



PROMPT (WHY)

How did the seashell most likely travel all the way to Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

LOCATE THE PASSAGE

"The Mystery of the Traveling Shell" (Fiction)

THIS WEEK'S PROMPT (WHY)

How did the seashell most likely travel all the way to Poverty Point?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

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THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Mystery of the Traveling Shell' (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

"The label said the shell had been found at Poverty Point, far from the ocean."

A fact that tells where the shell was found, true, but by itself it only says the shell is far from the ocean, not how it got there.

"Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

A key fact showing the shell was not the only faraway object at Poverty Point, which points to a pattern of distant goods arriving there.



PROMPT (WHY)

How did the seashell most likely travel all the way to Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“The label said the shell had been found at Poverty Point, far from the ocean.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about the shell's location, and it opens ideas about how far it traveled, but it does not support the thesis because being far away does not by itself show trade brought it there.

“Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because several distant materials in one place point to trade, and it leads to ideas about how goods moved between faraway communities.



PROMPT (WHY)

How did the seashell most likely travel all the way to Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Mystery of the Traveling Shell' (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“Emsy traced the distance from the coast to Poverty Point with her finger.”

An action Emsy takes while investigating, true, but it shows her measuring the distance, not how the shell itself traveled.

“People at Poverty Point traveled along rivers, which could have helped them move from place to place.”

An action that explains how people and their goods could move long distances, which is how a coastal shell could reach an inland place.



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THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Emsy traced the distance from the coast to Poverty Point with her finger.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because Emsy is studying how far the shell came, and it opens ideas about the distance, but it shows her own action, not how the shell traveled, so it does not support the thesis.

“People at Poverty Point traveled along rivers, which could have helped them move from place to place.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because rivers gave people a way to carry goods over long distances, and it leads to ideas about how the shell could travel inland through trade.



PROMPT (WHY)

How did the seashell most likely travel all the way to Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away.”

“People at Poverty Point traveled along rivers, which could have helped them move from place to place.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did the seashell most likely travel all the way to Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast far away, people there traveled along big rivers, and other faraway materials like copper were found in the same place.

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 "'The Mystery of the Traveling Shell' (Fiction)."
- 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 Prepare Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 1 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

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THESIS

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Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“Mystery solved.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A resolution that connects to the prompt because it ends Emsy's investigation, and it opens ideas that she found an answer, but it does not name the answer, so it does not support the thesis by itself.

“They could trade what they had for valuable goods from other places.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A resolution that connects to the prompt and supports the thesis, because it names trade as the way people got goods from far away, and it leads to ideas about why the shell most likely arrived that way.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that the seashell reached Poverty Point through trade?

A “Inside rested a smooth white seashell.”

B “the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too”

C “Emsy pulled out her notebook.”

D “People did not always have every resource they wanted or needed where they lived.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that the seashell reached Poverty Point through trade?

A “Inside rested a smooth white seashell.”

TRUE BUT DOESN'T PROVE THE POINT

True, but it only describes the shell sitting in the case, which does not show how the shell traveled to Poverty Point.

B “the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim by listing all the evidence together: a coastal shell, a faraway inland site, rivers for travel, and other distant materials that point to trade.

C “Emsy pulled out her notebook.”

TRUE BUT OFF-TOPIC

True, but it describes Emsy getting ready to investigate, which has nothing to do with how the shell traveled.

D “People did not always have every resource they wanted or needed where they lived.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, and it explains why people would trade, but a reader would still have to assume this shell arrived that way, so it does not prove the point by itself.



PROMPT (WHY)

How did the seashell end up so far from the ocean at Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

LOCATE THE PASSAGE

"The Mystery of the Traveling Shell" (Fiction)

THIS WEEK'S PROMPT (WHY)

How did the seashell end up so far from the ocean at Poverty Point?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



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Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Mystery of the Traveling Shell' (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

“The label explained that the shell came from a coastal environment.”

A fact about where the shell came from, true, but on its own it only tells the shell's origin, not how it reached an inland place.

“Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions.”

A key fact showing another faraway material was found in the same place, which points to a pattern of distant goods arriving through trade.



PROMPT (WHY)

How did the seashell end up so far from the ocean at Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“The label explained that the shell came from a coastal environment.”

- ☒ C, Connects directly to the prompt
- ☐ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about the shell's origin, and it opens ideas about how far it came, but knowing the shell is from the coast does not by itself show trade carried it inland.

“Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because a second distant material in the same place points to trade, and it leads to ideas about how faraway communities exchanged goods.



PROMPT (WHY)

How did the seashell end up so far from the ocean at Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Mystery of the Traveling Shell' (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

"She studied the coastline, located Poverty Point, and traced the distance between them with one finger."

An action Emsy takes while investigating, true, but it shows her measuring the distance, not how the shell itself traveled.

"The information panel explained that people connected with Poverty Point traveled along major waterways."

An action that explains how people and goods could move long distances, which is how a coastal shell could reach an inland place.

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How did the seashell end up so far from the ocean at Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“She studied the coastline, located Poverty Point, and traced the distance between them with one finger.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because Emsy is studying the distance, and it opens ideas about how far the shell came, but it shows her own action, not how the shell traveled, so it does not support the thesis.

“The information panel explained that people connected with Poverty Point traveled along major waterways.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because waterways gave people a way to carry goods over long distances, and it leads to ideas about how the shell could travel inland through trade.



PROMPT (WHY)

How did the seashell end up so far from the ocean at Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Another museum panel described copper objects found at Poverty Point. The copper had also come from distant regions.”

