

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 2 - Modules 1 to 4

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



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 2 - Module 1

Understanding the Structure of an ECR



Name: _____



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Grade 5 • Cluster 2 • Module 1

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Understanding the Structure of an ECR



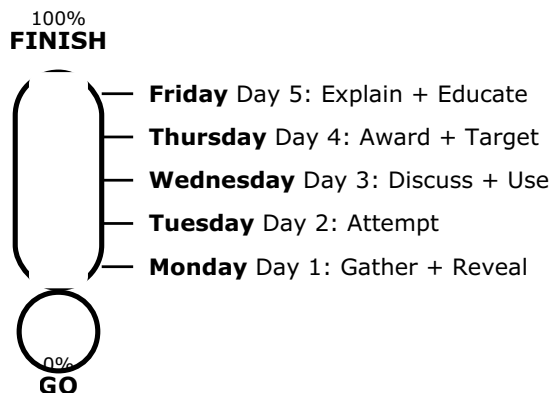
Why This Matters to Me

Shaping a prompt before I write keeps my answer on track. When my thesis (central idea) answers the exact prompt, my reason or way, evidence, and explanation all grow from the same idea.

Essential Question

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

My Week Tracker



Color in the thermometer at the END of each day, after I finish that day's work. Watch it rise from GO to FINISH!

My First Thinking

I Can

- I can shape a prompt by circling the important nouns, boxing the important verb, and triangling the clue word.
- I can tell whether a prompt asks for reasons or a way something happened.
- I can identify the conflict in a passage and use it to help me think.
- I can write a complete thesis (central idea) that answers the exact prompt.

I Will

- I will grow my thesis (central idea) from roots to trunk to branches.
- I will use the conflict to find my reason or way before I write.
- I will connect my reason or way, evidence, and explanation to my thesis (central idea).
- I will use words from this module's vocabulary in my writing.
- I will explain why my idea matters.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to shape a prompt and build an informative ECR TREE from roots to trunk to branches.	Two informational passages, "A Harvest to Remember" and "Spanish Rule in Early Texas." Both are at low stamina.	Shaped prompts, complete theses (central ideas), a Spin and Shape Showdown recording, and a partner teach-back explanation.

Where We Are Going

I will move from reading a prompt to shaping it on purpose. I will circle the important nouns, box the important verb, and triangle the clue word. Then I will name the conflict, write a thesis (central idea) that answers the exact prompt, and grow my ECR TREE from roots to trunk to branches. By the end of the week, I will teach a partner how to shape a prompt and build a matching thesis (central idea).

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

- ☐ I can circle important nouns, box the important verb, and triangle WHY or HOW.
- ☐ I can say whether a prompt asks for reasons or a way something happened.
- ☐ I can name the conflict before I write.
- ☐ I can write a complete thesis (central idea) that answers the exact prompt.
- ☐ I can underline the reason or the way in my thesis (central idea).
- ☐ I can add evidence from the passage to support my thesis (central idea).
- ☐ I can explain what my evidence means and why it matters.
- ☐ I can teach a partner how to shape a prompt and build a matching thesis (central idea).

Check Myself

- ☐ I can circle the important nouns, box the important verb, and triangle the clue word.
- ☐ I can tell whether a prompt asks for reasons or a way something happened.
- ☐ I can explain the difference between WHY and HOW.
- ☐ I can identify the problem or conflict in the text.
- ☐ I can write a thesis (central idea) that answers WHY with a reason.
- ☐ I can write a thesis (central idea) that answers HOW with a way.
- ☐ I can add evidence that supports my thesis (central idea).
- ☐ I can explain how my evidence proves my thinking.
- ☐ I can revise my thesis (central idea) to make it clear and complete.

How I Will Show What I Know

Say It Together!

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

5.11(B)(i):

I can organize my ideas so my ECR grows in order from roots to trunk to branches.

5.12(B)(i):

I can write an informative ECR with a clear thesis (central idea) that answers my prompt.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does the clue word tell me?"

Class answers: "WHY needs reasons. HOW needs a way!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to read an informational passage, find important people and actions, and write a complete sentence with a subject and a verb.

A connection I can make

Remember It!

- ☐ A prompt is the question or task a writer must answer.
- ☐ A complete sentence has a subject and a verb.
- ☐ Evidence is proof taken from a text.
- ☐ WHY asks for reasons. HOW asks for a way something happened.
- ☐ The conflict is a problem or struggle in a text.

One idea I remember

Ready Check

- ☐ I can tell what a passage is mostly about.
- ☐ I can name an important person in a passage.
- ☐ I can write a complete sentence.
- ☐ I can find a detail in a passage and use it as proof.
- ☐ I can tell a problem in a passage from its solution.

Watch Out! Common Mix-Up

Watch out! Shaping the prompt is not the end of the job. After I circle, box, and triangle, I still name the conflict and write a thesis (central idea) that answers the exact prompt.

Where This Fits in My Writing

Shaping a prompt correctly is what makes a written response accurate. When I name the thinking type before I write, my thesis (central idea) answers the exact question and my reason or way, evidence, explanation, and significance all develop that thesis (central idea). This is the habit that turns a guess into a planned ECR.

What I want to remember before I start

Before I Begin



This is not for a grade. Show what you already know.

Part 1: Shape the Prompt

Prompt: Explain why missions and presidios helped Spain maintain control in early Texas.
Circle the important nouns. Box the important verb. Triangle the clue word.

The important nouns I circled

The important verb I boxed

The clue word I triangulated, and what it asks for

Part 2: Reasons or a Way

- ☐ This prompt asks for REASONS (WHY).
- ☐ This prompt asks for A WAY (HOW).

How I know

Part 3: Write a Thesis (Central Idea)

In one complete sentence, answer the prompt. Use a because phrase to name a reason.

My thesis (central idea)

Part 4: Order the Response

These sentences belong to a clear ECR. Number them 1 to 4.

Sentence	My order
Spain built missions and presidios to expand its empire and protect its land.	
Missions spread Spanish customs and Catholicism, and presidios protected missions and settlements.	
These settlements helped soldiers guard the area and keep control of the land.	
Because of the missions and presidios, Spain was able to maintain control of Texas.	

Part 5: Find the Conflict

A conflict is a problem or struggle in a text. What conflict did Spanish rule cause in early Texas?

The conflict I found

Part 6: Explain My Thinking

One part of shaping a prompt I already do well is

One part of shaping a prompt I want to practice is



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about the passages.

Word	Say it	What it means	Sentence frame
reason	REE-zun	An answer that tells why something matters or happened.	One reason Spain maintained control was ____.
WHY	WY	The clue word that asks for reasons.	WHY tells me to give ____.
HOW	HOW	The clue word that asks for a way something happened.	HOW tells me to explain a ____.
problem	PROB-lum	Something that needs to be solved.	The problem was ____.
solution	suh-LOO-shun	An answer to a problem.	A solution can ____.
fair	FAIR	Treating people equally and rightly.	The explanation should be ____.
safe	SAYF	Protected from harm.	The presidios protected ____.
sick	SIK	Not feeling well or healthy.	Some Pilgrims became ____ during the long winter.
rule	ROOL	A direction people are expected to follow.	Native Americans were expected to follow Spanish ____.
custom	KUS-tum	A way of living or behaving that a group follows.	Spanish customs became part of daily life in ____.
clue	KLOO	Something that helps a person figure something out.	The word ____ helped me decide.
effect	ee-FEKT	Something that happens because of an action or event.	One ____ was ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These academic thinking words help you understand questions and explain answers. Say each word, then use it in the frame.

Word	Say it	What it means	Sentence frame
prompt	PROMPT	The question or task a writer is asked to answer.	I analyze the _____ before I write.
analyze	AN-uh-lyz	To look closely at parts in order to understand them.	I _____ the clue words.
thesis (central idea)	THEE-sis	A sentence that clearly answers a prompt.	My _____ matches the prompt.
evidence	EV-uh-duns	Proof from a text that supports an idea.	My _____ proves my thinking.
explanation	ek-spluh-NAY-shun	Words that tell how evidence proves an idea.	My _____ connects the proof and thesis (central idea).
significance	sig-NIF-uh-kuns	Why an idea matters.	I explain the _____ of the missions and presidios.
noun	NOWN	A word that names a person, place, thing, or idea.	I circle important _____ in the prompt.
verb	VURB	A word that tells an action or state.	I box the important _____ in the prompt.
reasons	REE-zunz	Explanations of why something matters or happens.	WHY prompts need _____.
clue word	KLOO WURD	WHY or HOW, showing the thinking a prompt needs.	I draw a triangle around the _____.
conflict	KON-flikt	A problem or struggle in a text.	The _____ helps me understand the prompt.
way	WAY	How something happens or a problem is solved.	My HOW thesis (central idea) explains a _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from the passages. Say each word, then use it in the frame.

Word	Say it	What it means	Sentence frame
missions	MISH-uhn-z	Spanish settlements led by missionaries.	The _____ spread Spanish customs.
presidios	pri-SEE-dee-ohz	Forts built by Spanish soldiers.	The _____ protected nearby settlements.
missionaries	MISH-uh-ner-eez	Spanish priests who led the missions.	The _____ taught farming, cooking, and building.
Catholicism	kuh-THOL-uh-siz-uhm	The Catholic religion the Spanish spread.	Spain wanted to spread _____.
empire	EM-pyre	A large area of land ruled by one country.	Spain wanted to expand its _____.
Wampanoag	wam-puh-NOH-ag	The Native American tribe that helped the Pilgrims.	The _____ helped the Pilgrims.
Squanto	SKWAHN-toh	The man who taught the Pilgrims to grow food.	_____ taught the Pilgrims to grow crops.
Pilgrims	PIL-gruhmz	English settlers who came to Plymouth.	The _____ held a celebration in 1621.
Plymouth	PLIM-uhth	The place where the Pilgrims settled.	The Pilgrims settled in _____.
harvest	HAHR-vist	The crops gathered at the end of a growing season.	The Pilgrims gathered a productive _____.
TREE	tree	Roots, trunk, and branches that organize an informative ECR.	I grow my ECR _____ from roots to branches.

Use one Tier 3 word in a sentence



My Strategy Tools

Shaping a Prompt and Growing the ECR TREE



An informative ECR grows like a tree. The passage and prompt are the roots, the thesis (central idea) is the trunk, and the reason or way, evidence, and explanation are the branches.

The roots are the passage and the prompt. The trunk is the thesis (central idea). The branches are the reason or way, evidence, and explanation.

The ECR (TREE) Thinking Chart

Mark	What it means					
h	e	a	d	e	r	s
r	o	w	s			

Keep my whole reply in one clear paragraph: thesis (central idea), reason or way, evidence, explanation, and significance.

One part of the ECR TREE I can explain

Clue word and What it asks for

Clue word	What it asks for
WHY	Reasons something happened or was needed.
HOW	A way something happened or how a problem was solved.

I read the clue word, then I choose the shape of my answer.

How I Say the Standard!

5.11(B)(i):

I can organize my ideas so my ECR grows in order from roots to trunk to branches.

5.12(B)(i):

I can write an informative ECR with a clear thesis (central idea) that answers my prompt.

Check My Writing

- ☐ M
- ☐ y
- ☐
- ☐ t
- ☐ h
- ☐ e
- ☐ s
- ☐ i
- ☐ s
- ☐
- ☐ (
- ☐ c
- ☐ e
- ☐ n
- ☐ t
- ☐ r
- ☐ a

Five Thinking Levels

Read from the bottom up. Each level names the kind of thinking a response needs.

Level	Hidden Question	Student Thinking	Thinking Focus	
Reflective (Blue) ◆	○	Why is it important to everyone?	I can explain the universal lesson or significance.	Universal meaning and life lessons
Independent (Green) △	◻	Why is it important to me?	I can explain what I can learn or apply to my own life.	Personal meaning and application
Visible (Yellow) ▽	▽	Why is it important in this passage?	I can explain why it matters in the text.	Importance and contribution
Emergent (Orange) ■	△	Why was it done?	I can explain the purpose.	Purpose and motivation
Foundational (Red) ●	◇	Why did it happen?	I can explain the cause.	Cause and effect

Read from the bottom up. Each level names the kind of thinking a response needs.

A thinking level I understand

The Progression of Thinking

Each row names the hidden question and the student thinking.

Level	Hidden Question	Student Thinking	Thinking Focus	
Level 5		Why is it important to everyone?	I can explain the universal lesson or significance.	Universal meaning and life lessons
Level 4		Why is it important to me?	I can explain what I can learn or apply to my own life.	Personal meaning and application
Level 3		Why is it important in this passage?	I can explain why it matters in the text.	Importance and contribution
Level 2		Why was it done?	I can explain the purpose.	Purpose and motivation
Level 1		Why did it happen?	I can explain the cause.	Cause and effect

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why missions and presidios helped Spain maintain control in early Texas.
HOW	Analyze how parts work together or how something happens.	Explain how Squanto helped the Pilgrims prepare for a 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.

