
Explain how missions and presidios shaped daily life and Spanish control in early Texas.	HOW (ways)	Missions and presidios shaped daily life and Spanish control by protecting settlements, teaching Spanish customs and skills, and spreading religion.
Explain why cooperation helped the Pilgrims survive.	WHY (reasons)	Cooperation helped the Pilgrims survive because Wampanoag knowledge helped them grow crops, catch fish, find food, and use the land.
Explain how Native Americans helped the Pilgrims use the land.	HOW (ways)	Native Americans helped the Pilgrims use the land by teaching them to grow corn, catch fish, and find food.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(i) / 5.12(B)(i) (clear central idea) | **Student-Friendly Target:** I can magnify a thesis (central idea) into focused baskets.

Directions: Use the thesis (central idea) "Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life." Brainstorm connected ideas from "Spanish Rule in Early Texas," group similar ideas into baskets, keep one strong idea from each basket, and narrow to two or three distinct baskets.

Prompt: Explain how missions and presidios shaped daily life and Spanish control in early Texas.

1. Selected response. Which basket is distinct from Protection? [] Guarding [] Teaching and Daily Life (2 points)

2. Constructed response. Record two or three final baskets and one passage detail for each: (4 points)

3. Underline the strongest idea kept from each basket. (2 points)

4. Transfer / application. Name one idea you deleted or moved because it was off topic or repeated: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Teaching and Daily Life. Protection, Teaching and Daily Life, and Religion and Conversion are different directions; Guarding repeats Protection.	Recognizes distinct baskets.	2	5.11(B)(iv); 5.12(B)(i)
2	Secure example: Protection, Teaching and Daily Life, and Religion and Conversion. Award 4 for two or three distinct, relevant baskets; 3 for two clear baskets; 2 for related details without grouping; 1 for a topic only; 0 for no response.	Organizes the thesis (central idea) into body-paragraph directions.	4	5.12(B)(i) / 5.11(B)(iv)
3	Underline one strong idea from each basket, such as "presidios protected nearby	Keeps one strong idea per basket.	2	5.11(C)(iv)

	settlements," "missions taught farming and building," and "priests converted Native Americans."			
4	Accept "place names show Spanish influence" or another repeated or off-topic idea when the student explains why it was moved out of the final baskets.	Deletes or moves an idea for coherence.	2	5.11(C)(iv)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G5 C2 M3 Reason-Way Baskets (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(B)(iv) (planning); 5.12(B)(i) / 5.12(B)(i) (clear central idea)
Spiral TEKS	5.11(C)(iii) (revising); 5.7C (text evidence); 5.7F (newly acquired vocabulary); 5.7G (discuss ideas important to meaning)
Purpose	Students magnify a thesis (central idea) into a short ECR (TREE) plan with two or three focused baskets.
Exact Student Prompt	Explain how missions and presidios shaped daily life and Spanish control in early Texas.
Exact Student Directions	Read "Spanish Rule in Early Texas." Write the thesis (central idea), brainstorm many connected ideas, group similar ideas into baskets, keep one strong idea from each basket, delete off-topic ideas, and narrow to two or three distinct baskets. Add one passage detail to each final direction.
Non-Negotiable Expectations	Final baskets are relevant to the thesis (central idea), different from one another, supported by the informational passage, and organized well enough to become body-paragraph directions.

WRITING REQUIREMENT **5.7F**

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

63. Student Planning Frame

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

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.7G**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

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

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about missions and presidios and cooperation and respect, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the message.	Names only the topic; does not answer WHY.
Evidence (CSI) 5.7C	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 5.7G	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 5.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

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

66. Teacher Feedback Shortcuts

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

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	5.11(B)(iv) planning; 5.12(B)(i) clear central idea; 5.11(C)(iii) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a thesis (central idea).

CLASS SLIDE

Explain why missions and presidios shaped daily life in the nonfiction passage.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, missions and presidios were needed because: _____." Help students name pressure and tension and lost cooperation and respect, then complete a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "Missions and presidios shaped early Texas by protecting settlements and shaping daily life." Ask how the conflict helps answer WHY. Revise to "missions and presidios were needed because people argued and cooperation and respect was lost." For HOW practice, use "Explain HOW Squanto's discovery solved a problem" and revise "Squanto helped" to name the way heating liquids made food safer.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the missions and presidios WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Missions and presidios shaped early Texas by protecting settlements and shaping daily life"	Name the conflict and rehearse "missions and presidios were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about missions and presidios, then transfer the same shaping and thesis (central idea)-writing habit to the nonfiction passage.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea, genre characteristics, and craft; 5.11(C)(iii) revising; 5.7B
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the nonfiction passage and shape one prompt. **5.7B**

CLASS SLIDE

Explain WHY AND HOW missions and presidios shaped communities.

Use the deck's dual lens: WHY, missions and presidios shaped communities because they created cooperation and respect and reduced conflict; HOW, missions and presidios shaped communities by setting clear customs and expectations that guided behavior and prevented disagreements. Students circle missions and presidios and communities, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "missions and presidios improved communities because they created cooperation and respect and reduced conflict by setting clear customs and expectations that guided behavior." Partners check the thesis (central idea) against both parts of the shaped prompt.

Part 3: Develop and Transfer. Use TREES to plan text evidence, explanation, and significance for the missions and presidios thesis (central idea). Then apply the same habit to one nonfiction passage prompt: "Explain HOW Squanto's discovery solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain why missions and presidios shaped daily life in the nonfiction passage "Spanish Rule in Early Texas."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with TREES: thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.7G**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **5.7F**

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

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

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **5.11(C)(iii)**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

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

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

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin, Sort, and Build the Baskets card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

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

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREES can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: thesis (central idea) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

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

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"You grew your TREE today. Your roots are the passage and prompt, your trunk is the thesis (central idea), and your branches are organized reasons or ways. Keep brainstorming, grouping, keeping one strong idea, and narrowing to two or three different baskets."

80. Essential / Overarching Question, Answered

How does grouping and narrowing reasons or ways help a writer build a more organized informative ECR?

Grouping and narrowing moves a writer from many possible ideas to two or three distinct, relevant directions. Each final basket gives a body paragraph a different focus, reduces repetition, removes off-topic ideas, and prepares the writer to find evidence that clearly supports the thesis (central idea). In the growing TREE, the passage and prompt are the roots, the thesis (central idea) is the trunk, and the organized reasons or ways grow into branches that can later carry evidence and explanation.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student shaped prompts and Spin, Sort, and Build the Baskets theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Squanto with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 3 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

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

Slide	Title	Required Content	Lesson Location
1	The Reason/Way Branch of the ECR	Module 3; Grade 5 Cluster 2; Week 3; High Stamina; ECR Informational	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	A Problem & A Discovery	Classroom without customs and expectations; food and food safety; both passages; DOT unknown words	Day 1 Gather
4	Shaping the Prompt	Circle nouns; box the verb; triangle WHY or HOW; model WHY missions and presidios help communities stay safe and fair	Day 1 Reveal
5	Watch Me!	Circle missions and presidios and communities; box help; WHY means reasons; modeled thesis (central idea)	Day 1 Reveal
6	The ECR (TREES) Chart	thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	Spin, Sort, and Build the Baskets!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Squanto sample	Day 2 Attempt
8	Talk It Over!	why missions and presidios shaped daily life; conflict: pressure and tension, lost cooperation and respect, growing problems	Day 3 Discuss
9	Try It On Your Own!	why missions and presidios shaped daily life; shape, write, underline reason; evidence and explanation if ready	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): Missions and presidios shaped early Texas by protecting settlements and shaping daily life. Possible revision gives reasons from the conflict	Day 4 Target

12	Turn and Teach!	Teach shaping and thesis (central idea) writing; explain the remaining TREES parts	Day 5 Educate / Explain
13	Exit Ticket	HOW Squanto's discovery solved a problem; shape, write, underline the way	Day 5 Transfer
14	Build It, Fix It, Say It	Problem → effect → missions and presidios needed; revise Missions and presidios shaped early Texas by protecting settlements and shaping daily life; rehearse because	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	WHY AND HOW missions and presidios shaped communities; cooperation and respect and reduced conflict; clear customs and expectations guiding behavior	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent organizing reasons or ways into baskets	Day 5 reflection
17	Let's Look at an Answer!	LOW: Missions and presidios shaped early Texas by protecting settlements and shaping daily life. Topic named; WHY, reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: missions and presidios were needed because people had problems. Reason vague; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: conflict-based WHY thesis (central idea), food-sharing evidence, and explanation connecting cooperation and respect and safety	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**5.7D**). **Game cards** support Spin, Sort, and Build the Baskets; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin, Sort, and Build the Baskets. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

