

Day 2: Attempt, continued

Our Question for Today: How can a reader tell the difference between a thesis (central idea), evidence, and an explanation?

1. Play It

- Sit facing your partner. Place the three tree cards face up between you. Stack the sentence cards face down.
- One partner reads a sentence card aloud. Listen to the whole sentence. Do not touch a tree card until you hear BOOM BOOM GRAB.
- Grab the tree card that best matches what the sentence is doing.
- The first person to grab the correct tree card gets one point.
- If you grab the wrong card, put it back and your partner gets the point.
- Play all five sentence cards. The player with the most points wins.
- Check each answer against the Self-Check key on the back of the cards.
- Put every card back in Pocket Practice.

2. Show My Score

Round	1	2	3	4	5
My partner					
My point					

3. Talk About It

Say why one card matched one sentence.

My reason

4. Mark the Partner Prompt

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

Explain how Carmen Lomas Garza's artwork tells stories about family life.

This is a WHY or HOW prompt because...

Five Thinking Levels

Use the same five levels when a prompt asks HOW.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	Student explains a cause using because, since, or when.	Reason or cause
Emergent (Orange)	◻	Why was it done?	Student explains a purpose or motive.	Purpose and motivation
Visible (Yellow)	▽	Why is it important in the passage?	Student explains text-based importance.	Evidence and relevance
Independent (Green)	△	How do the ideas connect?	Student uses through the use of Strategy and technique	
Reflective (Blue)	◊	Why does it matter beyond one text?	Student explains how everyday stories preserve history.	Broader meaning

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 Laura Ingalls Wilder's stories help readers understand history.
HOW	Analyze how parts work together or how something happens.	Explain how Carmen Lomas Garza's artwork tells stories about family life.

A WHY thesis (central idea) uses because and gives a reason. A HOW thesis (central idea) uses through or by and gives a way. The clue word tells me which connecting word to choose.

A thinking level I want to try



Words I Need

Tier 1, everyday words



Tier 1 words are the everyday words you use without thinking about them. Basket. Group. Sort. They are not hard words, but this week they carry big ideas, because you are going to sort your thinking into baskets. Say each word, then show with your hands what sorting looks like.

Word	Say it	What it means	Sentence frame
basket	BAS-kit	A container used to hold things together.	Each _____ holds ideas that go together.
group	GROOP	A set of things that belong together.	I put the details into a _____.
sort	SORT	To put things into groups.	I _____ the cards into baskets.
detail	DEE-tayl	A small piece of information.	One _____ from the passage is specific.
same	SAYM	Not different; alike.	These details belong to the _____ basket.
different	DIF-er-ent	Not the same.	My three reasons must be _____.
name	NAYM	The word we call something.	The _____ of this basket is clear.
work	WURK	Jobs that people do.	Frontier families did hard _____.
food	FOOD	What people eat.	Families grew their own _____.
home	HOHM	The place where a family lives.	They built a _____ on the prairie.
neighbor	NAY-ber	A person who lives near you.	Laura's family helped a _____.
holiday	HOL-ih-day	A special day people celebrate.	Garza painted a _____ celebration.

Use one Tier 1 word in a sentence

My Week at a Glance

What I learn	What I read	What I make
How to select evidence that proves a stated reason and write a CSI response: Connect, Support, Infer.	Two Very High stamina passages: Laura Ingalls Wilder and Carmen Lomas Garza.	Matched reason and evidence cards, two CSI responses, a Strong Evidence Award, and an exit ticket with an Infer sentence.

Where We Are Going

I will move from telling a claim from its proof to writing a CSI response on my own. I will finish by teaching a partner Connect, Support, and Infer.

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

- ☐ The evidence comes from the passage and can be located by paragraph number.
- ☐ The evidence proves the exact reason it sits under, not a different reason.
- ☐ The response contains all three CSI moves: Connect, Support, Infer.

Check Myself

- ☐ My evidence comes from the passage and I can find it by paragraph number.
- ☐ My evidence proves the exact reason it sits under, not a different reason.
- ☐ My response has all three CSI moves: Connect, Support, Infer.

How I Will Show What I Know

I will show what I know with matched reason and evidence pairs, two independent CSI responses, a Strong Evidence Award, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I stand tall like a tree and add the Evidence Branch.
Reveal	Day 1	I learn the difference between a claim and its proof.
Attempt	Day 2	I play Evidence Grab with a partner.
Discuss	Day 3	I explain why evidence must prove the reason.
Use Again	Day 3	I write two CSI responses on my own.
Award	Day 4	I earn a Strong Evidence Award.
Target	Day 4	I choose one next step.
Explain/Educate	Day 5	I teach CSI and complete the exit ticket.