A thinking level I want to reach



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Both passages show how systems and shared knowledge shape people and outcomes. Missions and presidios helped Spain keep control of Texas, while Wampanoag knowledge and cooperation helped the Pilgrims survive and prepare for a harvest.

Background I Need

"Spanish Rule in Early Texas" explains that Spain built missions and presidios to expand its empire, spread Catholicism, and protect its land. "A Harvest to Remember" explains that the Pilgrims struggled until Wampanoag people, including Squanto, taught them how to grow crops, catch fish, and find food.

Words I dotted while reading

A Harvest to Remember

Two passages. Low stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Low stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas

Two passages. Low stamina. Read every paragraph. Use Dot, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. Low stamina. Read every paragraph. Use Dot, Discover, Drop.

- 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Harvest to Remember

T Time 1621, the year before; R Reactions things began to improve, decided to celebrate; A Actions taught, grow, catch, find, shared, joined; C Character Pilgrims, Wampanoag, Squanto; K Key Knowledge the Pilgrims lacked food and Squanto taught useful skills; S Scenery Plymouth, cold climate, new land.

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

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

My best TRACKS phrase and why I chose it

Annotate: A Harvest to Remember (continued)

T Time today; R Reactions giving thanks; A Actions celebrate, sharing a meal; C Character Pilgrims, Wampanoag; K Key Knowledge the food was different from today; S Scenery Plymouth.

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

STOP & THINK

Which words in the passage show what people needed and what actions shaped the outcome?

My thinking

My Prompt Marking Notes

An informative ECR prompt has important nouns, an important verb, and a clue word.
Use these shapes to see each part.

Shape	Word	Question I ask myself
Red circle	Important nouns	What is my writing about?
Yellow box	Important verb	What action must my writing explain?
Green triangle	Clue word	WHY or HOW?

Circle the important nouns. Box the important verb. Triangle the clue word.

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I learn how a thesis (central idea) grows from the roots

Our Question for Today

What did the people need, and what actions shaped the outcome?

1. Gather: Name the Challenge

In "A Harvest to Remember," the Pilgrims needed food in a new land. In "Spanish Rule in Early Texas," Spain built missions and presidios to control Texas.

DOT any word you are not sure about as you read.

The challenge the Pilgrims faced

What Spain needed to do with its land

2. Reveal: The Three Shapes

Circle the important nouns. Box the important verb. Triangle the clue word.

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

Shape	What I mark	Example
Red circle	Important nouns	missions and presidios
Yellow box	Important verb	helped maintain control
Green triangle	Clue word	why

3. Reveal: The ECR TREE

The roots are the passage and the prompt. The trunk is the thesis (central idea). The branches are the reason or way, evidence, and explanation.

Model 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.

The trunk of my ECR TREE is the _____.

Come up with your own thesis (central idea) here.



Embedded Check

- ☐ I can show circle, box, and triangle with hand motions.
- ☐ I can name the words each shape marks.
- ☐ I can say whether WHY needs reasons or a way.

One part of the prompt I shaped well today

STUDENT WORKBOOK



SPIN AND SHAPE SHOWDOWN

Day 2: Attempt

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

Cut on the dashed lines. Keep the 5 ECR cards in the middle of the table and the 5 response cards in a stack. Store all cards in your Pocket Practice.

THESIS (CENTRAL IDEA)	REASON / WAY
EVIDENCE	EXPLANATION
SIGNIFICANCE	Spain built missions and presidios.

Self-Check (back of cards) (sheet 1 of 2)

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

REASON / WAY

Why or how the thesis (central idea) is true.

THESIS (CENTRAL IDEA)

The sentence that directly answers the prompt.

EXPLANATION

The writer's thinking about what the evidence means and why it matters.

EVIDENCE

Text proof that supports the answer.

Level 1: Foundational

SIGNIFICANCE

Why the idea matters.

STUDENT WORKBOOK



SPIN AND SHAPE SHOWDOWN

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Keep the 5 ECR cards in the middle of the table and the 5 response cards in a stack. Store all cards in your Pocket Practice.

According to the text, missions spread Spanish customs. This suggests Spain changed daily life in Texas.

The text indicates that "missions spread Spanish customs and Catholicism" while presidios protected settlements. This demonstrates how the two parts worked together.

The text establishes that missions and presidios supported each other. This pattern strengthens the inference that Spain built a system to keep control of Texas.

Critically, the passage frames control as a system of shared work. Ultimately, this reframes Spanish rule as a plan that changed life and caused conflict.

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

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

Level 3: Visible

Level 2: Emergent

Level 5: Reflective

Level 4: Independent

STUDENT WORKBOOK



Day 2: Attempt



I play Spin and Shape Showdown

Our Question for Today: How do I shape a prompt and write a matching thesis (central idea)?

1. Spin and Shape Showdown

- Spin WHY, HOW, or BOTH.
- Draw a prompt card for that thinking type.
- Shape the prompt with hand motions: circle, box, triangle.
- Say the type aloud: reasons or a way something happened.
- Name the challenge in the passage.
- Write a complete thesis (central idea) that matches the prompt.
- Check the thesis (central idea) against the prompt. Correct: move 2 spaces!

Sample Card: Explain how Squanto helped the Pilgrims prepare for a productive harvest.

Round	1	2	3	4	5
My partner					
My point					

2. Record My Theses (Central Ideas)

Prompt I drew	WHY or HOW	My thesis (central idea)

The challenge in the passage that guided my thinking

3. Embedded Check

Before I move two spaces, I listen for WHY = reasons or HOW = a way. Then I check whether my thesis (central idea) answers that exact demand.

- ☐ My prompt has a circled noun, a boxed verb, and a triangulated clue word.
- ☐ I said the thinking type out loud.
- ☐ My thesis (central idea) answers the exact prompt.

One thesis (central idea) I am proud of, and why

STUDENT WORKBOOK



Day 3: Discuss + Use



I write a complete thesis (central idea) on my own

Our Question for Today

How did the conflict help me write a thesis (central idea) that answers WHY?

1. Discuss

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

Question	My thinking
What told me this was a WHY prompt?	
How did the conflict help me write my thesis (central idea)?	
What did missions and presidios each do?	
How did Spanish rule cause conflict?	
Why does my thesis (central idea) need to answer the exact prompt?	

My discussion notes

2. Use: Write My WHY Thesis (Central Idea)

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

Step 1: Shape the prompt in my notebook. Step 2: Write a thesis (central idea). Step 3: Underline the reason. Step 4: Add one piece of evidence and one explanation sentence if I am ready.

The important nouns I circled and the verb I boxed

My thesis (central idea), with the reason underlined

My evidence and explanation



Embedded Check

Did my thesis (central idea) answer WHY, not just name a detail?

- ☐ I circled the important nouns and boxed the important verb.
- ☐ I triangulated the clue word WHY.
- ☐ I wrote a complete thesis (central idea).
- ☐ I underlined the reason.
- ☐ I used at least two vocabulary words.

Why my thesis (central idea) answers the exact prompt

My Personal Connection

Think of a time you learned something new in a new place or worked with others to solve a problem. How did the help or the system shape what happened?

My connection

STUDENT WORKBOOK



Day 4: Award + Target



I notice my growth and set my next step

Our Question for Today

Which shaping or thesis (central idea) move made my work stronger, and what is my next step?

1. Award the Best Parts

Take a step forward if you shaped your prompt correctly, your thesis (central idea) matched the prompt, and you used the conflict to guide your thinking.

My award: Today I made my thesis (central idea) stronger by changing _____ to _____

2. Target My Next Step

Weak Thesis (Central Idea): "Spain built missions and presidios." This names an action but does not explain how the system shaped control. Revise it before you look at the possible revision.

My revision of the weak thesis (central idea)

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

- ☐ Move from a topic statement to a complete thesis (central idea).
- ☐ Name what missions did and what presidios did.
- ☐ Use a because phrase to state a reason.

STUDENT WORKBOOK



Day 5: Explain/Educate

I teach someone else



Our Question for Today

How would I teach someone else to shape a prompt and build a thesis (central idea)?

1. Explain to Others

Teach a partner how to shape a prompt and grow the ECR TREE. Use the ECR (TREE) Anchor Chart and explain where the reason or way, evidence, explanation, and significance go after the thesis (central idea).

- This prompt asks for ____ because I see ____.
- I circle the important nouns, box the important verb, and triangle ____.
- My thesis (central idea) answers the exact prompt because ____.
- The branches of my ECR TREE are ____.

My partner taught me...

2. Transfer: The Harvest HOW Prompt

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.

The clue word and what it asks for

My thesis (central idea), with the way underlined

3. Check My Work

- ☐ I triangulated the clue word HOW.
- ☐ My thesis (central idea) names the way Squanto helped.
- ☐ I underlined the way.
- ☐ I used a complete sentence.

How my underlined words answer HOW

4. Think Like an Author

Explain how systems shape people and outcomes in the two passages. Use one detail about missions and presidios and one detail about Wampanoag help.

My cross-text explanation

🔍 STOP & THINK

I can shape a prompt, write a complete thesis (central idea), and grow my ECR TREE from roots to branches.

My final Day 5 thought

Day 5 Assessment Prompt Bank

Choose one prompt. Shape it, name the thinking type, and write a thesis (central idea) with evidence and explanation.

Prompt	Type
Explain why missions and presidios helped Spain maintain control in early Texas.	WHY
Explain how Squanto helped the Pilgrims prepare for a productive harvest.	HOW
Explain why the Pilgrims celebrated with the Wampanoag people.	WHY

My thesis (central idea)

My evidence (a quote from the passage)

My explanation (what the evidence means and why it matters)

The reason or way in my thesis (central idea)



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the important nouns. Box the important verb. Triangle the clue word.

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

My Plan

- Read the prompt. Circle the important nouns. Box the important verb. Triangle the clue word.
- Decide: is this a WHY or a HOW response?
- Name the conflict in the passage.
- Write your thesis (central idea): a complete sentence that answers the exact prompt.
- Choose evidence from the passage and write a citation stem.
- Write the explanation: what does the evidence mean and why does it matter?

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

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

My thesis (central idea) starter

[illegible]

My Draft



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

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ I made my thesis (central idea) answer the exact prompt.
- ☐ My reason or way matches WHY or HOW.

Edit

- ☐ I started my thesis (central idea) with a capital letter.
- ☐ I ended my thesis (central idea) with a period.
- ☐ I checked subject-verb agreement.
- ☐ I spelled high-frequency words correctly.
- ☐ I wrote complete sentences.

My improved sentence

Share

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

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Shaping the prompt	I circled the important nouns, boxed the important verb, and triangulated the clue word.	
Thesis (central idea)	I wrote a complete sentence that answers the exact prompt.	
Reason or way	I named a reason for WHY or a way for HOW.	
Evidence	I used accurate text proof from the passage.	
Explanation	I explained what the evidence means and why it supports my thesis (central idea).	
TREE	I grew my idea from roots to trunk to branches.	
Conventions	I used complete sentences, capital letters, and correct spelling.	
Vocabulary	I used at least two vocabulary words from this module.	

Study the Samples

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

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

Low

Spain built missions and presidios.

What is missing: the response names an action but does not answer WHY and has no reason, evidence, or explanation.

Medium

Missions and presidios helped Spain maintain control because they helped Spain protect the land.

What is missing: the reason is too general and there is no evidence or explanation.

High

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 passage.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Circle the important nouns in a prompt.	☐	☐	☐
Box the important verb in a prompt.	☐	☐	☐
Triangle the clue word WHY or HOW.	☐	☐	☐
Tell whether a prompt asks for reasons or a way something happened.	☐	☐	☐
Name the conflict in a passage.	☐	☐	☐
Write a complete thesis (central idea) that answers the exact prompt.	☐	☐	☐
Underline the reason or the way in my thesis (central idea).	☐	☐	☐
Support my thesis (central idea) with evidence from the passage.	☐	☐	☐
Explain why my idea matters.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

Shaping a prompt reveals the Noun of Importance, the Verb of Importance, and the 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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose a new prompt from either passage. Shape it, name the thinking type, and write a thesis (central idea) that answers the exact prompt.

My new prompt

Take It Further! TREE Challenge

Grow the same thesis (central idea) into a full ECR plan: Choose one prompt from either passage. Write a thesis (central idea), then rewrite it so the reason or way is clearer. Explain what changed and why the new version shows stronger thinking.

- Choose a prompt from either passage.
- Shape the prompt and write a complete thesis (central idea).
- Write one reason or way that supports the thesis (central idea).
- Add one piece of evidence from the passage with a citation stem.
- Write one explanation sentence that links the evidence to the thesis (central idea).
- Write one significance sentence that tells why the idea matters.
- Explain how your ECR grew from roots to trunk to branches.

My full ECR TREE plan

Draw My ECR TREE (roots, trunk, branches)

Draw your whole ECR TREE in the box below. Label the roots, the trunk, and the branches.

At-Home Connection

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

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.

Ask them: how can a clue word change the shape of an answer?

Family member signature: _____

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.

Ask them: what problem did the Pilgrims need to solve?