The Evidence Branch of the ECR Tree

Grade 5 | Cluster 2 | Module 4

Grade: 5

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

Module: 4 of the cluster

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

Module Title: The Evidence Branch of the ECR Tree

Content Connection / Passage Titles: the informational texts "A Harvest to Remember" and "Spanish Rule in Early Texas" (Week 4, Very High endurance, ECR Informative)

Primary TEKS: 5.11(B)(iv) (Planning), 5.12(B)(i) / 5.12(B)(i) (Compose Informational Texts with a Clear Central Idea)

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

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

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

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

1. A Little Inspiration Goes a Long Way!

This module names the evidence branch of the growing ECR TREE. Students add a specific detail to each branch and explain what the detail means so the response proves its thesis (central idea).

TEACHER SCRIPT

"Evidence gives your thinking a voice. When you learn to support your ideas, you can stand confidently behind them."

Connection to this week's type of thinking: students use CSI: Connect the evidence to a reason or way, Support the idea with a specific text detail, and Infer what the detail means.

2. Why This Module Matters

Students select strong evidence for the ECR TREE using CSI. They connect a detail to the reason or way, support the idea with a specific detail from one of the two informational texts, and infer what the detail means. Evidence must come from the passage, match the reason or way, and be specific and relevant, not merely true.

Where it fits into writing: the evidence branch turns a thesis (central idea) into a proven explanation. Roots are the passage and prompt, the trunk is the thesis (central idea), and branches are the reason or way, evidence, and explanation.

Why it matters beyond this assignment: writers in every subject need to distinguish a detail that is merely true from a specific detail that supports an idea.

3. Module Essential / Overarching Question

How does CSI help a writer choose evidence that truly proves a reason or way?

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

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

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

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

5. Family Letter (English)

Dear Families,

This week your student is learning to choose strong evidence for an informative ECR using CSI: Connect, Support, and Infer. Your student will connect a detail to a reason or way, support the idea with a specific detail from the text, and infer what that detail means.

We will read the informational texts "A Harvest to Remember" and "Spanish Rule in Early Texas." Students will grow the ECR TREE from roots to trunk to branches, then use CSI to add evidence that proves a thesis (central idea). Ask your student, "How does that detail prove your idea, and what does it make you think?"

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

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

Estimadas familias:

Esta semana su estudiante aprenderá a elegir evidencia fuerte para una ECR informativa usando CSI: Conectar, Apoyar e Inferir. Conectará un detalle con una razón o manera, apoyará la idea con un detalle específico del texto e inferirá lo que significa.

Leeremos los textos informativos "A Harvest to Remember" y "Spanish Rule in Early Texas". Pregúntele: "¿Cómo demuestra ese detalle tu idea y qué puedes inferir?" Su estudiante usará las raíces, el tronco y las ramas del ECR TREE para explicar y probar una tesis (idea central).

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

7. Family Conversation Starters

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- What does a WHY prompt ask you to explain?
- What does a HOW prompt ask you to explain?
- Choose one passage. What problem did people need to solve, and how did it help you write your thesis (central idea)?

- Read one of your theses to me. Which clue word helped you write it?

8. Simple Family Activities

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

Family Activity: Clue-Word Hunt

Ask a family member to say an everyday question with WHY or HOW, such as "Explain WHY we need a rule for taking turns." Have your student shape the prompt with hand motions and say, "WHY asks for reasons" or "HOW asks for a way something happened."

Family Activity: Shape and Say a thesis (central idea)

Use one prompt: "Explain HOW taking turns solved a problem at home." Have your student circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem, then say a complete thesis (central idea) using "Taking turns solved the problem by _____."

Teacher Road Map

9. Teacher Navigation Key

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

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

10. GRADUATE Evidence Alignment

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

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

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 5, Cluster 2, Module 4
Module Category	Informational Writing / Extended Constructed Response (The Evidence Branch of the ECR Tree)
Primary TEKS	5.11(B)(iv), <u>5.12(B)(i)</u> / 5.12(B)(i)
Primary Breakout	Plan a first draft (<u>5.11(B)(iv)</u>); compose informational text with a clear central idea (<u>5.12(B)(i)</u> / <u>5.12(B)(i)</u>)
Spiral TEKS	5.12(B)(i), <u>5.12(B)(i)</u> , <u>5.12(B)(i)</u> , <u>5.12(B)(i)</u> , <u>5.12(B)(i)</u> , <u>5.12(B)(i)</u> , <u>5.12(B)(i)</u> (Response strand); SS <u>5.12(B)(ii)</u> and SS <u>5.12(B)(iii)</u> (interdisciplinary content)
Recursive TEKS	5.11(C)(iii) revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREES) structure
Content Connection	Poem "A Harvest to Remember" and informational text "Spanish Rule in Early Texas"

Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Shaped WHY/HOW prompts; Spin and Shape Showdown theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

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

I Will Statements

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

I Can Statements

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

CLASS SLIDE

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

13. Success Criteria

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

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

14. Evidence That Will Demonstrate Mastery

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

- Day 2 guided practice: shaped prompt cards and prompt-matched theses from Spin and Shape Showdown.
- Day 3 independent product: a shaped prompt, an independent thesis (central idea) explaining WHY people learned from Wampanoag knowledge and cooperation, and an underlined reason.
- Day 4 revision: a revised thesis (central idea) and a stated next step.
- Day 5 exit ticket: a shaped HOW prompt about Squanto, a thesis (central idea) with the way underlined, and a partner teaching explanation; the printable addendum checks the informational text's WHY central idea.

- Transfer task: the Module Writing Assignment: a WHY thesis (central idea) about knowledge and cooperation connected to the ECR (TREES) plan.

15. TEKS Correlations

Primary targets are **5.11(B)(iv)** and **5.12(B)(i)**. The companion identifies the central-idea focus as **5.12(B)(i)**. The Student Expectation column preserves the template's TEKS wording; **5.11(C)(iii)** supports revision.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
5.11(B)(iv)	Writing Process, Developing	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	Days 1-3	Days 2-5	Writing Assignment
5.11(C)(iii)	Writing Process, Revising	revise drafts by adding ideas for coherence	Day 4	Day 4; Additional Writing Opportunity	Revised evidence branch
5.11(C)(iv)	Writing Process, Revising	revise drafts by deleting ideas for coherence	Day 4	Day 4; Additional Writing Opportunity	Deleted irrelevant detail
5.12(B)(i)	Composition, Informational Texts	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Days 1-2	Days 3-5	Day 3 Use; Day 5 exit ticket; Writing Assignment
Content	History	Use the two assigned informational texts to explain how systems shape people and outcomes.	Day 1	Days 1-5	Not assessed as a writing standard

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

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **5.12(B)(i)** is labeled **5.12(B)(i)** in the Module 4 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	5.11(B)(iv)	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	5.12(B)(i)	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	5.11(C)(iii)	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	5.12(B)(i)	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	5.12(B)(i)	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	5.12(B)(i)	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	5.12(B)(i)	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	5.12(B)(i)	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	5.12(B)(i)	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	5.12(B)(i)	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 5.12(B)(ii) / SS 5.12(B) (iii)	reasons people form Pilgrims; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

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

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

ELPS Woven Into Intervention

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

ELPS Woven Into Enrichment

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

18. ELPS Linguistic Accommodations

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

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

Language Supports

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

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

19. Language Domains

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

20. Rigor Safeguard

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

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

21. Rigor & Cognitive Demand

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

22. The Five Thinking Levels

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

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

The Progression of Thinking

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

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

23. Possible Teacher Misconceptions

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

24. Possible Student Misconceptions

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

Module Foundations: Review, Refresh & Readiness

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

25. TEKS Target

Exact standards and breakouts being taught: students develop a focused, structured, coherent informative response with specific facts, add relevant evidence for coherence, delete details that do not support the idea, and compose a clear central idea using genre characteristics and craft. This module focuses on the evidence branch of the ECR TREE.

