

**PROMPT (WHY)**

How did the conflict between the colonies and Great Britain grow into a fight for independence?

THESIS

The conflict grew into a fight for independence because repeated taxes and harsh British responses like the Intolerable Acts pushed the colonies to unite, until many colonists wanted to remove British control completely.

Your Turn, Find and Score Your Own Evidence

I CAN

I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS

- Reread "'From Tension to Revolution' (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET

Use your Cluster 1 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.

**PROMPT (WHY)**

According to the passage, how did Enlightenment ideas shape the Declaration of Independence?

THESIS

Enlightenment ideas shaped the Declaration because thinkers like John Locke argued that people have natural rights and that governments should protect them, and colonial leaders used those ideas to support independence.

Your Turn, Find and Score Your Own Evidence

I CAN

I can independently collect evidence with TRACKS and choose my best evidence with CSI.

DIRECTIONS

- Reread ““Words That Changed a Nation” (Nonfiction).”
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET

Use your Cluster 4 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

How did rising tensions lead the colonies toward the American Revolution?

THESIS

Rising tensions led the colonies toward revolution because Great Britain taxed the colonists without giving them a voice, and harsh British responses pushed the colonies to unite and seek independence.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread "'From Tension to Revolution' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **R, Reactions**

"In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights."

A harsh British response that punished the colonies and took away rights.

"Instead of ending the conflict, these actions brought the colonies closer together."

The result of that response, the colonies united instead of backing down.



TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

🕒 ~4 min

" " = say word-for-word · ▶ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▶ Display the prompt and thesis, then read today's I CAN statement aloud.

"I can find two pieces of evidence in the passage that show Reactions."

▶ Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▶ Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights." and "Instead of ending the conflict, these actions brought the colonies closer together.", but do NOT grade them yet. Today is only about finding, not judging.

ANSWER KEY: Two R (Reactions) pieces from the passage: "In response, Great Britain passed the Intolerable Acts, which punished the colonies and limited their rights.", A harsh British response that punished the colonies and took away rights., "Instead of ending the conflict, these actions brought the colonies closer together.", The result of that response, the colonies united instead of backing down.

TEKS 7(C) · Evidence · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 4 of 10

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

Module 1 - My Evidence Tracker

Passage: "From Tension to Revolution" • Keep this page beside your Evidence deck.

Directions: Write an exact sentence from the passage. Add its TRACKS letter. Then self-score each part of your evidence: C, S, and I. Put a small star by your best evidence.

This week's question: How did rising tensions lead the colonies toward the American Revolution?

MONDAY NOTICE Collect 2	TUESDAY CHOOSE Pick your best	WEDNESDAY NOTICE Collect 2	THURSDAY CHOOSE Pick your best	<table><tr><th colspan="2">FRIDAY</th></tr><tr><td> OWN Use your winners </td><td> DEFEND Explain why </td></tr></table>	FRIDAY		OWN Use your winners	DEFEND Explain why
FRIDAY								
OWN Use your winners	DEFEND Explain why							

NOTICE - Collect evidence across the week

ROW	DAY + JOB	MY EVIDENCE SENTENCE (copy it exactly)	TRACKS	SELF-SCORE
Row 1	MONDAY Collect 1		_____	C 1 2 3 S 1 2 3 I 1 2 3
Row 2	MONDAY Collect 2		_____	C 1 2 3 S 1 2 3 I 1 2 3
Row 3	WEDNESDAY Collect 1		_____	C 1 2 3 S 1 2 3 I 1 2 3
Row 4	WEDNESDAY Collect 2		_____	C 1 2 3 S 1 2 3 I 1 2 3

Self-score: Circle one number on each C, S, and I line. 3 = strongest. C = Connects to the prompt · S = Supports the thesis statement · I = can Infer more ideas

TUESDAY CHOOSE My best Monday evidence is row: _____	THURSDAY CHOOSE My best Wednesday evidence is row: _____
FRIDAY OWN + DEFEND My two winners matter because:	

FIVE THINKING LEVELS - Use the symbol and label, not color alone.

 NOTICE Foundational	 CHOOSE Emergent	 SHOW Visible	 OWN Independent	 DEFEND Reflective
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TRACKS reminder: T = Time • R = Reactions • A = Actions • C = Character / Concept / Creatures • K = Key Knowledge • S = Scenery / Sensory