Family member signature: _____

Thesis (Central Idea) Builder

Choose one: "Explain why missions and presidios helped Spain maintain control in early Texas" or the Squanto prompt. Shape the prompt, then read your complete thesis (central idea) aloud to a family member.

Ask them: does my thesis (central idea) answer the exact prompt?

Family member signature: _____

My Family Conversation Notes

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

Notes

Track My Progress

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

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

Why This Helps Me

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

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

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

My Module 1 Snapshot

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

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I can shape a prompt and write a thesis (central idea) that answers the exact prompt.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 2 - Module 2

Writing a Strong Thesis (central idea)



Name: _____



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Grade 5 • Cluster 2 • Module 2

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

Writing a Strong Thesis (central idea)



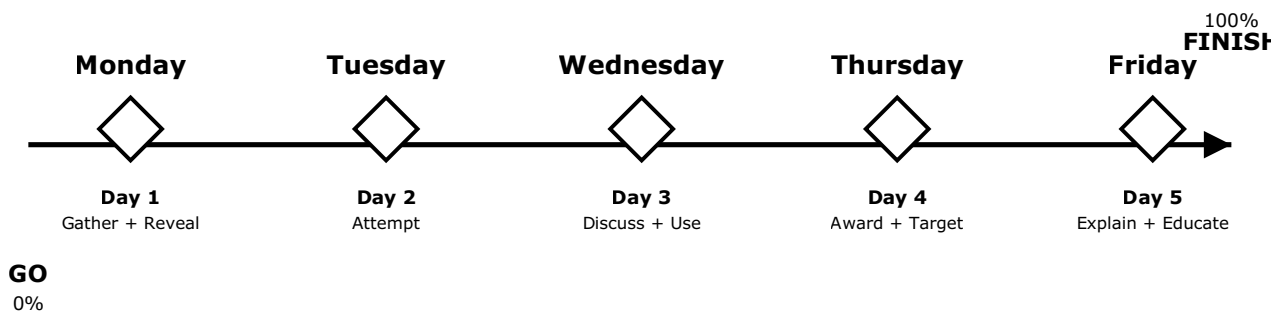
Why This Matters to Me

Analyzing a prompt correctly is the first move of every response. If the thinking type is wrong, the whole answer answers the wrong question. This week I learn to shape a prompt and write a complete thesis (central idea) that matches WHY or HOW.

Essential Question

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

My Five Day Timeline



**Color one stop on the timeline at the END of each day, after I finish that day's work.
Watch my week move from GO to FINISH!**

My First Thinking

I Can

- 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.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to shape a prompt and write a complete thesis (central idea) that matches WHY or HOW.	Two passages at medium stamina: "A Harvest to Remember" and "Spanish Rule in Early Texas."	Shaped WHY and HOW prompts, Spin and Shape Showdown theses, an independent thesis (central idea), and a revised thesis (central idea).

Where We Are Going

By Friday, I will shape a prompt on my own and write a complete thesis (central idea) that answers WHY with a reason or HOW with a way.

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

- ☐ 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.

Check Myself

- ☐ 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.

How I Will Show What I Know

I shape a WHY prompt and write an independent thesis (central idea) with the reason underlined.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Name the problems in the texts.
Reveal	Day 1	Model circle, box, and triangle on one WHY prompt.
Attempt	Day 2	Shape prompts and write matching theses in Spin and Shape Showdown.
Discuss	Day 3	Explain the conflict and make a personal connection.
Use	Day 3	Shape a WHY prompt and write a thesis (central idea) on my own.
Award	Day 4	Name a demonstrated strength with evidence.

Say It Together!

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

5.11(B)(i):

5.11(B)(i) 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.

5.12(B)(i):

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.

Call and Response

Read this together as a class before we start.

Teacher asks: "What does the clue word tell a writer to do?"

Class answers: "WHY asks for reasons; HOW asks for a way something happened!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a writing prompt is the task a writer must answer. I can read a passage, find a problem and a solution, and write a complete sentence with a subject and a predicate.

A connection I can make

Remember It!

- ☐ A prompt is the question or task a writer is asked to answer.
- ☐ A problem is something that needs to be solved, and a solution is an answer to a problem.
- ☐ Evidence is proof taken from a text.
- ☐ A complete sentence has a subject and a predicate.
- ☐ WHY asks for reasons; HOW asks for a way something happened.

One idea I remember

Ready Check

- ☐ I can name what a passage is about.
- ☐ I can find a problem and a solution in a text.
- ☐ I can write a complete sentence.
- ☐ I can tell whether a prompt asks WHY or HOW.
- ☐ I can dot a word I do not know yet.

Watch Out! Common Mix-Up

Watch out! Finding WHY or HOW is not the whole job. If I skip the important nouns and verb, or skip the conflict, my thesis (central idea) will not answer the exact prompt. Shape all three parts, name the conflict, then write a complete thesis (central idea) with a reason for WHY or a way for HOW.

Where This Fits in My Writing

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

What I want to remember before I start

Where I Am Starting

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

Part 1: Prompt Analysis

Read the prompt. Circle the important nouns. Box the important verb. Triangle the clue word.

Explain why laws help communities stay safe and fair.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the important nouns, use the important verb, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

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

Number	Sentence
_____	Cooperation with the Wampanoag mattered because the Pilgrims lacked food and knowledge of the new land.
_____	Squanto taught the Pilgrims how to grow corn, catch fish, and find food in the area.
_____	This shows that learning from others helped the Pilgrims survive and prepare a harvest.
_____	Cooperation can help people overcome difficult times.

Part 4: Introduction

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

My first sentence

Part 5: Relevant Details and Evidence

Reason: Cooperation helped the Pilgrims survive because Squanto taught them how to grow food and use the land. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

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

My paragraph



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
reason	REASON	an answer that tells why something matters or happened	One reason laws matter is ____.
WHY	WHY	the clue word that asks for reasons	WHY tells me to give ____.
HOW	HOW	the clue word that asks for a way something happened	HOW tells me to explain a ____.
problem	PROBLEM	something that needs to be solved	The problem was ____.
solution	SOLUTION	an answer to a problem	A solution can ____.
fair	FAIR	treating people equally and rightly	Laws can make life more ____.
safe	SAFE	protected from harm	The Pilgrims needed ____ food.
sick	SICK	not feeling well or healthy	Some Pilgrims became ____ during the winter.
rule	RULE	a direction people are expected to follow	A ____ can prevent conflict.
law	LAW	a rule made for a community	A Spanish rule could affect ____.
clue	CLUE	something that helps a person figure something out	The word ____ helped me decide.
effect	EFFECT	something that happens because of an action or event	One ____ was ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the academic thinking words I will use in every subject. When I know them, I can understand a prompt and explain my answer.

Word	Say it	What it means	Sentence frame
prompt	PROMPT	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	ANALYZE	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	THESIS	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	EVIDENCE	proof from a text that supports an idea	My evidence proves my thinking.
explanation	EXPLANATION	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	SIGNIFICANCE	why an idea matters	I explain the significance of laws.
noun	NOUN	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	VERB	a word that tells an action or state	I box the important verb in the prompt.
reasons	REASONS	explanations of why something matters or happens	WHY prompts need reasons.
clue word	CLUE WORD	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	CONFLICT	a problem or struggle in a text	The conflict helps me understand the prompt.
way	WAY	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the special words that belong to our two texts. Knowing them helps me talk about "A Harvest to Remember" and "Spanish Rule in Early Texas" like an expert.

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

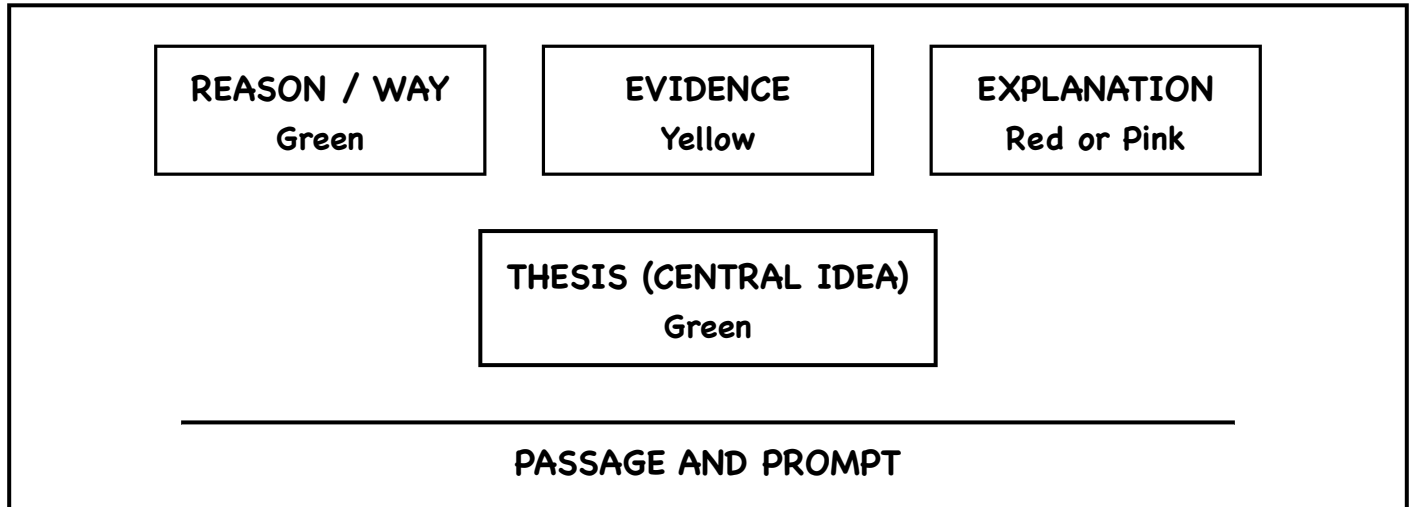
Use one Tier 3 word in a sentence

My Strategy Tools

Shaping a Prompt and Building a Thesis (Central Idea)



A strong thesis (central idea) carries the important words from the prompt and adds my own answer. First I shape the prompt, then I write a thesis (central idea) that matches WHY or HOW.



The passage and prompt hold the tree steady. The thesis (central idea) is the trunk the whole response grows from.

Shaping the Prompt

Mark	What it means
Red circle	Noun (topic): the important nouns named in the prompt.
Yellow box	Verb (action): the important verb named in the prompt.
Green triangle	Clue word: WHY or HOW, showing the thinking the prompt needs.

WHY asks for reasons: it uses because or since. HOW asks for a way something happened or how a problem was solved: it uses by or through.

The words I circle, box, and triangle in a prompt

WHY prompts use... and HOW prompts use...

WHY prompts use...	HOW prompts use...
a complex sentence with because or since. The writer explains a reason something happened or was needed.	a simple sentence with a preposition such as by or through. The writer explains a way something happened or how a problem was solved.

A WHY prompt uses a complex sentence with because or since. A HOW prompt uses a simple sentence with a preposition such as by or through.

How I Say the Standard!

5.11(B)(i):

5.11(B)(i) 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.

5.12(B)(i):

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.

Check My Writing

- ☐ I begin every thesis (central idea) with a capital letter.
- ☐ My thesis (central idea) is a complete sentence with subject-verb agreement.
- ☐ I end every sentence with a period or another ending mark.

A WHY or HOW thesis (central idea) I can explain

Five Thinking Levels: WHY

Read from the bottom up. Each level names the kind of thinking a WHY response needs.

Level	Symbol	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

Use the thinking level I can support, from explaining a cause to explaining a universal lesson.

A WHY thinking level I understand

Five Thinking Levels: HOW

The same five levels name the thinking a HOW response needs. HOW asks for a way something happened.

Level	Symbol	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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.
HOW	Analyze how parts work together or how something happens.	Explain how missions and presidios helped Spain control Texas.

A WHY prompt uses a complex sentence with because or since. A HOW prompt uses a simple sentence with a preposition such as by or through.

A HOW thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Shaping a prompt and writing a thesis (central idea) works in every subject. Circling the important nouns, boxing the important verb, and triangling the clue word helps me answer questions clearly in science, social studies, and language arts.

Background I Need

"A Harvest to Remember" is an informational passage about the Pilgrims, the Wampanoag, and how cooperation led to a harvest. "Spanish Rule in Early Texas" is an informational passage about how missions and presidios helped Spain claim and control Texas, and how Spanish rule changed life for Native Americans.

Words I dotted while reading

A Harvest to Remember

Two passages. Medium Stamina. Read every paragraph. Use DOT, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Medium Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas

Two passages. Medium Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. Medium Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Harvest to Remember

Look for how the Pilgrims faced a problem and how Wampanoag knowledge helped them survive and prepare a harvest.

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

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

My best TRACKS phrase and why I chose it

Annotate: A Harvest to Remember (continued)

Look for what the celebration showed about cooperation and why the early harvest is still remembered today.

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

? STOP & THINK

Which detail in the passage could become part of a thesis (central idea) that answers WHY or HOW?

My thinking

My Prompt Marking Notes

A prompt gives me a topic, a verb, and a clue word. Use these shapes to see each part.