26. How I Say the Standard!

TEKS says	How I say it
5.11(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts	I build a focused response around my thesis (central idea) and use specific facts as evidence on each branch.
5.11(C)(iii) revise drafts by adding ideas for coherence	I add a relevant evidence detail or explanation when my branch needs more proof.
5.11(C)(iv) revise drafts by deleting ideas for coherence	I delete a detail that is true but does not connect to my reason or way.
5.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I write an informative ECR with a clear thesis (central idea), then use CSI to prove it.
5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I use informative writing features: a clear central idea, reasons or ways, evidence, and explanation.
5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I choose precise words and explain what my evidence means for the reader.

27. This Week I Can...

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

28. Before I Can... Prerequisites

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

- Read a grade-level informational text and informational text and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **5.12(B)(i)**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

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

30. Vocabulary Infusion

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

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 5.11(C)(iv) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain WHY knowledge and cooperation help Pilgrims stay safe and fair." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.

- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

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

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
reason	an answer that tells why something matters or happened	One reason knowledge and cooperation matter is _____.
WHY	the clue word that asks for reasons	WHY tells me to give _____.
HOW	the clue word that asks for a way something happened	HOW tells me to explain a _____.
problem	something that needs to be solved	The problem was _____.
solution	an answer to a problem	A solution can _____.
fair	treating people equally and rightly	Knowledge can make life more _____.
safe	protected from harm	Presidios protected _____.
sick	not feeling well or healthy	Some Pilgrims became _____.
rule	a direction people are expected to follow	Spanish customs and _____ shaped mission life.
land	the ground and area where people live and work	The Wampanoag people understood the _____.
clue	something that helps a person figure something out	The word _____ helped me decide.
effect	something that happens because of an action or event	One _____ was _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

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

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	proof from a text that supports an idea	My evidence proves my thinking.
explanation	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	why an idea matters	I explain the significance of knowledge and cooperation.
noun	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	a word that tells an action or state	I box the important verb in the prompt.
reasons	explanations of why something matters or happens	WHY prompts need reasons.
clue word	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	a problem or struggle in a text	The conflict helps me understand the prompt.
way	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
missions	MISH-uhnz	Spanish settlements led by missionaries
presidios	pri-SEE-dee-ohz	forts built by Spanish soldiers
missionaries	MISH-uh-ner-eez	Spanish priests who led the missions
Catholicism	kuh-THOL-uh-siz-uhm	the Catholic religion Spain spread
empire	EM-pyre	a large area ruled by one country
Wampanoag	wam-puh-NOH-ag	the Native American tribe that helped the Pilgrims
Squanto	SKWAHN-toh	the man who taught the Pilgrims to grow food
Pilgrims	PIL-gruhmz	English settlers who came to Plymouth
Plymouth	PLIM-uhth	the place where the Pilgrims settled
harvest	HAHR-vist	the crops gathered at the end of a growing season
CSI	see ess eye	Connect, Support, Infer, the evidence check in this module
TREE	tree	Roots, trunk, branches, and the parts of an informative ECR

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

39. Background Knowledge & Teacher Context

What the teacher needs to know. This Very High endurance module uses two Grade 5 Cluster 2 informational passages. "Spanish Rule in Early Texas" shows a system of control: Spain used missions to spread Catholicism and Spanish customs, and presidios to protect missions and settlements, though this also caused Native Americans to lose land and freedom. "A Harvest to Remember" shows a system of survival and cooperation: Wampanoag knowledge, including Squanto's teaching, helped the Pilgrims use the land, grow food, and prepare for a productive harvest.

Important conceptual background. The ECR TREE grows from roots, the passage and prompt, to the trunk, the thesis (central idea), and then branches, the reason or way, evidence, and explanation. CSI names the evidence work: Connect, Support, Infer. A detail can be true and still be weak if it does not match the reason or way.

Content context and connection to writing instruction. Students may compare the system of control in the Texas passage with the system of cooperation in the harvest passage. Every example must use one of these passages. The evidence branch is complete only when the student names the specific detail, tells what it supports, and infers what the detail means.

The ECR Habit

Before writing, students DOT unknown words and read both passages for TRACKS evidence. They grow the TREE from roots to trunk to branches: passage and prompt, thesis (central idea), reason or way, evidence, and explanation. CSI checks the evidence branch: Connect the detail, Support the idea with a specific passage fact, and Infer what the detail means. **5.12(B)(i)**

40. Materials Needed

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

41. Preparation Before Day 1

- ☐ Prepare the ECR Tree chart: roots = passage and prompt, trunk = thesis (central idea), branches = reason or way, evidence, and explanation.
- ☐ Prepare the CSI chart: Connect = What idea am I proving? Support = What does the text say? Infer = What does this mean?
- ☐ Prepare the Evidence Rules chart: evidence must come from the passage, match the reason or way, and be specific, not general.
- ☐ Print "A Harvest to Remember" and "Spanish Rule in Early Texas" and display both passages for quoted lines.
- ☐ Copy and cut Reason, Evidence, and Inference cards for the CSI Match-Up Challenge; prepare Pencil Guy markers and a gameboard.
- ☐ Set out interactive notebooks, highlighters, glue, scissors, and the Catch the Example listening prompts.
- ☐ Prepare the independent reason: "Spanish rule caused conflict" and the answer evidence: "Native Americans lost land and freedom."

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Read both passages, introduce the ECR TREE and CSI, and model the Wampanoag evidence branch.
Day 2	15	A Attempt	Play the CSI Match-Up Challenge by matching reasons, specific evidence, and inferences from both passages.
Day 3	15	D Discuss + U Use	Discuss what makes evidence strong, then independently use evidence for the reason "Spanish rule caused conflict."
Day 4	15	A Award + T Target	Recognize an Evidence Expert, add the evidence branch, and choose a precise next goal.
Day 5	15	E Educate and Explain to Others	Teach CSI to a partner, coach an evidence choice, and answer the overarching question.

43. Tiny Times Transition

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

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the informational text) and to science and society (the informational text).

Element	This Module
Suitability	A natural fit. The informational text is about why Pilgrims create knowledge and cooperation; the informational text is about a scientific discovery that protects public health.
Focus	Self-government and responsible citizenship; free enterprise and science in society.
Historical / Content Connection	People form Pilgrims and write knowledge and cooperation for security and survival (SS 5.12(B)(ii)). Squanto's breakthrough in survival and cooperation still protects people today (SS 5.12(B)(iii)).
Perspective Connection	Knowledge protect the rights of every person in a community; scientific discovery serves the common good.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a rule or a public message carefully. Citizens who read closely make better decisions.
Citizenship Question	"How do fair rules and shared knowledge help a community keep people safe?"
Teacher Script	<i>"Communities write knowledge and cooperation so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. Both are ways people take care of one another."</i>
Accuracy / Source Note	Use the assigned passages as the source for all content examples. Present the Wampanoag people's land knowledge and Spain's missions and presidios accurately.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 5.12(B)(i)
E	Explanation	How the evidence proves the thesis (central idea). 5.12(B)(i)
S	Significance	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (TREES) chart with Reason/Way in the second row and a DOT reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

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

Passage 1: "A Harvest to Remember" (Stamina: Very High)

