

48. Student Annotation Guide

Direct students to the smallest meaningful phrase and ask why it matters before accepting an annotation. TRACKS categories guide evidence searches; different defensible choices may be valid. **[3.7E]**

Laura Ingalls Wilder

TRACKS	Evidence
T Time	Paragraph 1: 1867; paragraph 2: long ago.
R Reactions	Paragraph 3: readers enjoyed the books; paragraph 5: readers continue to be inspired.
A Actions	Paragraphs 1-2: moved, traveled by wagon, began to write.
C Character/Concept/Creature	Paragraphs 1 and 3: Laura Ingalls Wilder and her family.
K Key Knowledge	Paragraph 3: the Little House books.
S Scenery/Setting	Paragraphs 1 and 4: prairie, wide fields, small homes.

Carmen Lomas Garza

TRACKS	Evidence
T Time	Paragraph 1: 1948; paragraph 2: holidays.
R Reactions	Paragraph 3: viewers imagine actions and feelings; paragraph 5: artwork shown in museums and schools.
A Actions	Paragraphs 2 and 4: paints, writes, and illustrates.
C Character/Concept/Creature	Paragraph 1: Carmen Lomas Garza; paragraph 2: culture.
K Key Knowledge	Paragraph 4: books in both English and Spanish.
S Scenery/Setting	Paragraphs 1-2: Kingsville, Texas, and family scenes.

49. TRACKS Evidence Highlighting

Use TRACKS to identify measurable evidence in each passage. Highlight only the smallest meaningful phrase. Keep vocabulary dots and prompt shapes distinct from evidence highlighting. **[3.7E]**

Maintain the same six categories and pastel color assignments across both passages. T and S use green; R uses purple; A and C use yellow; K uses orange.

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

Teacher guidance: accept varied highlighting when students can explain its category and relevance. Do not grade against a single exact highlighting pattern. **[3.7E]**

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These academic thinking words help you understand questions and explain answers. Say complex sentence. Now say it to your partner and point to the subordinator on the anchor chart."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	The sentence that gives the answer to the prompt.	Have students rehearse: The thesis (central idea) is _____.
complex sentence	A sentence with one independent clause and at least one dependent clause.	Have students rehearse: A WHY answer needs a complex sentence.
simple sentence	A sentence with one independent clause.	Have students rehearse: A simple sentence expresses one complete idea.
subordinator	A joining word such as because, since, or when that starts a dependent clause.	Have students rehearse: The subordinator because introduces a reason.
preposition	A word such as through, by, or with that shows a relationship.	Have students rehearse: The preposition through introduces a way.
prompt	The writing task that states what to write about.	Have students rehearse: The prompt states what the response must explain.
noun of importance	The topic word or phrase in the prompt.	Have students rehearse: The noun of importance is _____.
verb of importance	The action or relationship the prompt gives the topic.	Have students rehearse: The verb of importance is _____.
structure	The way the parts of a sentence are put together.	Have students rehearse: The clue word guides the structure.
restate	Say the same thing again in a new way.	Have students rehearse: A thesis (central idea) must do more than restate the prompt.
support	Hold up or prove an idea.	Have students rehearse: Reasons support the thesis (central idea).
coherent	Clear and holding together well.	Have students rehearse: Writing is coherent when its parts fit.

16. Standards Coverage Matrix

The lesson plan's breakout labels identify the instructional focus for Module 3, Reason/Way (The First Branch of the Tree). Section 26 retains the complete official parent wording for purposeful structure, central idea, revising, and editing.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11B(i)	Purposeful structure including introduction	Distributed; each basket becomes a structural unit promised by the introduction
PRIMARY	3.12B(i)	Clear central idea	Every basket must support the thesis (central idea) written in Module 2
PRIMARY	3.12B(ii) , 3.12B(iii)	Genre characteristics and craft	Reason statements serve as topic sentences; Day 5 additional writing includes thesis (central idea) plus three reasons
SPIRAL	3.11B(iii)	Developing an engaging idea with relevant details	Introduced in practice; relevance decides which basket a detail belongs in
SPIRAL	3.7A	Personal connections	Day 3 discussion connecting details to student experience
SPIRAL	3.7B	Responses demonstrating text understanding	Core responses; enrichment activities
SPIRAL	3.7C	Text evidence	Original answer construction using passage details
SPIRAL	3.7D	Retelling and paraphrasing	Passage retrieval during magnifying activities
SPIRAL	3.7E	Meaningful source interaction	DOT; TRACKS highlighting strategies
SPIRAL	3.7F	Newly acquired vocabulary	Oral and written responses using Tier 2 and Tier 3 words
SPIRAL	3.7G	Discuss ideas important to meaning	Day 3 partner discussion; Day 5 explanation to others
RECURSIVE	3.11C(i) , 3.11C(ii)	Sentence structure and word choice	Day 5 revising; upgrading transition words using REASONS and WAYS charts
RECURSIVE	3.11D(iv) , 3.11D(vii) , 3.11D(ix) , 3.11D(xxiv) , 3.11D(xxv) , 3.11D(xxx)	Targeted editing breakouts	Day 5 editing checklist applied to three reason statements
RECURSIVE	DOT / TRACKS / TREE	Reading, annotation, ECR structure	All five days; tree diagram and baskets organize thinking

84. Virtual / Online Adaptation

Keep the thinking and the 15-minute daily lesson intact while adapting how students see, hear, rehearse, and submit their work.

Element	Adaptation
Shared-screen adaptation	Build a reason statement live on a shared slide, revealing the basket name and supporting details separately.
Annotation	Use red, yellow, and green for prompt shapes; students mark their own copies before the teacher reveals the model.
Breakout discussion	Give each pair a detail card sorting slide in a breakout room; students name the category before placing a card in a basket.
Oral response	Have students rehearse the reason statement aloud before typing it; use choral fill-ins when appropriate.
Asynchronous option	Share the model and the cards for independent replay; students record sorted baskets and reason statements.
LMS submission	Collect three Day 3 reason statements and a one-basket Day 5 ticket. Preserve the separate scoring systems.
Digital tracking	Use private goals, digital progress ratings, and green highlighting of the student-answer part. Save the work for Module 4.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

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

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