Shape	Word	Question I ask myself
Red circle	Noun	What important nouns name the topic?
Yellow box	Verb	What important verb names the action?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Circle the important nouns. Box the important verb. Triangle the clue word WHY or HOW.

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

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal



I find the problem, then I reveal how to shape a prompt.

Our Question for Today: How do I shape a prompt and write a thesis (central idea) that answers WHY?

1. Gather: A Problem and a Discovery

Both passages are built around a big idea: a problem and how people solved it. Read the two passages and name the difficulty in each text.

Passage	The Problem	How People Responded
A Harvest to Remember	The Pilgrims lacked food and knowledge about the new land.	Squanto and the Wampanoag taught them to grow crops, catch fish, and use the land.
Spanish Rule in Early Texas	Spain needed to claim and control land, and Native Americans faced lost land and freedom.	Spain built missions and presidios; Native Americans accepted or resisted.

A problem I notice in one passage

2. Reveal: Shape the Prompt

Shaping a prompt shows the writer the exact job before writing. Use three marks on every prompt.

Mark	What It Marks
Red circle	Important nouns: the topic of the prompt.
Yellow box	The important verb: the action the prompt asks for.
Green triangle	The clue word: WHY or HOW.

3. Model a Thesis (Central Idea) for WHY

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

Mark	The Model Shows
Red circle, nouns	cooperation with the Wampanoag and the Pilgrims
Yellow box, verb	helped
Green triangle, clue word	why
Thinking type	WHY asks for reasons

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.

My WHY thesis (central idea) for this prompt

4. Connect the Thesis (Central Idea) to TREE

TREE Part	What It Means
Roots	The passage and the prompt hold the response steady.
Trunk	The thesis (central idea), the clear controlling idea.
Branches	The reason or way, the evidence, and the explanation.

- WHY uses a complex sentence with because or since.
- HOW uses a simple sentence with a preposition such as by or through.
- A thesis (central idea) must answer the exact prompt, not just state a detail.

? STOP & THINK

Which mark goes on the important verb?

My answer

Why is the model a WHY thesis (central idea)?

STUDENT WORKBOOK



Spin and Shape Showdown

Day 2: Attempt

✂ Cut out these cards

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

Noun of Importance	Verb of Importance
Clue Word	Explain why cooperation with the Wampanoag helped the Pilgrims survive and prepare for a successful harvest.
Explain how missions and presidios helped Spain control Texas.	Explain why laws help communities stay safe and fair.

Self-Check (back of cards)

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

Verb of Importance

The important verb in the prompt. I box it.

Noun of Importance

The important nouns in the prompt. I circle them.

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.

Clue Word

WHY or HOW. I triangle it.

Laws help communities stay safe and fair because they create structure and protect people from unfair actions.

Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.

STUDENT WORKBOOK

Day 2: Attempt

I practice shaping prompts and writing a thesis (central idea) that matches WHY or HOW.



Our Question for Today: How do I build a thesis (central idea) that matches WHY or HOW?

1. Spin and Shape Showdown

- Spin WHY, HOW, or BOTH.
- Draw a prompt card for that thinking type.
- Shape the prompt with circle, box, and triangle.
- Say the type aloud: WHY asks for reasons, or HOW asks for a way something happened.
- Write a complete thesis (central idea) that matches the prompt.
- Check the thesis (central idea) against the prompt. If it matches, move 2 spaces!

Round	1	2	3	4	5
My partner					
My point					

My strongest thesis (central idea) today

2. Sample Card: HOW

Prompt: Explain how missions and presidios helped Spain control Texas.

Step	Check
Circle the important nouns.	missions and presidios; Spain; Texas
Box the important verb.	helped
Triangle the clue word.	HOW
Say the type aloud.	A way something happened
Write a thesis (central idea).	Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.

3. My Turn: Build It

This is a WHY or HOW prompt because...

My thesis (central idea)

3. My Card Turn: Build a Thesis (Central Idea)

Turn over one card. Read the prompt on it. Say a thesis (central idea) out loud that answers the prompt, then write it below.

Card	My thesis (central idea)
Card 1	
Card 2	
Card 3	

The thesis (central idea) I am proudest of

[illegible]

STUDENT WORKBOOK



Day 3: Discuss + Use



I explain my thinking, then I write a thesis (central idea) on my own.

Our Question for Today

How does the conflict in a text help me write a thesis (central idea) that answers WHY?

1. Discuss: Talk It Over

Prompt: Explain why cooperation with the Wampanoag helped the Pilgrims survive.

Question	My Thinking
What told you this was a WHY prompt?	
How did the conflict help you write your thesis (central idea)?	
What did the Pilgrims lack, and how did the Wampanoag help?	
What did this passage remind you of in your own life?	

My discussion notes

2. Use: Try It On Your Own

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

- Step 1: Shape the prompt in your notebook.
- 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.

My shaped prompt and thesis (central idea)

My underlined reason

3. Independent Thesis (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.

My evidence from the passage

My explanation: how the evidence proves my reason

Remember: use at least two vocabulary words from this module in your written response.

STOP & THINK

Does your thesis (central idea) answer the exact WHY question, or only state a detail?

My check

STUDENT WORKBOOK



Day 4: Award + Target



I recognize strong shaping, then I revise a thesis (central idea) and set a next step.

Our Question for Today

What makes one thesis (central idea) stronger than another?

1. Award: 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.

The strength I am proud of, and the evidence in my work

Response	What I Notice
The Pilgrims had help.	
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.	

The stronger thesis (central idea) is...

2. Target: What Do I Still Need to Grow?

Weak thesis (central idea): The Pilgrims had help. This names only part of the topic. It does not explain why cooperation mattered.

My first version

My revised thesis (central idea), with a reason after because

3. Explain the Upgrade

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

My new version is stronger because...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach the prompt-shaping habit and the TREE connection to someone else.

Our Question for Today

How do I teach a partner to shape a prompt and connect a thesis (central idea) to TREE?

1. Turn and Teach

- Name the important nouns, the important verb, and the clue word.
- Tell how WHY asks for reasons and HOW asks for a way something happened.
- Show a complete thesis (central idea) that matches the prompt.
- Use the ECR TREE chart: roots, trunk, and branches.

The steps I will teach, in order

2. Exit Ticket: Transfer to HOW

Prompt: Explain how Squanto's discovery solved a problem. Shape the prompt, write a thesis (central idea), and underline the words that tell the way.

My shaped prompt

My thesis (central idea), with the way underlined

How my underlined words answer HOW

3. 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.

4. My Progress Tracker

As I practice shaping prompts and writing theses, I look at each skill. If I can do it all by myself, I check the box that matches how I feel. Be honest with myself; this helps me see how much I am growing.

One thing I can now do on my own

[illegible]



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write one complete thesis (central idea) for this prompt. Carry the important nouns and verb, then add your own answer after because.

Circle the important nouns. Box the important verb. Triangle the clue word WHY or HOW.

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

My Plan

- Read the prompt. Circle the important nouns. Box the important verb. Triangle WHY or HOW.
- Decide whether WHY asks for reasons or HOW asks for a way something happened.
- Identify the problem or conflict in the text and use it to plan my answer.
- Write a thesis (central idea) that clearly and completely answers the prompt.
- Plan one reason or way and one piece of evidence from the passage.
- Plan an explanation: how does the evidence prove my thesis (central idea)?
- Plan a significance statement: why does this idea matter?

Two possible answers from the passage

Thesis (central idea) and the reason or way, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



Use my plan. Write one complete thesis (central idea) and connect it to a reason or way, evidence, and explanation.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My thesis (central idea) answers the exact prompt.
- ☐ I added an original answer after because.
- ☐ I replaced one plain word with a stronger word from the Thinking Levels Chart.

Edit

- ☐ Every sentence is complete with subject-verb agreement.
- ☐ Each thesis (central idea) begins with a capital letter and ends with a period.
- ☐ Squanto, Pilgrims, Wampanoag, Spain, and Texas begin with capital letters.
- ☐ High-frequency words are spelled correctly.
- ☐ Past tense verbs are correct.

My improved sentence

Share

Read your thesis (central idea) to a partner. The partner names the clue word, the reason or way, the evidence, the explanation, and the significance.

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Prompt shapes and thinking type	Important nouns circled, the important verb boxed, WHY triangulated; reasons identified.	
Thesis (central idea)	A clear WHY message that answers the exact prompt and is broad enough to develop.	
Evidence	A relevant text detail supports the thesis (central idea).	
Explanation and significance	Explains how the evidence proves the thesis (central idea) and states why it matters.	
Conventions and vocabulary	Complete sentences; uses two module vocabulary words.	

Study the Samples

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

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

Low

The Pilgrims had help.

What is missing: the important verb, the original answer, and a WHY structure are missing. The response does not explain how cooperation helped the Pilgrims survive and prepare for the harvest.

Medium

Cooperation with the Wampanoag helped the Pilgrims survive.

What is missing: the thesis (central idea) carries the important nouns and verb, but it stops before the writer adds an original answer with because. It does not explain why the cooperation helped.

What improves from Low to High?

Study the High Sample

This is the target. Notice how the important noun, the important verb, and the answer each have a job.

High

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 important noun, the important verb, and an original answer, and it uses because to match the WHY relationship.

High Sample Key

Part	Evidence from the High sample	Why it works
Noun of Importance	cooperation with the Wampanoag and the Pilgrims	carries the important subject from the prompt
Verb of Importance	helped	carries the action from the prompt
Original answer	because Squanto taught them how to grow corn, catch fish, and use the land wisely	supplies a passage-grounded reason for WHY

One sentence in my own writing I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

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

The answer

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 or way, evidence, explanation, and significance.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose one prompt from either passage. Say the important nouns, the important verb, and the clue word. Name WHY or HOW. Then write a complete thesis (central idea) that matches the prompt.

The prompt I chose, and my complete thesis (central idea)

Take It Further! Build a Thesis (Central Idea)

Shape one prompt that asks WHY AND HOW laws improved communities, then write a thesis (central idea) that answers both parts. Explain WHY AND HOW laws improved communities.

- Circle laws and communities, box improved, and triangle WHY and HOW in the prompt.
- Write a thesis (central idea) that gives a reason and a way.
- Reason: laws improved communities because they created fairness and reduced conflict.
- Way: laws improved communities by setting clear rules that guided behavior.
- Plan text evidence, explanation, and significance for the laws thesis (central idea) with TREE.
- Apply the same habit to the Squanto HOW prompt and underline the way.
- Explain how the shaped words and the conflict helped you write a matching thesis (central idea).

My thesis (central idea) with a reason and a way

My Two-Part Thesis (Central Idea)

Write your thesis (central idea) for "Explain WHY AND HOW laws improved communities." Underline the reason and circle the way.

At-Home Connection

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

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.

How did you decide if the answer needs reasons or a way something happened? Talk with your family about why one reason is stronger and what proof makes it true.

Family member signature: _____

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.

What was the problem, and what was the way it was solved? Talk with your family about why one reason is stronger and what proof makes it true.

Family member signature: _____

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.

Which sentence frame helped you the most, and why? Talk with your family about why one reason is stronger and what proof makes it true.

Family member signature: _____

My Family Conversation Notes

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

Notes

My Progress This Week

Color in how I am doing on each part of a thesis (central idea).

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

What helps me most?

The part of a thesis (central idea) I check first

- ☐ I can name the important nouns.
- ☐ I can name the important verb.
- ☐ I can name the clue word.
- ☐ I can match the thesis (central idea) to the prompt.

One tool that helped me this week

My Module 2 Snapshot

This is my snapshot of Module 2.

A word I own now

The part of a prompt I can find fastest

My Strong Roots

I can shape a prompt and write a complete thesis (central idea) that matches WHY or HOW and answers the exact question.

One idea I will carry into Module 3

I am proud that I can...

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 2 - Module 3

The Reason/Way Branch of the ECR



Name: _____



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Grade 5 • Cluster 2 • Module 3

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

The Reason/Way Branch of the ECR



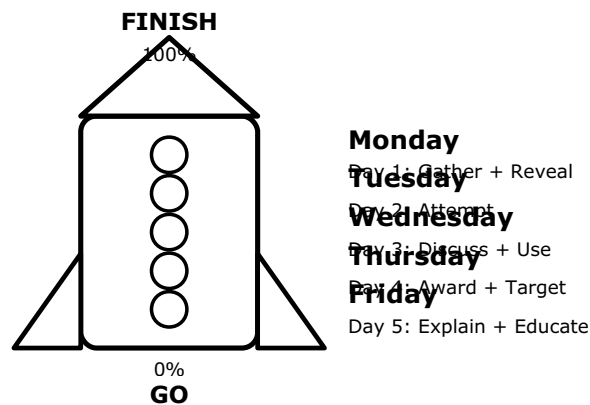
Why This Matters to Me

The first major branch of the ECR TREE is the Reason/Way branch. Writers learn to magnify a thesis (central idea) into focused, distinct baskets before drafting. Brainstorming broadly and narrowing carefully helps writers avoid repeated ideas, delete off-topic details, and prepare to find stronger evidence.