- [1] In 1621, a group of English settlers called Pilgrims held a celebration in Plymouth, in present-day Massachusetts. The year before had been very difficult. The Pilgrims were not used to the cold climate or the new land. Many did not have enough food, and some became sick during the long winter. They had traveled across the Atlantic Ocean hoping to build a new life, but the first year was much harder than many of them expected. Their homes were small and simple, and they did not have many supplies. Each day brought problems they had to solve.
- [2] The Pilgrims had to learn how to live in a place that was unfamiliar to them. The weather was colder than they were used to, and the seasons affected what they could do. During the winter, the ground was hard, and food was difficult to find. The Pilgrims did not fully understand the plants, animals, rivers, forests, or soil in the area. They were trying to build a settlement, but they were also trying to survive. Some people became weak from hunger, and others became ill. The long winter made many Pilgrims feel worried about the future.
- [3] Even when spring came, life was still not easy. The Pilgrims needed to grow food, but they were not sure which crops would grow best in the new land. They needed to fish and hunt, but they did not know the area well. They needed to understand where the best land was for planting and where to find nearby resources. They also needed to work together because one person could not do everything alone. Building homes, planting crops, gathering food, and caring for the sick required many people helping in different ways.
- [4] Things began to improve when Native Americans from the Wampanoag tribe helped them. The Wampanoag people had lived in the region for a long time. They understood the land because it was their home. They knew how the seasons changed, where fish could be found, which plants were useful, and how to grow food in the soil near Plymouth. Their knowledge was important because it came from many years of living in the area. The Pilgrims needed this kind of knowledge in order to adapt to their new environment.
- [5] A man named Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. He also understood the geography of the area and showed them how to use the land in ways that worked best. Geography was important to the Pilgrims' survival because it affected where they could plant, fish, build, and gather supplies. Rivers and streams could provide water and fish. Forests could provide wood and animals. Open land could be used for planting. The coastline could help people travel and find food from the sea.
- [6] Squanto helped the Pilgrims understand that the land had resources, but they had to know how to use them. He showed them how to plant corn so it would grow better. Corn was an important crop because it could be eaten, dried, and stored for later. It could help families have food during colder months when fresh food was harder to find. Squanto also taught the Pilgrims ways to catch fish. Fish were useful because they could be eaten, and they could also help the soil when used in farming. These lessons gave the Pilgrims a better chance of surviving.
- [7] The Pilgrims learned that knowledge can be as important as tools. They had brought some supplies with them, but supplies could run out. Learning how to use the land helped them become more prepared. Squanto's lessons helped the Pilgrims move from guessing to understanding. Instead of only hoping their crops would grow, they learned methods that worked in that region. Instead of only searching for food without a plan, they learned where food could be found. This made daily life a little easier and gave the settlers more confidence.
- [8] With this help, the Pilgrims were able to grow enough food for a productive harvest. A productive harvest meant that the crops had grown well enough to provide food for the people. This was a big change from the hunger and sickness they had faced during the winter. The harvest showed that their hard work had made a difference. It also showed that the help they received from the Wampanoag people was valuable. The Pilgrims had learned new skills, and those skills helped them prepare for the future.

[9] After gathering their crops, the Pilgrims decided to celebrate. During the celebration, Massasoit and about 90 Wampanoag men joined them. The gathering lasted for several days. People shared food, played games, and spent time together. It was a way to give thanks for the harvest and the help they had received. This celebration was not only about eating. It was also about recognizing that a difficult year had finally led to a hopeful moment. The Pilgrims had survived many challenges, and now they had food to share.

[10] The Pilgrims learned that many hands make light work. This saying means that a difficult job becomes easier when many people help. The Pilgrims had seen this lesson in real life. Growing food, building shelters, gathering supplies, and surviving the winter were not simple tasks. When people shared their knowledge and effort, the work became more manageable. The Wampanoag people helped by sharing what they knew about the land. The Pilgrims helped one another by working to build and protect their settlement. The harvest celebration reminded them that cooperation could help people overcome hard times.

[11] The gathering in 1621 was very different from many Thanksgiving celebrations today. People today may think of long tables, turkey, mashed potatoes, rolls, cranberry sauce, pumpkin pie, and many side dishes. They may think of parades, football games, family trips, or school breaks. The 1621 celebration did not look exactly like that. The people at the gathering used the food that was available to them. They did not have the same stores, ovens, recipes, or supplies that people have today.

[12] The foods at the celebration were different from what many people eat today. They likely ate deer, fish, corn, and other local foods. The meal may have included foods from the forests, fields, and waters near Plymouth. There may have been wild birds, beans, squash, berries, nuts, or other foods that grew in the area. People used what the land provided because that was what they had. They could not go to a grocery store to buy ingredients. They had to hunt, fish, grow, and gather their food.

[13] It was not a large feast like modern Thanksgiving meals, but it was an important event. The importance came from what the meal represented. It represented survival after a hard winter. It represented a harvest after months of work. It represented help from others. It represented a moment to pause and give thanks. The food may have been simple, but the meaning was powerful. Since corn was part of the meal, someone might say the celebration was a-maize-ing. This pun uses the word “maize,” another word for corn, to create a playful meaning.

[14] The celebration also showed how people can depend on their environment. The Pilgrims needed to understand the land in order to survive. The Wampanoag people already had that understanding because they had lived there for generations. They knew how to use natural resources wisely. They knew which foods could be found during different seasons. They knew how to plant crops in that area. This knowledge helped the Pilgrims adapt to Plymouth. To adapt means to change in order to fit a new situation or environment.

[15] The Pilgrims had to adapt in many ways. They had to adapt to the cold climate. They had to adapt to the soil and growing seasons. They had to adapt to the foods that were available. They had to adapt to the geography of the area. They also had to adapt to the fact that they needed help from people who knew the land better than they did. These changes were not always easy, but they were necessary for survival. The harvest showed that the Pilgrims were beginning to learn how to live in their new home.

[16] The Wampanoag people played an important role in this story. Their help was not a small detail. It was one reason the Pilgrims were able to have a better harvest. Squanto’s teaching helped the Pilgrims grow crops and find food. The Wampanoag people’s knowledge of the land helped the Pilgrims understand their surroundings. When students learn about the 1621 celebration, it is important to remember both groups. The story is not only about the Pilgrims. It is also about the Wampanoag people and the help they gave.

[17] The celebration lasted for several days, which shows that it was a meaningful event. People did not simply eat one meal and leave. They spent time together. They shared food, played games, and took part in activities. This gave people a chance to rest from their work and recognize the importance of the harvest. After months of struggle, a few days of celebration may have felt very special. It gave the Pilgrims a chance to feel thankful for food, friendship, and survival.

[18] Today, many people celebrate Thanksgiving by sharing a meal with family and friends. The holiday is often

connected to this early gathering and the idea of giving thanks. Families may have different traditions. Some people cook special recipes that have been passed down for years. Some people travel to visit relatives. Others stay home and enjoy a quiet meal. Some families talk about what they are thankful for before they eat. Even though traditions can be different, the idea of gratitude is still an important part of the holiday.

[19] Thanksgiving can also be a time to think about history. History helps people understand how life was different in the past. The Pilgrims did not have the same comforts people have today. They had to work hard to meet their basic needs. The Wampanoag people had knowledge and skills that helped them live in the region. When students study this history, they can better understand how geography, cooperation, and survival are connected. They can also see that important events often involve more than one group of people.

[20] The 1621 harvest celebration reminds people that help from others can make a difference. The Pilgrims faced hunger, sickness, and an unfamiliar land. The Wampanoag people helped them learn how to use the land and its resources. Squanto taught them skills that helped them grow food and find fish. The harvest became a sign of hope after a difficult year. It showed that learning from others can help people face challenges.

[21] This story also reminds students that gratitude is not only about being thankful when life is easy. Sometimes people feel the most thankful after they have been through something difficult. The Pilgrims had struggled through a hard first year. When they finally had a productive harvest, they had a reason to be grateful. They were thankful for food, for help, and for the chance to continue building their settlement. The celebration helped them recognize how far they had come.

[22] Learning about the 1621 celebration can help students think about their own lives too. Students may not face the same challenges as the Pilgrims, but they can still understand the value of help and cooperation. A classroom project is easier when students work together. A family task is easier when everyone does a part. A community becomes stronger when people support one another. In this way, the saying many hands make light work still has meaning today.

[23] In the end, the 1621 celebration in Plymouth was more than a meal. It was a moment of thanks after a time of hunger, sickness, hard work, and learning. It connected the Pilgrims' survival to the help of the Wampanoag people and the knowledge of the land. It showed that geography affects how people live and that cooperation can help people succeed. Today, Thanksgiving is often remembered as a time to give thanks, share food, and spend time with others. The early harvest celebration helps explain why those ideas continue to matter.

Passage 2: "Spanish Rule in Early Texas" (Stamina: Very High)

[1] Before 1600, Spain began to explore and claim land in what is now Texas. Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries. To reach these goals, they built missions and presidios across the region.

[2] Spain was one of the strongest countries in the world during this time. Spanish explorers had already traveled across many parts of the Americas. They claimed islands, coastlines, rivers, and large areas of land. Leaders in Spain wanted more land because land gave them power. If Spain controlled more land, it could collect more resources, build more settlements, and show other countries that it was strong. Texas became important because it was located between other Spanish lands and areas that other European countries might want to claim.

[3] Spanish leaders were especially worried about France. If France moved into Texas, Spain could lose control of land near Mexico. Mexico was very important to Spain because it had cities, farms, mines, and trade. Spain wanted Texas to act like a borderland, or a protective area, between its valuable settlements and other countries. By sending explorers, missionaries, soldiers, and settlers into Texas, Spain hoped to show that the region belonged to them.

[4] Exploration also helped Spain learn about the land. Texas had forests, rivers, plains, grasslands, coastlines, and dry western areas. Some places had rich soil and water. Other places were dry and difficult to farm. Explorers also met many Native American groups who already lived in Texas. These groups had been there long before Spain arrived. They had their own languages, homes, beliefs, leaders, and ways of living. Some groups

farmed. Others hunted animals, gathered plants, fished, or moved from place to place to find food.

[5] Texas was not empty land. It was already home to many different Native American communities. Spanish arrival changed life for these groups in many ways. Some Native Americans traded with Spanish settlers. Some were curious about the new tools, animals, and goods the Spanish brought. Others were careful or resisted because they wanted to protect their land and traditions. The relationship between Native Americans and the Spanish was different from place to place.

[6] Missions were settlements led by Spanish priests called missionaries. Their main goal was to convert Native Americans to Catholicism. At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building. Many Native Americans lived at the missions and were expected to follow Spanish customs and rules. Some accepted this new way of life, but others resisted and tried to keep their traditions.

[7] A mission was usually more than just one building. Many missions included a church, living areas, workshops, storage rooms, gardens, and fields. The church was often the center of the mission. Missionaries taught Native Americans about Catholic beliefs and expected them to attend religious services. They also taught Spanish ways of farming, caring for animals, making tools, cooking food, and building structures. Spain believed that missions would help turn Native Americans into loyal Spanish subjects.

[8] Daily life at a mission followed a routine. People woke up early and had assigned jobs. Some worked in fields growing crops such as corn, beans, or other foods. Others cared for animals like cattle, sheep, goats, or horses. Some people cooked, cleaned, made clothing, repaired tools, or helped build walls and buildings. Missionaries believed this work would help the mission survive and grow. They also believed these routines would teach Spanish customs.

[9] For some Native Americans, missions offered certain benefits. Missions could provide food during hard times. They sometimes offered protection from enemies or other dangers. Native Americans could learn new farming methods or use new tools. Some people may have chosen to stay near missions because they thought it would help their families survive. In a changing world, some Native Americans made choices based on what they believed was safest or most useful.

[10] However, mission life was also difficult and unfair for many Native Americans. Living in a mission often meant giving up freedom. Native Americans were expected to follow Spanish rules instead of their own traditions. They might not be able to move freely or practice their customs the way they had before. Some were pressured to change their religion, language, clothing, work, and daily habits. These changes caused stress and conflict.

[11] Disease was another serious problem. Europeans brought diseases that Native Americans had never been exposed to before. Because their bodies were not used to these illnesses, many Native Americans became very sick. Diseases spread quickly in some mission communities because people lived close together. This caused great suffering and loss for Native American families.

[12] Not all Native Americans responded to missions in the same way. Some cooperated with the Spanish for a time. Some accepted parts of mission life but still tried to keep parts of their own culture. Others left the missions when they could. Some groups resisted Spanish control by refusing to live at missions or by fighting against Spanish settlements. These choices show that Native Americans were not just acted upon. They made decisions and responded in different ways.

[13] Presidios were forts built by Spanish soldiers. Their purpose was to serve as a protective force for the missions and nearby settlements. Soldiers guarded the area and helped keep control of the land. Missions and presidios were often built close together so they could support each other.

[14] Presidios were important because Spain needed soldiers to protect its claims. A mission without protection could be attacked or abandoned. Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities. They also watched for other countries that might try to enter Spanish territory. If French traders or explorers came too close, Spanish soldiers could respond. Spain used presidios to show that it was serious about controlling Texas.

[15] A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons. Soldiers had many responsibilities. They patrolled the land, carried messages, protected travelers, and helped defend settlements. They also sometimes helped build roads or support missions. Their work could be dangerous because Texas settlements were often far apart. A soldier might have to travel across rough land, hot weather, rivers, or dry areas with little water.

[16] Life in a presidio was not always easy. Soldiers did not always have enough supplies. Food, clothing, tools, and weapons had to be brought from other Spanish settlements, and the trip could take a long time. Sometimes supplies arrived late or not at all. Soldiers had to depend on nearby missions, farms, or ranches for food. They also had to be ready for conflict at any time.

[17] The presidios had to stand their ground when protecting nearby settlements.

[18] Spanish rule had lasting effects on Texas. The Spanish language and Catholic religion became part of daily life in the region. Many place names and traditions in Texas today reflect this influence. However, Spanish rule also led to conflict. Native Americans lost land and freedom, which caused tension between groups.

[19] The Spanish language became part of Texas history and culture. Many cities and places in Texas still have Spanish names. San Antonio, El Paso, Amarillo, Corpus Christi, and Rio Grande are examples of names connected to Spanish language and history. These names remind people that Spain and later Mexico had a strong influence on the region before Texas became part of the United States.

[20] Catholicism also became an important part of the region. Missionaries built churches and taught Catholic beliefs. Over time, Catholic traditions became part of many communities in Texas. Some missions later became famous historic sites. The Alamo, for example, began as a Spanish mission before it became known for a later event in Texas history. Missions were not only religious centers. They also became places connected to culture, settlement, and memory.

[21] Spanish rule also changed the economy of Texas. Missions and presidios needed food, animals, tools, and workers. Farming grew in some areas because missions needed crops to feed people. Ranching also became important. The Spanish brought cattle, horses, sheep, and goats. These animals changed the way people lived and worked. Horses affected transportation and hunting. Cattle later became a major part of the Texas economy.

[22] Ranching became one of the most lasting Spanish influences in Texas. Spanish settlers developed ways of raising cattle on open land. They used skills, tools, and traditions that later influenced cowboy culture. Words connected to ranching, such as rodeo and lasso, come from Spanish. Over time, ranching became closely connected to the identity of Texas.

[23] Spanish settlement also led to the development of roads and trails. Missions, presidios, and towns needed to stay connected. Roads helped people move supplies, animals, letters, and news. One important route was El Camino Real, which means “the Royal Road.” This road connected Spanish settlements and made travel easier across long distances. Roads helped Spain maintain control because they connected faraway places to each other.

[24] Towns also grew near some missions and presidios. When people settled near these places, communities began to form. Some towns started as small groups of soldiers, priests, settlers, and Native Americans. Over time, these settlements became more permanent. People built homes, farms, churches, and markets. These early communities helped shape the development of Texas.

[25] Still, Spanish control in Texas was not always strong. Texas was large, and settlements were spread far apart. It was hard for Spain to send enough soldiers, settlers, and supplies to every place. Some missions failed because they did not have enough food, support, or people. Other missions moved to better locations. Spain wanted to control Texas, but the land was difficult to settle.

[26] The environment also created challenges. Some areas had droughts, floods, storms, or extreme heat. Rivers could be helpful, but they could also flood. Dry areas made farming difficult. Long distances made travel slow and dangerous. These challenges meant that Spanish settlers and missionaries had to adapt to the land.

[27] Native American resistance also made Spanish control difficult. Many Native American groups did not

want Spain to take their land or change their way of life. Some groups attacked settlements or avoided missions completely. Others traded with the Spanish but refused to be controlled. This resistance showed that Native Americans continued to fight for their freedom and survival.

[28] Spanish rule brought both change and conflict. It introduced new ideas, languages, religions, animals, roads, and settlements. At the same time, it caused Native Americans to lose land, freedom, and many parts of their traditional lives. These effects were not small. They shaped the future of Texas for generations.