Essential Question

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

My Five Day Countdown



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

My First Thinking

I Can

- I can brainstorm several ideas connected to a thesis (central idea), using details from both informational passages.
- I can group similar ideas into baskets and keep one strong idea from each.
- I can narrow my brainstormed ideas to two or three distinct, relevant baskets that could each become a different body-paragraph direction.
- I can explain why my final baskets are different and useful.

I Will

- 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.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to magnify a thesis (central idea) into two or three focused, distinct baskets of reasons or ways.	Two passages at high stamina: "A Harvest to Remember" and "Spanish Rule in Early Texas."	A brainstorm, grouped baskets, deleted off-topic ideas, an independent narrowed basket set, and a revised basket.

Where We Are Going

I will move from a few scattered ideas to an organized, purposeful plan. I will brainstorm many ideas connected to my thesis (central idea), group similar ideas into baskets, keep one strong idea from each basket, and delete off-topic or repeated ideas. By the end of the week, I will narrow my thinking to two or three distinct, relevant baskets and teach a partner all four magnifying steps.

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

- ☐ 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.
- ☐ I explain why my final baskets are different and useful.
- ☐ I teach a partner all four magnifying steps.

Check Myself

- ☐ 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.
- ☐ I explain why my final baskets are different and useful.
- ☐ I teach a partner all four magnifying steps.
- ☐ I add one passage detail to support each final basket.

Say It Together!

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

5.11(B)(iv):

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.

5.12(B)(i):

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

Call and Response

Read this together as a class before we start.

Teacher asks: "What do writers do with their ideas before they choose the ones that will become body paragraphs?"

Class answers: "Brainstorm many ideas, group the ideas that are alike, keep one strong idea from each basket, and narrow to two or three!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a writing prompt is the task a writer must answer, evidence is proof taken from a text, and a thesis (central idea) is a complete sentence that answers the prompt.

A connection I can make

Remember It!

- ☐ A prompt is the question or task a writer is asked to answer.
- ☐ WHY asks for reasons; HOW asks for a way something happened.
- ☐ A thesis (central idea) is a complete sentence that clearly answers the prompt.
- ☐ A conflict is a problem or struggle in a text.
- ☐ Evidence is proof taken from a text.

One idea I remember

Ready Check

- ☐ I circle important nouns, box the important verb, and triangle WHY or HOW.
- ☐ I say whether WHY asks for reasons or HOW asks for a way something happened.
- ☐ I name the conflict before I write a thesis (central idea).
- ☐ I begin a thesis (central idea) with a capital letter and end it with a period.

Watch Out! Common Mix-Up

Watch out! Some writers triangle WHY or HOW but skip the nouns and verb or write only a topic statement. Return to all three shapes, name the conflict, and write a complete thesis (central idea) with a reason for WHY or a way for HOW.

Where This Fits in My Writing

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

What I want to remember before I start

Where I Am Starting

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

Part 1: Prompt Analysis

Read the prompt. Circle the important nouns. Box the important verb. Triangle the clue word.

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

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the important nouns, use the important verb, and add your own answer.

My thesis (central idea)

Part 3: Basket Order

Number these four sentences 1, 2, 3, 4 to show the order a writer would use them: brainstorm, group, keep one idea, narrow.

Number	Sentence
_____	Missions were settlements led by Spanish priests who taught farming, cooking, and building.
_____	Presidios were forts built by Spanish soldiers to protect the missions and nearby settlements.
_____	Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.
_____	This is one way early settlements changed the history and culture of the region.

Part 4: Brainstorm

List three ideas connected to the thesis (central idea) above, using details from the passage.

My first sentence

Part 5: Relevant Details and Evidence

Reason: Presidios helped protect Spanish settlements because soldiers guarded missionaries, settlers, and supplies. Copy one sentence from the passage that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

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

My paragraph



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
reason	REASON	an explanation of why something happens	One reason the harvest mattered is ____.
way	WAY	how something happens or works	One way the mission changed daily life was ____.
group	GROUP	people or ideas gathered together	I can group ideas that are alike.
basket	BASKET	a group of similar ideas	These details belong in one basket.
focus	FOCUS	the main direction of an idea	My basket has one clear focus.
different	DIFFERENT	not the same as another idea	My final baskets are different.
relevant	RELEVANT	connected to the thesis (central idea)	This detail is relevant because ____.
off topic	OFF TOPIC	not connected to the thesis (central idea)	I moved the off-topic idea out.
narrow	NARROW	to reduce a large list to a few strong choices	I narrow my ideas to two or three baskets.
cooperate	COOPERATE	to work together	The Pilgrims and Wampanoag people cooperated when ____.
survive	SURVIVE	to continue living through difficulty	The Pilgrims survived by ____.
influence	INFLUENCE	the power to shape what happens	Spanish influence can be seen in ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the academic thinking words I will use in every subject. When I know them, I can understand a prompt and explain my answer.

Word	Say it	What it means	Sentence frame
prompt	PROMPT	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	ANALYZE	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	THESIS	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	EVIDENCE	proof from a text that supports an idea	My evidence proves my thinking.
explanation	EXPLANATION	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	SIGNIFICANCE	why an idea matters	I explain the significance of missions and presidios.
noun	NOUN	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	VERB	a word that tells an action or state	I box the important verb in the prompt.
reasons	REASONS	explanations of why something matters or happens	WHY prompts need reasons.
clue word	CLUE WORD	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	CONFLICT	a problem or struggle in a text	The conflict helps me understand the prompt.
way	WAY	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the special words that belong to our two texts. Knowing them helps me talk about "A Harvest to Remember" and "Spanish Rule in Early Texas" like an expert.

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

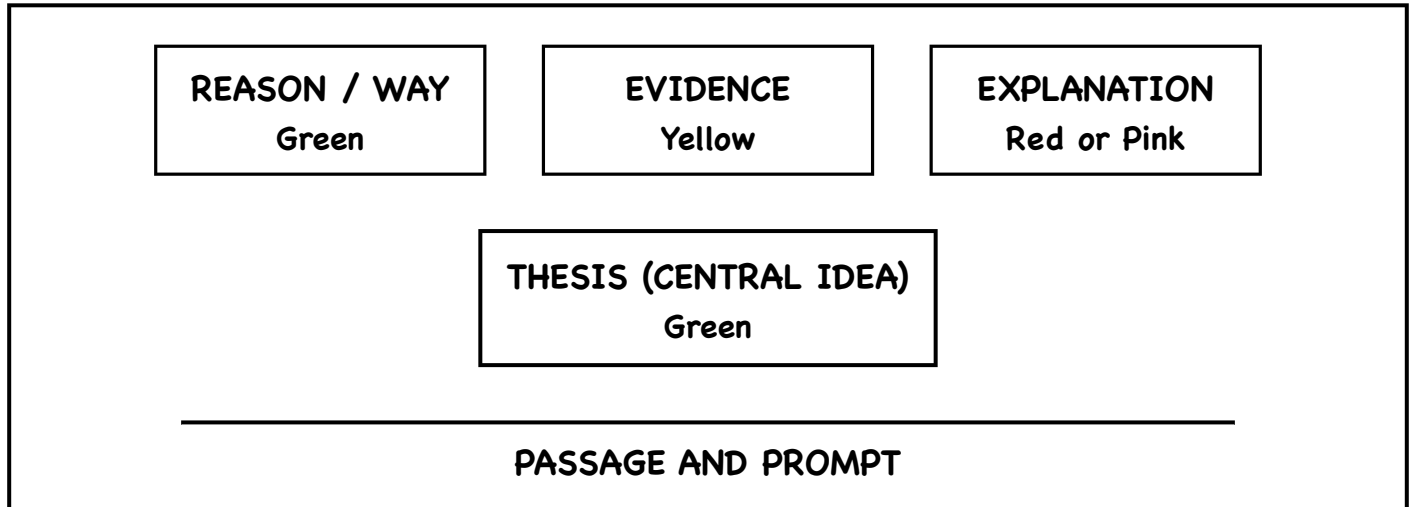
Use one Tier 3 word in a sentence

My Strategy Tools

Magnifying a Thesis (Central Idea) Into Baskets



The first major branch of the growing TREE is the Reason/Way branch. Writers brainstorm many ideas, group similar ideas into baskets, keep one strong idea from each basket, and narrow to two or three distinct, focused directions.



The passage and prompt hold the tree steady. The thesis (central idea) is the trunk, and the organized baskets grow into the first major branches.

The Four Magnifying Steps

Mark	What it means
Brainstorm	Think of many ideas connected to the thesis (central idea).
Group	Sort similar ideas into a basket and label it.
Keep One	Keep one strong idea from each basket.
Narrow	Choose two or three distinct, relevant baskets.

WHY asks for reasons: it uses because or since. HOW asks for a way something happened or how a problem was solved: it uses by or through.

One basket I built from my brainstorm

WHY prompts use... and HOW prompts use...

WHY prompts use...	HOW prompts use...
a complex sentence with because or since. The writer explains a reason something happened or was needed.	a simple sentence with a preposition such as by or through. The writer explains a way something happened or how a problem was solved.

A WHY prompt uses a complex sentence with because or since. A HOW prompt uses a simple sentence with a preposition such as by or through.

How I Say the Standard!

5.11(B)(iv):

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.

5.12(B)(i):

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

Check My Writing

- ☐ I begin every thesis (central idea) with a capital letter.
- ☐ My thesis (central idea) is a complete sentence with subject-verb agreement.
- ☐ I end every sentence with a period or another ending mark.

A WHY or HOW thesis (central idea) I can explain

Five Thinking Levels: WHY

Read from the bottom up. Each level names the kind of thinking a WHY response needs.

Level	Symbol	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

Use the thinking level I can support, from explaining a cause to explaining a universal lesson.

A WHY thinking level I understand

Five Thinking Levels: HOW

The same five levels name the thinking a HOW response needs. HOW asks for a way something happened.

Level	Symbol	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

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain how missions and presidios shaped daily life and Spanish control in early Texas.
HOW	Analyze how parts work together or how something happens.	Explain why cooperation helped the Pilgrims survive.

A WHY prompt uses a complex sentence with because or since. A HOW prompt uses a simple sentence with a preposition such as by or through.

A HOW thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

Brainstorming, grouping, and narrowing ideas works in every subject. Sorting ideas into baskets helps me organize my thinking in science, social studies, and language arts before I write.

Background I Need

"A Harvest to Remember" is a high-stamina informational passage about the Pilgrims, the Wampanoag, and how cooperation led to a harvest. "Spanish Rule in Early Texas" is a high-stamina informational passage about how missions and presidios helped Spain claim and control Texas, and how Spanish rule changed life for Native Americans.

Words I dotted while reading

A Harvest to Remember

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

My
marks

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.

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. High Stamina. Read every paragraph. Use DOT, Discover, Drop.

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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Harvest to Remember

Look for how the Pilgrims faced a problem and how Wampanoag knowledge helped them survive and prepare a harvest.

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

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

My best TRACKS phrase and why I chose it

Annotate: A Harvest to Remember (continued)

Look for what the celebration showed about cooperation and why the early harvest is still remembered today.

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

STOP & THINK

Which detail in the passage could become part of a basket of reasons or ways?

My thinking

My Prompt Marking Notes

A prompt gives me a topic, a verb, and a clue word. Use these shapes to see each part.

Shape	Word	Question I ask myself
Red circle	Noun	What important nouns name the topic?
Yellow box	Verb	What important verb names the action?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Circle the important nouns. Box the important verb. Triangle the clue word WHY or HOW.

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

My three marks in words

STUDENT WORKBOOK

Day 1: Gather + Reveal



I gather ideas from the passages and sort them by whether they fit a thesis (central idea).



Our Question for Today: How do I gather and sort ideas before I choose the strongest ones?

1. Gather: Basket Toss Thought Match

Sample thesis (central idea): Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills. Sort each idea below into Fits the Thesis, Could Fit Later, or Off Topic.

Idea	My Sort
Squanto taught the Pilgrims how to grow corn.	
Native Americans helped the Pilgrims find food.	
The gathering lasted several days.	
Presidios protected nearby settlements.	

An idea I sorted, and why I placed it there

2. Reveal: The Four Magnifying Steps

Writers magnify their thinking by stretching it wider first and narrowing it carefully.

Step	What It Means
Brainstorm	Think of many ideas connected to the thesis (central idea).
Group	Sort similar ideas into a basket and label it.
Keep One	Keep one strong idea from each basket.
Narrow	Choose two or three distinct, relevant baskets.

3. Model the Baskets

Thesis (central idea): Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.

- 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.
- Group and keep one strong idea from each basket.
- Narrow to three distinct baskets: Protection; Teaching and Daily Life; Religion and Conversion.

One brainstormed idea I would place in the Teaching and Daily Life basket, and why

4. Connect the Baskets to TREES

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.

STOP & THINK

Why does grouping ideas into baskets before writing help a writer avoid repeating the same idea?