[29] Because of missions and presidios, Spain was able to maintain control of Texas. These early settlements played an important role in shaping the history, culture, and development of the region. In many ways, the missions were on a mission.

[30] Understanding missions and presidios helps students understand how Texas changed over time. Missions were used to spread religion and Spanish customs. Presidios were used to protect settlements and defend Spanish claims. Together, they helped Spain expand its influence in Texas. These settlements affected Native Americans, Spanish settlers, soldiers, missionaries, and future generations.

[31] The story of Spanish Texas is not simple. It includes exploration, settlement, cooperation, resistance, loss, and cultural change. Spain came to Texas with goals of power, religion, and protection. Native Americans responded in many different ways. Some adapted to new conditions, while others resisted Spanish control. The missions and presidios left marks that can still be seen in language, religion, place names, ranching traditions, roads, and historic sites.

[32] Today, people can still visit some mission sites and learn about this part of Texas history. These places help explain how the past connects to the present. They show how early settlements changed the land and the people who lived there. They also remind us that history includes different points of view. For Spain, missions and presidios were tools for control. For many Native Americans, they brought major changes and challenges. By studying both sides, students can better understand how Texas became the place it is today.

48. Student Annotation Guide

The evidence students learn to identify in each source. **5.12(B)(i)**

A Harvest to Remember

TRACKS	Evidence
T Time	In 1621; the long winter; the spring
R Reactions	Things began to improve; the harvest showed their hard work made a difference
A Actions	Squanto taught the Pilgrims to grow crops, catch fish, and find food
C Character/Concept	Wampanoag people; Squanto; cooperation
K Key Knowledge	Wampanoag knowledge helped the Pilgrims adapt to the new environment
S Scenery/Setting	Plymouth; rivers, forests, open land, and coastline

Spanish Rule in Early Texas

TRACKS	Evidence
T Time	Before 1600; before Texas became part of the United States
R Reactions	Some accepted parts of mission life; others resisted Spanish control
A Actions	Spain built missions and presidios; soldiers guarded settlements
C Character/Concept	Spain; missionaries; Native American groups; missions and presidios
K Key Knowledge	Missions spread religion and customs; presidios protected missions and settlements
S Scenery/Setting	Texas forests, rivers, plains, grasslands, coastlines, and dry western areas

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **5.12(B)(i)**

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

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

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

50. Five-Day GRADUATE Lesson

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

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather evidence from both passages, reveal CSI, and model one complete evidence branch for the ECR TREE.

Standard	Focus
TEKS	5.11(B)(iv) develop a focused response with specific facts; 5.12(B)(i) compose informative text with a clear central idea
ELPS	1(E)(i) demonstrate listening comprehension; 2(E)(i) explain with specificity

GATHER ■ TEACH

CLASS SLIDE

Module 4: The Evidence Branch. Roots are the passage and prompt. The trunk is the thesis (central idea). Branches are reason or way, evidence, and explanation.

TEACHER SCRIPT

"Evidence gives your thinking a voice. Today we will connect, support, and infer."

CLASS SLIDE

Slide 3, A Problem & A Discovery. Today's passages: "A Harvest to Remember" & "Spanish Rule in Early Texas." Both are built around a BIG idea: a PROBLEM and how people solved it.

Students DOT unfamiliar words and use TRACKS to mark evidence. Name the system of cooperation in "A Harvest to Remember" and the system of control in "Spanish Rule in Early Texas."

CLASS SLIDE

Read both informational passages and look for a specific detail that proves a reason or way.

REVEAL ■ TEACH

CLASS SLIDE

CSI Anchor Chart: Connect = What idea am I proving? Support = What does the text say? Infer = What does this mean?

CLASS SLIDE

Model reason: Wampanoag knowledge helped the Pilgrims adapt. Model evidence: Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.

TEACHER SCRIPT

"Let's build one together. The reason is Native Americans helped the Pilgrims survive. The evidence is that Squanto taught the Pilgrims how to grow crops like corn. The inference is that the Pilgrims learned how to produce food, which helped them survive."

Use the passage to show that the detail connects to the reason, supports it with exact information, and leads to an inference.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Connect: Wampanoag knowledge helped the Pilgrims adapt. Support: "Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area." Infer: This shows the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment.

Point out that the quoted detail comes from the passage, matches the reason, and leads to an inference. A detail that is merely true is not enough.

WHY: tells me to give reasons. A because phrase can help me state a reason.

HOW: tells me to explain a way something happened. A by phrase can help me state a way.

Connect the thesis (central idea) to TREES

CLASS SLIDE

Slide 6, The ECR (TREES) Chart. The prompt tells students what to think about; the ECR (TREES) chart tells students how to make their thinking visible.

CLASS SLIDE

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

CLASS SLIDE

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

Point to each part on the chart. Keep the independent writing target to a complete, prompt-matched thesis (central idea); show how the remaining parts develop that idea. [5.12\(B\)\(i\)](#) [5.12\(B\)\(i\)](#)

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-TREES connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: attempt evidence selection through the CSI Match-Up Challenge by matching a reason to evidence to an inference.

Standard	Focus
TEKS	5.11(C)(iii) revise by adding ideas for coherence; 5.12(B)(iii) compose with craft
ELPS	4(F)(ix) write with supporting evidence for a specific purpose; 4(F)(xiii) write with supporting evidence for a specific audience

ATTEMPT ○ LEARN**CLASS SLIDE**

CSI Match-Up Challenge: Match Reason -> Evidence -> Inference. Move your marker only when the full chain makes sense.

CLASS SLIDE

Sample match: Reason, Presidios protected Spanish settlements. Evidence, soldiers guarded the area. Inference, this helped Spain keep settlements safer and maintain control.

Partners match cards from both passages and record each complete chain in the interactive notebook. A detail can be accurate and still be weak evidence for a particular reason.

GAME MATERIALS

Prepare the spinner, prompt cards, and a simple movement path before play. Match a drawn card to the spinner's WHY, HOW, or BOTH category.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Choose a Reason card.	State the idea being proved.
2	Choose an Evidence card from a passage.	Read the exact detail.
3	Choose an Inference card.	Say what the detail means.
4	Ask, Does it connect?	The evidence matches the reason.
5	Ask, Does it support?	The detail is specific and from the text.
6	Ask, What can I infer?	The inference explains meaning.
7	Match Native Americans helped the Pilgrims survive to Squanto's teaching and enough food.	Complete CSI chain.
8	Match missions changed Native Americans' way of life to Spanish customs and Spanish control.	Complete CSI chain.
9	Record the final match in the notebook.	Use evidence vocabulary.
10	Move the Pencil Guy marker only when the full chain makes sense.	Reason, evidence, inference.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only says the discovery was good, return to HOW and ask for the way it solved the problem.

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

Day Purpose: discuss what makes evidence strong, then independently apply CSI to a reason from "Spanish Rule in Early Texas."

Standard	Focus
TEKS	5.11(C)(iv) revise by deleting ideas for coherence; 5.12(B)(ii) compose using genre characteristics
ELPS	2(E)(i) explain orally with specificity; 4(F)(i) write with supporting details for a purpose

DISCUSS ○ LEARN

CLASS SLIDE

Discuss Strong Evidence: Why must evidence come from the text? What happens if evidence does not match? Why is inference important?

TEACHER SCRIPT

"Evidence proves your thinking, and inference explains it. A detail can be true and still be weak evidence for a particular reason."

TEACHER SCRIPT

"How did the conflict help you write your thesis (central idea)?" "The conflict is your anchor. Without it, your thinking floats."

CLASS SLIDE

Reason: Spanish rule caused conflict. Evidence: Native Americans lost land and freedom. Inference: This caused tension between groups.

PERSONAL CONNECTION QUESTION (DISCUSS) [5.12\(B\)\(I\)](#)

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to survival, rules, safety, or discovery before the class returns to the texts.

Compare the conflicts in the informational text and informational text: each creates a need for a solution that protects people. Return to the informational text's conflict when answering its WHY prompt.

[5.12\(B\)\(i\)](#) [5.12\(B\)\(i\)](#)

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Independent CSI: Use the reason "Spanish rule caused conflict." Choose one specific piece of evidence and infer what it means.

Step 1: Write the reason in your notebook.

Step 2: Choose one specific detail from the passage.

Step 3: Write what the detail supports.

Step 4: Infer what the detail means. [5.11\(B\)\(iv\)](#)

CLASS SLIDE

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

Independent Thesis (central idea) Check

Possible response: Evidence: "Native Americans lost land and freedom." Inference: This caused tension between groups.

WRITING REQUIREMENT **5.12(B)(I)**

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

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the reason, specific evidence, and inference. Check that the detail comes from the passage and that the inference explains its meaning.

Misconception / teacher move: if a student chooses a true but mismatched detail, ask, "Does this exact detail connect to and support your reason?"

Access without lowering rigor: reread the relevant passage paragraph and provide the frame "This supports my reason because _____. I can infer _____." The student chooses the detail and completes the inference. **Student product:** independent CSI chain.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize strong evidence choices, then set a precise next goal for the evidence branch.

Standard	Focus
TEKS	5.12(B)(iii) compose with craft; 5.11(C)(iii) revise by adding ideas for coherence
ELPS	4(C)(i) use content vocabulary; 4(F)(ix) write with supporting evidence for a purpose

AWARD ✓ ASSESS

CLASS SLIDE

Award the Evidence Expert: Circle your strongest evidence choice. Complete, "My evidence proves my idea because _____."

TEACHER SCRIPT

"Think about how you used evidence today. Your evidence proves your idea when it connects, supports, and lets you infer."

CLASS SLIDE

Choose one target: more specific evidence, a stronger connection, a clearer inference, or a better passage detail.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS

Students complete the reflection, "I understand evidence when _____. I still need help with _____. Then each student sets one precise target and adds the evidence branch to the ECR TREE.

EVIDENCE REVISION

Add an explanation when the branch needs coherence. Delete a detail that is true but does not connect to the reason or way.

Access without lowering rigor: let students rehearse the CSI chain aloud before writing their target. **Student product:** strongest evidence choice, written explanation, and next evidence goal.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach CSI to a partner, coach one evidence choice, and answer the module overarching question.

Standard	Focus
TEKS	5.12(B)(i) compose informational text using a clear central idea
ELPS	2(E)(i) explain with specificity; 2(F)(i) respond during formal classroom interactions

EXPLAIN ✓ ASSESS 5.12(B)(i)**CLASS SLIDE**

Become an Evidence Coach: teach Connect, Support, and Infer.

EDUCATE**TEACHER SCRIPT**

"Teach your partner CSI. Explain how to connect the evidence to the reason, support the idea with a specific text detail, and infer what the detail means. Then give one specific improvement suggestion."

CLASS SLIDE

Use the ECR TREE: roots are the passage and prompt, the trunk is the thesis (central idea), and the branches are the reason or way, evidence, and explanation.

Partners coach one evidence choice from either passage and explain which part of CSI needs strengthening.

Module Overarching Question - Answer 5.12(B)(i)**CLASS SLIDE**

How does CSI help a writer choose evidence that truly proves a reason or way?

CSI keeps evidence purposeful. The writer connects the evidence to the reason or way, checks that the specific text detail supports the idea, and infers what the detail means. Evidence that passes all three checks is relevant proof rather than a random fact.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain why their evidence is relevant and what they infer from it.

Access without lowering rigor: reread a passage paragraph and allow oral rehearsal; the student still chooses the detail and inference.

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain WHY AND HOW knowledge and cooperation improved Pilgrims. WHY: because they created survival and reduced conflict. HOW: by setting clear rules that guided behavior and prevented disagreements.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do fair rules and shared scientific knowledge both help keep a community safe?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 50-52 to identify a thesis (central idea) that answers WHY. **Student product:** partner teaching explanation, shaped HOW ticket, thesis (central idea) with the way underlined, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use the conflict to write a clear thesis (central idea) that answers the exact WHY or HOW prompt.

Student Exemplars

Deck slides 17-19 use this prompt: Explain WHY knowledge and cooperation were needed in "A Harvest to Remember." The companion adds a secure central-idea model below.

51. Low / Developing Exemplar

Field	Detail
Student response	The Pilgrims got help.
What the student did successfully	Connected the idea to the passage's cooperation system.
What is missing	The response is vague, has no specific passage detail, and has no inference.
Why it falls at this level	It does not support the idea with evidence.
Exact next instructional step	Add, "Squanto taught the Pilgrims how to grow corn, catch fish, and find food," then infer what this shows.

52. Medium / Approaching Exemplar

Field	Detail
Student response	Squanto taught the Pilgrims how to grow corn and catch fish.
What the student did successfully	The evidence is specific and matches the reason.
What is missing	The response stops before inferring what the detail means.
Why it falls at this level	It supports the idea but does not explain the evidence.
Exact next instructional step	Add, "This shows the Pilgrims learned to use the land, which helped them adapt and survive."

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	REASONS
Strong thesis (central idea)	Wampanoag knowledge helped the Pilgrims adapt. The text states that Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. This shows that the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment and prepare for a productive harvest.
Why it works	It connects the evidence to the reason, supports it with a specific passage detail, and infers what the detail means.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Spanish Rule transfer	WHY	Spanish rule caused conflict because Native Americans lost land and freedom.	Matches the reason to a specific detail.
	HOW		

Harvest transfer 5.12(B)(i)		Wampanoag knowledge helped the Pilgrims adapt by teaching them how to use the land and its resources.	Answers HOW with a way and invites evidence.
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Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.	Specific detail directly supports Wampanoag knowledge.
Explanation	This shows that the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment and prepare for a productive harvest.	Infers what the evidence means.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) circle important nouns, box the important verb, and triangle WHY or HOW, (2) explain that WHY asks for reasons and HOW asks for a way something happened, (3) identify the conflict, and (4) write a complete thesis (central idea) that answers the exact prompt. Accept varied wording when the thesis (central idea) gives the required reason or way. Students use TREES to connect that thesis (central idea) to a reason or way, evidence, explanation, and significance.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Problems in the texts identified as the starting point for prompt analysis.
T2	Day 1 Reveal	■ TEACH	Three prompt shapes, a matching WHY thesis (central idea), and the TREES connection modeled.
L3	Day 2 Attempt	○ LEARN	Spin and Shape Showdown prompts shaped and matched to written theses.
L4	Day 3 Discuss	○ LEARN	Students explain WHY and the informational text's conflict and make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent shaped WHY prompt, complete thesis (central idea), and underlined reason.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak thesis (central idea) to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Shaped HOW prompt about Squanto, matching thesis (central idea), and underlined way.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can shape a WHY or HOW prompt, use the conflict, and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Spin and Shape Showdown prompt cards, pencils, the shape key, and both provided passages.
Related TEKS Breakout	5.11(B)(iv) planning; 5.12(B)(i) clear central idea, genre characteristics, and craft; 5.11(C)(iii) revising.

Task	Students circle important nouns, box the important verb, triangle WHY or HOW, identify the conflict, write a matching thesis (central idea), and revise for clarity.
Expected Response	The three shapes mark the correct words; the thesis (central idea) is a complete sentence that answers WHY with a reason or HOW with a way grounded in the text's problem and solution.

Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Spin and Shape Showdown.

Formative Assessment. The Day 3 independent thesis (central idea) check is the formative check. Students shape "Explain WHY people learned from Wampanoag knowledge and cooperation in the informational text," use the conflict to write a thesis (central idea), and underline the reason. They add evidence and explanation if ready.

Exit Ticket Assessment. The Day 5 exit ticket asks students to shape "Explain HOW Squanto's teaching solved a problem." Review the shapes, the problem of hunger and food scarcity, and a complete thesis (central idea) with the way underlined. Section 56 provides a separate printable WHY check about knowledge and cooperation.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain WHY knowledge and cooperation help Pilgrims stay safe and fair.	WHY (reasons)	Knowledge help Pilgrims stay safe and fair because they create structure and protect people from unfair actions.
Explain HOW Squanto's teaching solved a problem.	HOW (a way something happened)	Squanto's teaching solved the problem of hunger and food scarcity by showing that growing crops, catching fish, and finding food helped the Pilgrims survive.
Explain HOW Wampanoag knowledge and cooperation helped the Pilgrims adapt to their new environment.	HOW (a way something happened)	Wampanoag knowledge and cooperation helped the Pilgrims adapt by teaching them how to use the land, grow food, and find fish.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 5.12(B)(i) / 5.12(B)(i) (clear central idea) | **Student-Friendly Target:** I can shape a WHY prompt and write a clear thesis (central idea).