My answer

One basket from the model I could explain to a partner

Remember: a basket is only useful if it is truly different from the others. If two baskets say almost the same thing, group them together and look for a new angle in the passage.

One basket from the model, and why it is a different angle

STUDENT WORKBOOK



Spin, Sort, and Build the Baskets

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 basket-step cards in the middle of the table and the 3 thesis (central idea) cards in a stack. Store all cards in your Pocket Practice.

Brainstorm	Group
Narrow	Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life.
Cooperation helped the Pilgrims survive because Native Americans taught them useful survival skills.	Spanish rule led to conflict because Native Americans lost land and freedom, while missions and presidios changed daily life.

Self-Check (back of cards)

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

Group

Sort similar ideas into a basket and label it.

Brainstorm

Think of many ideas connected to my thesis (central idea).

**Baskets: Protection; Teaching and Daily Life;
Religion and Conversion.**

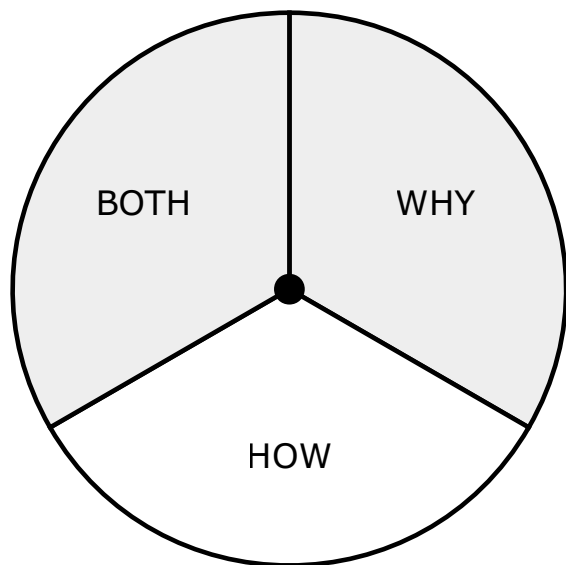
Narrow

Keep one strong idea from each basket, then choose two or three.

**Baskets: Loss of Freedom; Forced Change;
Conflict and Resistance.**

**Baskets: Land and Farming Knowledge; Food
Gathering; Working Together.**

WHY, HOW, or BOTH Spinner



Use a pencil and a paper clip to spin. Then draw a thesis (central idea) card for that thinking type and build its baskets.

Spin, Sort, and Build the Baskets Path

GO	Brainstorm	Group	Keep One	Off Topic
Narrow	Basket Check	Move 2!	Group	Keep One
Narrow	Basket Check	Move 2!	Group	Keep One
Narrow	Basket Check	Move 2!	Group	Keep One
Narrow	Basket Check	FINISH		

STUDENT WORKBOOK



Day 2: Attempt



I practice sorting ideas and building baskets in Spin, Sort, and Build the Baskets.

Our Question for Today: How do I build baskets that are truly different from one another?

1. Spin, Sort, and Build the Baskets

- Spin WHY, HOW, or BOTH.
- Read the drawn thesis (central idea) card aloud.
- Sort idea cards into baskets; create an off-topic basket if needed.
- Keep one strong idea from each basket.
- Narrow to two or three baskets.
- Check the baskets against the thesis (central idea). If they match, move 2 spaces!
- Explain aloud why the two baskets you kept are different from each other.

Round	1	2	3	4	5
My partner					
My point					

My strongest basket set today

2. Sample Card: HOW

Prompt: Explain HOW Squanto's discovery solved a problem.

Step	Check
Circle the important nouns.	Squanto's discovery; the problem
Box the important verb.	solved
Triangle the clue word.	HOW
Use the passage's problem to guide thinking.	the Pilgrims lacked knowledge of the land
Write a 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.

3. My Turn: Build It

This is a WHY or HOW prompt because...

My baskets

STUDENT WORKBOOK



Day 3: Discuss + Use



I explain why grouping matters, then I build baskets on my own.

Our Question for Today

Why do writers brainstorm first, and what happens if all their final ideas come from the same basket?

1. Discuss: Talk It Over

Question	My Thinking
Why do writers brainstorm first?	
Why group ideas into baskets?	
What happens if all final ideas come from the same basket?	
What has this passage reminded you of in your own life?	

My discussion notes

2. Use: Try It On Your Own

Thesis (central idea): Spanish rule led to conflict because Native Americans lost land and freedom, while missions and presidios changed daily life.

- 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.

My brainstorm

My grouped and narrowed baskets

3. Independent Basket 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.

My evidence from the passage

My explanation: how the evidence proves my basket

Remember: use at least two vocabulary words from this module in your written response.

STOP & THINK

Do my final baskets truly differ, or do two of them repeat the same idea?

My check

STUDENT WORKBOOK



Day 4: Award + Target



I recognize strong organizing, then I revise a basket and set a next step.

Our Question for Today

What makes one set of baskets stronger than another?

1. Award: Take a Step Forward If...

- You brainstormed many connected ideas.
- You grouped and kept one strong idea from each basket.
- Your final baskets are truly different from one another.

The strength I am proud of, and the evidence in my work

Basket Set	What I Notice
Protection; Guarding; Soldiers.	
Protection; Teaching and Daily Life; Religion and Conversion.	

The stronger basket set is...

2. Target: What Do I Still Need to Grow?

Weak basket set: Protection; Guarding; Soldiers. All three baskets are the same angle, so later evidence would repeat.

My first version

My revised baskets, with one strong idea from each

3. Explain the Upgrade

Possible revision: Missions and presidios shaped early Texas by protecting settlements and shaping daily life. Baskets: Protection; Teaching and Daily Life; Religion and Conversion.

My new version is stronger because...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach the four magnifying steps to someone else.

Our Question for Today

How do I teach a partner to brainstorm, group, keep one strong idea, and narrow?

1. Turn and Teach

- Brainstorm many ideas connected to the thesis (central idea).
- Group similar ideas into a basket.
- Keep one strong idea from each basket.
- Narrow to two or three different, focused baskets.

A good partner explanation names all four steps in order and tells why the final baskets are different from one another, not just what they are.

The steps I will teach, in order

2. Exit Ticket

Thesis (central idea): Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life. Prompt: Explain how missions and presidios shaped daily life and Spanish control in early Texas.

Directions: Use the thesis (central idea) below. 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.

Which basket is distinct from Protection?	My answer
Guarding, or Teaching and Daily Life?	

My two or three final baskets and one passage detail for each

The strongest idea I underlined from each basket

One idea I deleted or moved because it was off topic or repeated

- ☐ My baskets are relevant to the thesis (central idea).
- ☐ My baskets are different from one another.
- ☐ Each basket is supported by the passage.
- ☐ I underlined one strong idea from each basket.

One question my partner asked me

3. Transfer Across Passages

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.

The baskets for these two theses are different because...

4. My Progress Tracker

As I practice brainstorming, grouping, keeping one strong idea, and narrowing, I look at each skill. If I can do it all by myself, I check the box that matches how I feel. Be honest with myself; this helps me see how much I am growing.

One thing I can now do on my own



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

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.

Circle the important nouns. Box the important verb. Triangle the clue word WHY or HOW.

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

My Plan

- Read the prompt. Circle the important nouns. Box the important verb. Triangle WHY or HOW.
- Write a thesis (central idea) that clearly and completely answers the prompt.
- Brainstorm many connected ideas from the passage.
- Group similar ideas into baskets and label each one.
- Keep one strong idea from each basket.
- Delete off-topic or repeated ideas.
- Narrow to two or three distinct, relevant baskets.

Two possible baskets from the passage

Thesis (central idea) and the reason or way, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



Use my plan. Write my thesis (central idea) and list my two or three final baskets with one passage detail for each.

Draft, page 1

A basket I want to keep

Revise, Edit, and Share

Revise

- ☐ My thesis (central idea) answers the exact prompt.
- ☐ My final baskets are relevant, different from one another, and supported by the passage.
- ☐ I added one passage detail to each final basket.

Edit

- ☐ Every sentence is complete with subject-verb agreement.
- ☐ Each thesis (central idea) begins with a capital letter and ends with a period.
- ☐ Squanto, Pilgrims, Wampanoag, Spain, and Texas begin with capital letters.
- ☐ High-frequency words are spelled correctly.
- ☐ Past tense verbs are correct.

My improved basket label

Share

Read your baskets to a partner. The partner names the thesis (central idea), the baskets, and one passage detail for each.

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Prompt shapes and thinking type	Important nouns circled, verb boxed, WHY or HOW triangulated; thinking type identified.	
Thesis (central idea)	A clear message about missions and presidios that is broad enough to develop.	
Evidence (CSI)	A relevant text detail supports the thesis (central idea).	
Explanation and significance	Explains how evidence proves the thesis (central idea) and states why it matters.	
Conventions and vocabulary	Complete sentences; uses two module vocabulary words.	

Study the Samples

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

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

Low

Protection; Guarding; Soldiers.

What needs improvement: all three baskets are the same angle, so later evidence would repeat. The response does not show two or three truly different directions.

Medium

Protection; Daily Life; Off Topic (place names).

What is missing: two different angles begin to appear, but an off-topic idea is still mixed into the final choices. The narrowing is incomplete.

What improves from Low to High?

Study the High Sample

This is the target. Notice how each basket is a truly different, focused direction.

High

Missions and presidios helped Spain control Texas by protecting settlements and shaping daily life. Baskets: Protection; Teaching and Daily Life; Religion and Conversion.

Why it works: it gives the organizer a clear trunk from which three distinct reason or way branches can grow, each supported by different passage paragraphs.

High Sample Key

Part	Evidence from the High sample	Why it works
Protection	Presidios were forts built by Spanish soldiers, and soldiers protected missionaries, settlers, and supplies.	gives passage proof for the Protection basket
Teaching and Daily Life	Missionaries taught farming, cooking, and building.	a different direction supported by paragraphs 4-6
Religion and Conversion	Priests converted Native Americans and spread Catholic customs.	a third distinct direction supported by paragraphs 4-5

One basket in my own writing I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	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.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

[illegible]

Essential Question Answered

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

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose one prompt from either passage. Say the important nouns, the important verb, and the clue word. Name WHY or HOW. Then write a complete thesis (central idea) that matches the prompt.

The prompt I chose, and my complete thesis (central idea)

Take It Further! Build Two-Part Baskets

Shape one prompt that asks WHY AND HOW missions and presidios shaped communities, then build baskets that answer both parts. Explain WHY AND HOW missions and presidios shaped communities.

- Circle missions and presidios, box shaped, and triangle WHY and HOW in the prompt.
- Write a thesis (central idea) that gives a reason and a way.
- Reason: missions and presidios shaped communities because they created cooperation and respect and reduced conflict.
- Way: missions and presidios shaped communities by setting clear customs and expectations that guided behavior.
- Brainstorm ideas for both the reason and the way, then group them into baskets.
- Keep one strong idea from each basket and narrow to two or three distinct baskets.
- Explain how the shaped words and the four magnifying steps helped you build matching baskets.

My thesis (central idea) with a reason and a way, and my final baskets

My Two-Part Baskets

Write your thesis (central idea) for "Explain WHY AND HOW missions and presidios shaped communities." Underline the reason and circle the way.

At-Home Connection

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

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.

How did you decide if the answer needs reasons or a way something happened?

Family member signature: _____

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.

What was the problem, and what was the way it was solved?

Family member signature: _____

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.

Which sentence frame helped you the most, and why?

Family member signature: _____

My Family Conversation Notes

What did I teach my family member? What did they already know, and what was new to them? What question did they ask me?

Notes

My Progress This Week

Color in how I am doing on each part of magnifying a thesis (central idea).

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

What helps me most?

The magnifying step I check first

- ☐ I can brainstorm many connected ideas.
- ☐ I can group similar ideas into a basket.
- ☐ I can keep one strong idea from each basket.
- ☐ I can narrow to two or three distinct baskets.

One tool that helped me this week

My Module 3 Snapshot

This is my snapshot of Module 3.

A word I own now

The magnifying step I can do fastest

My Strong Roots

I can brainstorm, group, keep one strong idea from each basket, and narrow to two or three distinct, relevant baskets.

One idea I will carry into Module 4

I am proud that I can...