Directions: Read this excerpt from "A Harvest to Remember": "Many small problems quickly grew to one. Across the town, there were troubles over land and things. So people gathered, searching for a way..." Then circle important nouns, box the important verb, and triangle the clue word in the prompt.

Prompt: Explain WHY Pilgrims need knowledge and cooperation in "A Harvest to Remember."

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

2. Constructed response. In one sentence, state the informational text's message about why Pilgrims need knowledge and cooperation: (4 points)

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

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

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	REASONS (WHY). Shaping check: circle Pilgrims and knowledge and cooperation, box need, and triangle WHY.	WHY asks for reasons.	2	5.11(B)(iv); 5.12(B)(i)
2	Secure example: Communities need knowledge and cooperation because when small problems grow, knowledge and cooperation give everyone a fair way to solve them and live together. Award 4 for a clear message broad enough to develop; 3 for a clear but general idea; 2 for related details without the message; 1 for a topic only; 0 for no response.	States the central idea, not a single detail.	4	5.12(B)(i) / 5.12(B)(i)
3	Underline the words explaining the reason, such	Locates the WHY answer in the thesis (central idea).	2	5.12(B)(i)

	as "because when small problems grow, knowledge and cooperation give everyone a fair way to solve them and live together." Award 2 for the complete reason; 1 for a partial reason; 0 if absent.			
4	"Many small problems quickly grew to one." Accept a paraphrase naming the growing problems. Award 2 for that relevant detail; 1 for a related but unclear detail; 0 for an unrelated detail or no response.	Connects growing problems to the need for knowledge and cooperation, as in companion Module 4 question 2.	2	5.12(B)(i); 5.12(B)(i)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G5 C2 M4 Evidence Branch of the ECR Tree."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	5.11(B)(iv) (planning); 5.12(B)(i) / 5.12(B)(i) (clear central idea)
Spiral TEKS	5.11(C)(iii) (revising); 5.12(B)(i) (text evidence); 5.12(B)(i) (newly acquired vocabulary); 5.12(B)(i) (discuss ideas important to meaning)
Purpose	Students write a WHY thesis (central idea) and connect it to a short ECR (TREES) plan.
Exact Student Prompt	Explain WHY Pilgrims need knowledge and cooperation in "A Harvest to Remember."
Exact Student Directions	DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY. Write one complete thesis (central idea) with a reason based on the conflict. Underline the reason; then connect the thesis (central idea) to evidence, explanation, and significance using TREES.
Non-Negotiable Expectations	A complete WHY thesis (central idea) with a clear central idea and reason grounded in the conflict; a relevant detail from the informational text; an explanation linking that detail to the thesis (central idea). Use the remaining TREES parts to develop the idea at low endurance.

WRITING REQUIREMENT **5.12(B)(i)**

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

63. Student Planning Frame

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

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.12(B)(i)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.12(B)(i)**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

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

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about knowledge and cooperation and survival, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the message.	Names only the topic; does not answer WHY.
Evidence (CSI) 5.12(B)(i)	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 5.12(B)(i)	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 5.12(B)(i)	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

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

66. Teacher Feedback Shortcuts

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

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	5.11(B)(iv) planning; 5.12(B)(i) clear central idea; 5.11(C)(iii) revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain WHY knowledge and cooperation were needed in the informational text.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, knowledge and cooperation were needed because: _____." Help students name arguments and lost survival, then complete a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "The Pilgrims got help." Ask how the evidence branch makes the response stronger. Add the specific detail that Squanto taught the Pilgrims how to grow crops, catch fish, and find food, then infer that the Pilgrims learned to use the land and its resources.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the knowledge and cooperation WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Wampanoag knowledge helped the Pilgrims adapt"	Name the conflict and rehearse "Wampanoag knowledge was needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about knowledge and cooperation, then transfer the same shaping and thesis (central idea)-writing habit to the informational text.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	5.12(B)(i) clear central idea, genre characteristics, and craft; 5.11(C)(iii) revising; 5.12(B)(i) compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the informational text and shape one prompt. **5.12(B)(i)**

CLASS SLIDE

Explain WHY AND HOW knowledge and cooperation improved Pilgrims.

Use the deck's dual lens: WHY, knowledge and cooperation improved Pilgrims because they created survival and reduced conflict; HOW, knowledge and cooperation improved Pilgrims by setting clear rules that guided behavior and prevented disagreements. Students circle knowledge and cooperation and Pilgrims, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "Knowledge improved Pilgrims because they created survival and reduced conflict by setting clear rules that guided behavior." Partners check the thesis (central idea) against both parts of the shaped prompt.

Part 3: Develop and Transfer. Use TREES to plan text evidence, explanation, and significance for the knowledge and cooperation thesis (central idea). Then apply the same habit to one informational text prompt: "Explain HOW Squanto's teaching solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people learned from Wampanoag knowledge and cooperation in the informational text "A Harvest to Remember."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with TREES: thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **5.12(B)(i)**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **5.12(B)(i)**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **5.12(B)(i)**

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

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

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

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

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **5.11(C)(iii)**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

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

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 4 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin and Shape Showdown card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

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

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREES can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

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

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

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

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

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

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

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"You are learning to prove your thinking with strength and clarity. Every time you use evidence, your ideas grow stronger. Keep building your branches - your thinking is becoming powerful."

80. Essential / Overarching Question, Answered

How does CSI help a writer choose evidence that truly proves a reason or way?

CSI helps a writer choose purposeful proof. The writer first connects the detail to the reason or way, then checks that the specific detail from the passage supports the idea, and finally infers what the detail means. Evidence that passes all three checks is relevant proof rather than a random quotation or fact. In this module, the writer grows the ECR TREE from passage and prompt roots to a thesis (central idea) trunk and evidence branches.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

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

- Student shaped prompts and Spin and Shape Showdown theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about Squanto with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 4 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

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

Slide	Title	Required Content	Lesson Location
1	The Evidence Branch of the ECR Tree	Module 4; Grade 5 Cluster 2; Week 4; Very High endurance; ECR Informative	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	A Problem & A Discovery	Classroom without rules; hunger and food scarcity; both passages; DOT unknown words	Day 1 Gather
4	Shaping the Prompt	Circle nouns; box the verb; triangle WHY or HOW; model WHY knowledge and cooperation help Pilgrims stay safe and fair	Day 1 Reveal
5	Watch Me!	Circle knowledge and cooperation and Pilgrims; box help; WHY means reasons; modeled thesis (central idea)	Day 1 Reveal
6	The ECR (TREES) Chart	thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	Spin and Shape Showdown!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; Squanto sample	Day 2 Attempt
8	Talk It Over!	WHY knowledge and cooperation were needed; conflict: arguments, lost survival, growing problems	Day 3 Discuss
9	Try It On Your Own!	WHY people learned from Wampanoag knowledge and cooperation; shape, write, underline reason; evidence and explanation if ready	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): Wampanoag knowledge helped the Pilgrims adapt. Possible revision gives reasons from the conflict	Day 4 Target
12	Turn and Teach!		Day 5 Educate / Explain

		Teach shaping and thesis (central idea) writing; explain the remaining TREES parts	
13	Exit Ticket	HOW Squanto's teaching solved a problem; shape, write, underline the way	Day 5 Transfer
14	Build It, Fix It, Say It	Problem → effect → knowledge and cooperation needed; revise Wampanoag knowledge helped the Pilgrims adapt; rehearse because	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	WHY AND HOW knowledge and cooperation improved Pilgrims; survival and reduced conflict; clear rules guiding behavior	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: Wampanoag knowledge helped the Pilgrims adapt. Topic named; WHY, reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: Wampanoag knowledge was needed because people had problems. Reason vague; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: conflict-based WHY thesis (central idea), food-sharing evidence, and explanation connecting survival and safety	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**5.12(B)(i)**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

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

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin and Shape Showdown. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	