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 5

Cluster 2 - Module 4

The Evidence Branch of the ECR Tree



Name: _____



The Writing Academy®, LLC

Grade 5 • Cluster 2 • Module 4

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How to Use My Workbook

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

My Name and My Goal for This Module

Pocket Practice

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



Meet My Week

The Evidence Branch of the ECR Tree



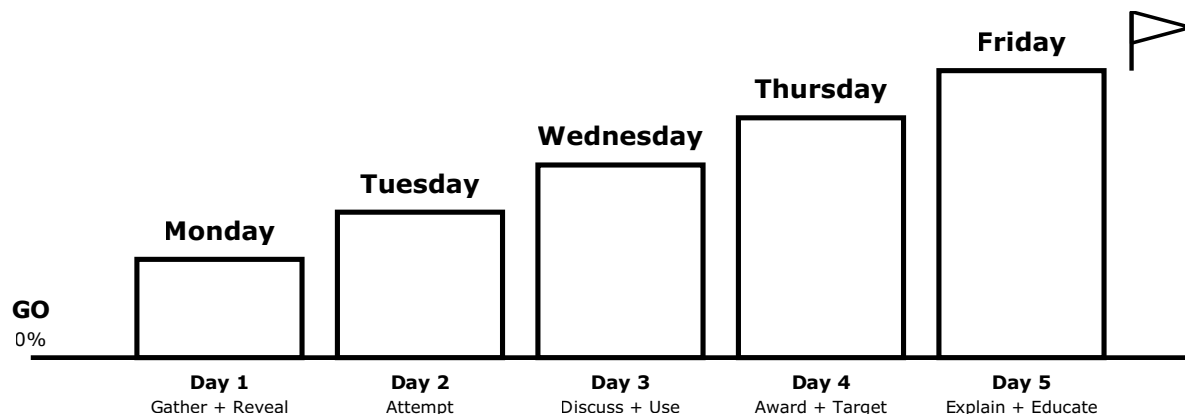
Why This Matters to Me

Choosing strong evidence is the branch that turns a thesis (central idea) into a proven explanation. Roots are the passage and prompt, the trunk is the thesis (central idea), and the branches are the reason or way, evidence, and explanation. Writing in every subject needs a writer to tell a detail that is merely true from a specific detail that supports an idea. When I choose evidence with CSI, I connect a detail to my reason, support it with the exact words from the passage, and explain how it proves my thinking. A true detail can sit beside my idea and still prove nothing, so I check every piece against the reason before I write it. Strong evidence makes my thesis (central idea) believable to a reader who has not read the passage. This branch is where my writing earns trust, and it is the skill I practice every day this week.

Essential Question

How does CSI help a writer choose evidence that truly proves a reason or way?

My Evidence Tracker



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

My First Thinking

I Can

- 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) that answers WHY with a reason.
- I can write a complete thesis (central idea) that answers HOW with a way something happened.
- I can choose evidence that proves my thesis (central idea) and explain how it proves my thinking.

I Will

- 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 a reason or way, evidence, and explanation using CSI.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to choose evidence with CSI and explain how it proves a thesis (central idea).	Two very high stamina passages: "A Harvest to Remember" and "Spanish Rule in Early Texas."	A shaped prompt, a CSI evidence chain, and a revised thesis (central idea).

Where We Are Going

This week I shape a WHY or HOW prompt, use the conflict to think, and write a complete thesis (central idea). Then I use CSI to add evidence that proves it.

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

- ☐ 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 write a complete thesis (central idea) that answers the exact question.
- ☐ I add evidence that supports my thesis (central idea) and explain how it proves my thinking.

Check Myself

- ☐ I read the whole prompt.
- ☐ I can point to proof for my thinking.
- ☐ I can explain my choice to a partner.

How I Will Show What I Know

I shape a WHY prompt and write an independent thesis (central idea), then I teach a partner how CSI proves a reason or way.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Read both passages and name the problem.
Reveal	Day 1	See the prompt shapes and the CSI evidence chain.
Attempt	Day 2	Match a reason to evidence in the CSI Game.
Discuss	Day 3	Say what makes evidence strong.
Use	Day 3	Use evidence for "Spanish rule caused conflict."
Award	Day 4	Name an Evidence Expert and add the branch.
Target	Day 4	Choose a precise next goal.
Explain	Day 5	Teach CSI to a partner.

Say It Together!

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

5.11(B)(iv):

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.

How I say it: I build a focused response around my thesis (central idea) and use specific facts as evidence on each branch.

5.11(C)(iii):

5.11(C)(iii) revise drafts by adding ideas for coherence.

How I say it: I add a relevant evidence detail or explanation when my branch needs more proof.

5.11(C)(iv):

5.11(C)(iv) revise drafts by deleting ideas for coherence.

How I say it: I delete a detail that is true but does not connect to my reason or way.

5.12(B)(i):

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

How I say it: I write an informative ECR with a clear thesis (central idea), then use CSI to prove it.

5.12(B)(ii):

5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.

How I say it: I use informative writing features: a clear central idea, reasons or ways, evidence, and explanation.

5.12(B)(iii):

5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft.

How I say it: I choose precise words and explain what my evidence means for the reader.

Call and Response

Read this together as a class before we start.

Teacher asks: "How does CSI help a writer choose evidence that truly proves a reason or way?"

Class answers: "Connect it, Support it, Infer it. Strong evidence proves the reason or way!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a writing prompt is the task a writer must answer. I can read an informational text, find a problem and a solution, and write a complete sentence with a subject and a predicate. I know that evidence is proof taken from a text.

A connection I can make

Remember It!

- ☐ A prompt is the question or task a writer is asked to answer.
- ☐ A problem is something that needs to be solved, and a solution is an answer to a problem.
- ☐ Evidence is proof taken from a text.
- ☐ A complete sentence has a subject and a predicate.
- ☐ WHY asks for reasons; HOW asks for a way something happened.
- ☐ The DOT habit marks a word I do not know yet.

One idea I remember

Ready Check

- ☐ I can name what a passage is about.
- ☐ I can find a problem and a solution in a text.
- ☐ I can write a complete sentence with a subject and a predicate.
- ☐ I can name something a text says as evidence.
- ☐ I can use the DOT habit to mark a word I do not know yet.

Watch Out! Common Mix-Up

Watch out! Shaping the prompt is not the whole job. If I skip the important nouns and verb, or skip the conflict, my thesis (central idea) may not answer the prompt. And a detail that is true is not always evidence: it must prove my reason or way.

Where This Fits in My Writing

Choosing evidence with CSI is what turns a thesis (central idea) into a proven explanation. When I connect the detail to my reason or way, support it with a specific detail from the passage, and infer what it means, my ECR answers the exact prompt instead of guessing at it.

What I want to remember before I start

Where I Am Starting

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

Part 1: Prompt Analysis

Read the prompt. Circle the important nouns. Box the important verb. Triangle the clue word.

Explain WHY Pilgrims need knowledge and cooperation in "A Harvest to Remember."

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the important nouns, use the important verb, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

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

Number	Sentence
_____	Spanish rule brought changes to Native Americans in Texas.
_____	Spain built missions and presidios to protect its claims.
_____	Native Americans lost land and freedom, which caused tension.
_____	These effects shaped the future of Texas for generations.

Part 4: Introduction

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

My first sentence

Part 5: Relevant Details and Evidence

Reason: Spanish rule caused conflict. Copy one sentence from "Spanish Rule in Early Texas" that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

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

My paragraph



Words I Need

Tier 1, everyday words



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

Word	Say it	What it means	Sentence frame
reason	REASON	an answer that tells why something matters or happened	One reason knowledge and cooperation matter is _____.
WHY	WHY	the clue word that asks for reasons	WHY tells me to give _____.
HOW	HOW	the clue word that asks for a way something happened	HOW tells me to explain a _____.
problem	PROBLEM	something that needs to be solved	The problem was _____.
solution	SOLUTION	an answer to a problem	A solution can _____.
fair	FAIR	treating people equally and rightly	Knowledge can make life more _____.
safe	SAFE	protected from harm	Presidios protected _____.
sick	SICK	not feeling well or healthy	Some Pilgrims became _____.
rule	RULE	a direction people are expected to follow	Spanish customs and _____ shaped mission life.
land	LAND	the ground and area where people live and work	The Wampanoag people understood the _____.
clue	CLUE	something that helps a person figure something out	The word _____ helped me decide.
effect	EFFECT	something that happens because of an action or event	One _____ was _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the academic thinking words I will use in every subject. When I know them, I can understand a prompt and explain my answer.

Word	Say it	What it means	Sentence frame
prompt	PROMPT	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	ANALYZE	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	THESIS	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	EVIDENCE	proof from a text that supports an idea	My evidence proves my thinking.
explanation	EXPLANATION	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	SIGNIFICANCE	why an idea matters	I explain the significance of knowledge and cooperation.
noun	NOUN	a word that names a person, place, thing, or idea	I circle important nouns in the prompt.
verb	VERB	a word that tells an action or state	I box the important verb in the prompt.
reasons	REASONS	explanations of why something matters or happens	WHY prompts need reasons.
clue word	CLUE WORD	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the clue word.
conflict	CONFLICT	a problem or struggle in a text	The conflict helps me understand the prompt.
way	WAY	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the special words that belong to our two texts. Knowing them helps me talk about "A Harvest to Remember" and "Spanish Rule in Early Texas" like an expert.

Word	Say it	What it means	Sentence frame
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	

Use one Tier 3 word in a sentence



My Strategy Tools

Choosing Evidence with CSI



CSI is the evidence check for the ECR TREE. I Connect the detail to my reason or way, Support it with a specific detail from the passage, and Infer what the detail means.

The evidence branch must pass all three CSI checks to count as proof.

CSI Evidence Chain

Mark	What it means
Red circle	Noun (topic): the important nouns named in the prompt.
Yellow box	Verb (action): the important verb named in the prompt.
Green triangle	Clue word: WHY or HOW, showing the thinking the prompt needs.

WHY asks for reasons: it uses because or since. HOW asks for a way something happened or how a problem was solved: it uses by or through.

A CSI chain I built from a passage

WHY prompts use... and HOW prompts use...

WHY prompts use...	HOW prompts use...
a complex sentence with because or since. The writer explains a reason something happened or was needed.	a simple sentence with a preposition such as by or through. The writer explains a way something happened or how a problem was solved.
the conflict as the reason: the problem explains why something was needed.	the conflict as the problem: the way shows how the problem was solved.

A WHY prompt uses a complex sentence with because or since. A HOW prompt uses a simple sentence with a preposition such as by or through.

How I Say the Standard!

5.11(B)(iv):

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.

How I say it: I build a focused response around my thesis (central idea) and use specific facts as evidence on each branch.

5.11(C)(iii):

5.11(C)(iii) revise drafts by adding ideas for coherence.

How I say it: I add a relevant evidence detail or explanation when my branch needs more proof.

5.11(C)(iv):

5.11(C)(iv) revise drafts by deleting ideas for coherence.

How I say it: I delete a detail that is true but does not connect to my reason or way.

5.12(B)(i):

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

How I say it: I write an informative ECR with a clear thesis (central idea), then use CSI to prove it.

5.12(B)(ii):

5.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics.

How I say it: I use informative writing features: a clear central idea, reasons or ways, evidence, and explanation.

5.12(B)(iii):

5.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft.

How I say it: I choose precise words and explain what my evidence means for the reader.

Check My Writing

- ☐ I begin every thesis (central idea) with a capital letter.
- ☐ My thesis (central idea) is a complete sentence with subject-verb agreement.
- ☐ I end every sentence with a period or another ending mark.
- ☐ My evidence is a specific detail copied from the passage, not a random fact.

My WHY sentence and my HOW sentence

Five Thinking Levels: WHY

Read from the bottom up. Each level names the kind of thinking a WHY response needs.

Level	Symbol	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

Use the thinking level I can support, from explaining a cause to explaining a universal lesson.

A WHY thinking level I understand

Five Thinking Levels: HOW

The same five levels name the thinking a HOW response needs. HOW asks for a way something happened.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	How did it happen?	I can explain a way something happened.	Way and Process
Emergent (Orange)	◻	How was it done?	I can explain the steps or methods.	Method and Steps
Visible (Yellow)	▽	How is it important in the passage?	I can explain how it matters in the text.	Importance and Contribution
Independent (Green)	△	How is it important to me?	I can explain how I can use or apply it.	Personal Meaning and Application
Reflective (Blue)	◊	How is it important to everyone?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain WHY knowledge and cooperation helped the Pilgrims adapt to their new land.
HOW	Analyze how parts work together or how something happens.	Explain HOW Squanto's teaching solved a problem.

WHY asks for reasons. HOW asks for a way something happened. A detail can be true and still be weak if it does not match the reason or way.

A HOW thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

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

TRACKS Legend

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

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

Connect It to Our World

One idea runs through both passages: a problem, and how people solved it. "A Harvest to Remember" shows cooperation, and "Spanish Rule in Early Texas" shows control. Strong evidence is how a writer proves either idea.

Background I Need

The ECR TREE grows from roots, which are the passage and the prompt, to a trunk, which is the thesis (central idea), and then branches, which are the reason or way, the evidence, and the explanation. CSI names the evidence work: Connect the detail to the reason or way, Support it with a specific detail from the passage, and Infer what the detail means.

Words I dotted while reading

A Harvest to Remember

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

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. 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. 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. 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

2 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. 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. 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. 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.

My
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A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

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. 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. 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. 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. 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.

My
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A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

4 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. 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. 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

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

5 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. 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. 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.

My
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A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

6 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. 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. 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. 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. 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.

My
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A phrase I want to remember

My Words: One new word I learned today: _____

A Harvest to Remember (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

7 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.

My
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A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

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. 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. 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. 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. 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.

My
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A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

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. 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. 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. 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. 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.

My
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A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

3 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. 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. 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. 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. 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. 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. The presidios had to stand their ground when protecting nearby settlements.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

4 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. 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. 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. 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. 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. 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

5 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. 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. 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. 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. 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. 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 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Spanish Rule in Early Texas (continued)

Two passages. Very High Stamina. Read every paragraph. Use DOT, Discover, Drop.

6 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. 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.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Harvest to Remember

Look for how the Pilgrims faced a problem and how Wampanoag knowledge helped them survive.

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

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

My best TRACKS phrase and why I chose it

Annotate: A Harvest to Remember (continued)

Look for what Squanto taught and how it moved the Pilgrims from guessing to understanding.

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

STOP & THINK

Which detail in the passage could become evidence that proves a reason or way?

My thinking

My Prompt Marking Notes

A prompt gives me a topic, a verb, and a clue word. Use these shapes to see each part.

Shape	Word	Question I ask myself
Red circle	Noun	What important nouns name the topic?
Yellow box	Verb	What important verb names the action?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Circle the important nouns in red. Box the important verb in yellow. Triangle the clue word WHY or HOW in green.

Explain WHY knowledge and cooperation helped the Pilgrims adapt to their new land.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I find the problem, then I reveal how to shape a prompt and choose evidence.

Our Question for Today: How do I shape a prompt and use CSI to choose evidence that proves a reason or way?

1. Gather: A Problem and a Discovery

Both passages are built around a problem and how people responded. Read the two passages and name the problem in each text.

Passage	The Problem	How People Responded
A Harvest to Remember	The Pilgrims lacked food and knowledge of the new land.	Squanto and the Wampanoag taught them to grow crops, catch fish, and use the land.
Spanish Rule in Early Texas	Spain needed to claim and control Texas and protect its land.	Spain built missions and presidios and used them to spread customs and guard settlements.

2. Reveal: Shape the Prompt

A prompt gives me a topic, a verb, and a clue word. I use three shapes to see each part.

Shape	Part	What I Ask Myself
Red circle	Noun	What important nouns name the topic?
Yellow box	Verb	What important verb names the action?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

My three marks in words

3. Reveal: The ECR TREE and the Evidence Branch

The ECR TREE grows from roots, which are the passage and the prompt, to a trunk, which is the thesis (central idea), and then branches, which are the reason or way, the evidence, and the explanation. CSI names the evidence work.

CSI Step	What I Do	My Check
Connect	I name the reason or way my evidence will prove.	Does the detail match my thesis (central idea)?
Support	I copy a specific detail from the passage.	Is the detail really in the text?
Infer	I explain what the detail means.	Does this prove my reason or way?

- WHY asks for reasons. It uses because or since.
- HOW asks for a way something happened. It uses by or through.
- A detail can be true and still be weak if it does not match the reason or way.

STOP & THINK

A CSI chain I built today: my reason, my evidence, and my inference

A detail from a passage that could be evidence, and why

STUDENT WORKBOOK



CSI Match-Up Challenge

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 CSI cards (Connect, Support, Infer) in the middle of the table and the reason cards in a stack. Match one reason to one piece of evidence to one inference. Store all cards in your Pocket Practice.

Connect	Support
Infer	Explain WHY knowledge and cooperation helped the Pilgrims adapt to their new land.
Explain HOW Squanto's teaching solved a problem.	Explain WHY Spanish rule caused conflict.
Explain HOW missions and presidios helped Spain control Texas.	Explain HOW cooperation helped the Pilgrims have a better harvest.

Self-Check (back of cards)

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

Support The exact detail from the passage. I copy the words that prove the idea.	Connect The idea I am proving. I name the reason or way my evidence will support.
Knowledge and cooperation helped the Pilgrims adapt to their new land because Squanto taught them how to grow corn, catch fish, and use the land wisely.	Infer What the detail means. I explain how the detail proves my reason or way.
Spanish rule caused conflict because Native Americans lost land and freedom when Spain took control of Texas.	Squanto's teaching solved a problem by showing the Pilgrims how to grow crops and find food in the new land.
Cooperation helped the Pilgrims have a better harvest by sharing knowledge of the land and working together on the crops.	Missions and presidios helped Spain control Texas by spreading Spanish customs and protecting settlements with soldiers.

STUDENT WORKBOOK



Day 2: Attempt



I match a reason to evidence to an inference.

Our Question for Today: How do I match a reason to the evidence that proves it?

1. Play the CSI Match-Up Challenge

Separate the reason cards, the evidence cards, and the inference cards. Match one reason to one piece of evidence to one inference. Every match must pass all three CSI tests.

- Connect: the evidence matches my reason.
- Support: the evidence is a real detail from a passage.
- Infer: the inference tells what the evidence means.

Round	1	2	3	4	5
My partner					
My point					

My first match: reason, evidence, inference

2. Keep the Strong Match

Look at two details from a passage. One is true but weak. One is specific and proves the reason. Choose the stronger one and tell why.

Detail	Does It Prove the Reason?	My Thinking
The Pilgrims had a hard winter.	No	This is true, but it does not show how knowledge or cooperation helped.
Squanto taught the Pilgrims how to grow corn and catch fish.	Yes	This shows the knowledge the Pilgrims needed to adapt and survive.

3. My Best Match

Write your strongest reason, evidence, and inference

One match I want to make stronger, and how

STUDENT WORKBOOK



Day 3: Discuss + Use



I discuss what makes evidence strong, then use it to answer a prompt.

1. Discuss: What Makes Evidence Strong?

Talk with a partner. Read one piece of evidence aloud and ask: Does it match the reason or way? Is it a specific detail from the passage? Does my inference explain how it proves the idea?

- Strong evidence matches the reason or way.
- Strong evidence is a specific detail from the text, not a random fact.
- Strong evidence comes with an inference that explains what it means.

What my partner said made our evidence strong

2. Use: Evidence for a Reason

Use the reason "Spanish rule caused conflict." Find one sentence in "Spanish Rule in Early Texas" that proves this reason. Then explain how it proves the reason.

CSI Step	My Work
Connect	Spanish rule caused conflict.
Support	A sentence I copied from the passage
Infer	How the sentence proves the reason

The sentence I copied from the passage

How my evidence proves the reason

STOP & THINK

My complete CSI chain for today

3. Use: A Second Detail for the Same Reason

A strong reason can be proven by more than one detail. Find a second sentence from a passage that proves the same reason or way, then explain what it adds.

New Detail	Does It Prove the Reason?	My Thinking
A second sentence I found in the passage.	Yes or No	How it connects to my reason or way.
A detail that only sounds related.	No	Why it does not prove the reason or way.

My second piece of evidence for the same reason

Why two details are stronger than one

A reason where I could not find a second detail, and what I did next

STUDENT WORKBOOK



Day 4: Award + Target



I recognize an Evidence Expert and choose my next goal.

1. Award: Evidence Expert

An Evidence Expert chooses proof that passes all three CSI checks. Read each reason and the evidence beside it. Check the box when the evidence proves the reason.

- The evidence matches the reason.
- The evidence is a specific detail from the passage.
- The inference explains how the evidence proves the idea.

My best evidence this week, and why it is strong

The award I would give my evidence work today

2. Target: My Next Step

Revise one weak thesis (central idea). Make the reason or way clear, then add evidence that proves it.

The weak thesis (central idea) I revised

My revised thesis (central idea)

3. My Next Goal

One next step for choosing evidence, and why I chose it

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach CSI to a partner and answer our overarching question.

1. Explain: Teach CSI

Teach a partner how to choose evidence with CSI. Use a prompt, a thesis (central idea), and one piece of evidence from a passage. Explain each step: Connect, Support, Infer.

- Connect: name the reason or way.
- Support: copy a specific detail from the passage.
- Infer: explain what the detail means.

? STOP & THINK

What I taught my partner, in my own words

3. Answer Our Overarching Question

How does CSI help a writer choose evidence that truly proves a reason or way?

My answer, in my own words

[illegible]



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write one complete thesis (central idea) for this prompt. Carry the important nouns and verb, then add your own answer. Then use CSI to add evidence, explanation, and significance.

Circle the important nouns in red. Box the important verb in yellow. Triangle the clue word WHY or HOW in green.

Explain WHY Pilgrims need knowledge and cooperation in "A Harvest to Remember."

My Plan

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

Two possible answers from the passage

Thesis (central idea) and the reason or way, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

[illegible]

My Draft



Use my plan. Write one complete thesis (central idea) and connect it to a reason or way, evidence, and explanation.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My thesis (central idea) answers the exact prompt.
- ☐ I added an original answer after because or by.
- ☐ I replaced a weak detail with evidence that proves my reason or way.
- ☐ I explained how my evidence proves my thinking.

Edit

- ☐ Every sentence is complete with subject-verb agreement.
- ☐ Each thesis (central idea) begins with a capital letter.
- ☐ Names such as Wampanoag, Squanto, Pilgrims, Spain, and Texas begin with capital letters.
- ☐ Every sentence ends with a period or another ending mark.

My improved sentence

Share

Read your thesis (central idea) to a partner. The partner names the clue word, the reason or way, the evidence, the explanation, and the significance.

My sharing plan

Before I Turn It In

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

Part	I can show...	Check
Prompt shapes and thinking type	I circled the important nouns, boxed the important verb, and triangulated WHY or HOW.	
Thesis (central idea)	My thesis (central idea) answers the exact question with a reason for WHY or a way for HOW.	
Evidence	I chose evidence from the passage that proves my reason or way.	
Explanation	I explained how my evidence proves my thesis (central idea).	
Significance	I stated why the idea matters.	

Study the Samples

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

Explain WHY knowledge and cooperation helped the Pilgrims adapt to their new land.

Low

The Pilgrims got help.

What is missing: the thesis (central idea), the reason, and the evidence. A true detail alone does not answer WHY.

Medium

Squanto taught the Pilgrims how to grow corn and catch fish.

What is missing: the thesis (central idea) that names the reason and the explanation that tells why the evidence proves it.

High

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 to survive their first hard years.

This works because the thesis (central idea) names the reason, the evidence comes straight from the passage, and the explanation tells how the evidence proves the reason.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I circle important nouns, box the important verb, and triangle WHY or HOW.	☐	☐	☐
I tell whether a prompt asks for reasons or a way something happened.	☐	☐	☐
I explain the difference between WHY and HOW.	☐	☐	☐
I identify the problem or conflict in the text.	☐	☐	☐
I write a thesis (central idea) that answers WHY with a reason.	☐	☐	☐
I write a thesis (central idea) that answers HOW with a way something happened.	☐	☐	☐
I add evidence that supports my thesis (central idea).	☐	☐	☐
I explain how my evidence proves my thinking.	☐	☐	☐
I revise my thesis (central idea) to make it clear and complete.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

[illegible]

Essential Question Answered

How does CSI help a writer choose evidence that truly proves a reason or way?

The answer

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.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Choose one prompt from either passage. Say the important nouns, the important verb, and the clue word. Name the conflict, then write a complete thesis (central idea) and one CSI evidence chain.

The prompt I chose, and my complete CSI chain

Take It Further! Build a Thesis (Central Idea)

Shape one prompt that asks WHY AND HOW knowledge and cooperation improved Pilgrims, then write a thesis (central idea) that answers both parts. Explain WHY AND HOW knowledge and cooperation improved Pilgrims.

- Circle knowledge, cooperation, and Pilgrims, box improved, and triangle WHY and HOW in the prompt.
- Write a thesis (central idea) that gives a reason for WHY and a way for HOW.
- Add one piece of evidence and explain how it proves both parts.

My thesis (central idea) with a reason and a way

My Two-Part Thesis (Central Idea)

Write your thesis (central idea) for "Explain WHY AND HOW knowledge and cooperation improved Pilgrims." Underline the reason and circle the way.

At-Home Connection

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

Name the Thinking

Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____."

How did you decide if the answer needs reasons or a way something happened?

Family member signature: _____

Shape a Prompt

Use "Explain HOW taking turns solved a problem at home." Circle the nouns, box the verb, and triangle HOW. Name the problem, then say a thesis (central idea) explaining the way taking turns solved it. What was the problem, and what was the way it was solved?

Family member signature: _____

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 and name the problem. Use "We need the rule because _____" or "The rule solved the problem by _____." Read your complete thesis (central idea) aloud.

Which frame did you use, and did your thesis (central idea) match the prompt?

Family member signature: _____

My Family Conversation Notes

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

Notes

My Progress This Week

Color in how I am doing on each part of an evidence chain.

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

What helps me most?

The part of CSI I check first

- ☐ I can name the important nouns.
- ☐ I can name the important verb.
- ☐ I can name the clue word.
- ☐ I can match my evidence to my reason or way.

One tool that helped me this week

My Module 4 Snapshot

This is my snapshot of Module 4.

A word I own now

The part of CSI I can find fastest

My Strong Roots

I can choose evidence that proves my reason or way and explain how it proves my thinking.

One idea I will carry into the next module

I am proud that I can...