“The information panel explained that people connected with Poverty Point traveled along major waterways.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

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Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did the seashell end up so far from the ocean at Poverty Point?

THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

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

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STUDENT TRACKING SHEET

Use your Prepare 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)**

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THESIS

The seashell most likely reached Poverty Point through long-distance trade, because it came from the coast, Poverty Point sat far inland, people there traveled the major rivers, and other faraway materials like copper were found in the same place.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“That changed everything.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the prompt because it shows Emsy realized something important, and it opens ideas that her thinking shifted, but it does not name what changed, so it does not support the thesis by itself.

“You trade what you have for something you cannot easily get.”**BEST EVIDENCE**

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the prompt and supports the thesis, because it names trade as the way people got goods they could not find nearby, and it leads to ideas about why the shell most likely arrived that way.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that the shell reached Poverty Point through trade?

- A** “Inside rested a small, pearly seashell.”
- B** “Seashells came from far away. Copper came from far away. Both were discovered here.”
- C** “Emsy pulled a miniature notebook from her backpack.”
- D** “Scarcity happens when people do not have unlimited amounts of everything they want or need.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that the shell reached Poverty Point through trade?

A

“Inside rested a small, pearly seashell.”

TRUE BUT DOESN'T PROVE THE POINT

True, but it only describes the shell in the case, which does not show how the shell traveled to Poverty Point.

B

“Seashells came from far away. Copper came from far away. Both were discovered here.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim by showing two different faraway materials ended up in the same inland place, which is the pattern that points to trade.

C

“Emsy pulled a miniature notebook from her backpack.”

TRUE BUT OFF-TOPIC

True, but it describes Emsy getting ready to investigate, which has nothing to do with how the shell traveled.

D

“Scarcity happens when people do not have unlimited amounts of everything they want or need.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, and it explains why people would trade, but a reader would still have to assume this shell arrived that way, so it does not prove the point by itself.



PROMPT (WHY)

Why did Mrs. Green want the class to gather information before voting?

THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

LOCATE THE PASSAGE

"The Recess Question" (Fiction)

THIS WEEK'S PROMPT (WHY)

Why did Mrs. Green want the class to gather information before voting?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



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THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Recess Question' (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

"People in a community do not always agree"

A background fact about communities, true, but on its own it does not explain why the class needed to gather information before voting.

"We need time to read, write, learn mathematics, study science and social studies, and do many other important things."

A key fact naming the other needs of the school day, which is exactly the kind of information the class had to weigh before deciding.



PROMPT (WHY)

Why did Mrs. Green want the class to gather information before voting?

THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“People in a community do not always agree”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is why a class must decide carefully, and it opens ideas about disagreement, but it does not support the thesis because it does not explain why gathering information first matters.

“We need time to read, write, learn mathematics, study science and social studies, and do many other important things.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because it names the competing needs the class had to weigh, and it leads to ideas about why a fair decision looks at more than what students want.



PROMPT (WHY)

Why did Mrs. Green want the class to gather information before voting?

THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Recess Question" (Fiction).”
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“The class began making a list.”

An action the class took, true, but on its own it only says they started a list, not why gathering that information mattered.

“Good citizens listen to one another, consider the reasons, and make decisions respectfully.”

An action that names what good citizens do, listening and considering reasons, which is why the class gathered information before voting.



PROMPT (WHY)

Why did Mrs. Green want the class to gather information before voting?

THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“The class began making a list.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because listing is part of gathering information, and it opens ideas about what they wrote, but on its own it does not explain why the information mattered, so it does not support the thesis.

“Good citizens listen to one another, consider the reasons, and make decisions respectfully.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because considering the reasons is exactly why the class gathered information before voting, and it leads to ideas about how fair decisions are made together.



PROMPT (WHY)

Why did Mrs. Green want the class to gather information before voting?

THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“We need time to read, write, learn mathematics, study science and social studies, and do many other important things.”

“Good citizens listen to one another, consider the reasons, and make decisions respectfully.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why did Mrs. Green want the class to gather information before voting?

THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

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 "'The Recess Question' (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
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STUDENT TRACKING SHEET

Use your Prepare 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)

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THESIS

Mrs. Green wanted the class to gather information first because a good decision should be based on the advantages and disadvantages of each choice, not only on what students want, so the class listed reasons for and against before voting.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“Mrs. Green smiled.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the class discussion and opens ideas that Mrs. Green was pleased, but a smile does not explain why the class needed information first, so it does not support the thesis.

“First, we need information.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A response that connects to the prompt and supports the thesis, because it names gathering information as the first step, which is exactly why the class did not vote right away, and it leads to ideas about why information comes before a fair decision.



Comprehension Question, Prove It

QUESTION

Which sentence best shows why Mrs. Green wanted the class to gather information before voting?

- A** “Recess was one of her favorite parts of the school day.”
- B** “We should consider the advantages and disadvantages of each choice.”
- C** “Max still wanted longer recess.”
- D** “People have been making group decisions for a very long time”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best shows why Mrs. Green wanted the class to gather information before voting?

A

“Recess was one of her favorite parts of the school day.”

TRUE BUT OFF-TOPIC

True, but it tells how Beth felt about recess, not why the class needed to gather information before voting.

B

“We should consider the advantages and disadvantages of each choice.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact point by naming the reason for gathering information: a fair decision weighs the advantages and disadvantages of each choice.

C

“Max still wanted longer recess.”

TRUE BUT DOESN'T PROVE THE POINT

True, but it only gives one student's opinion, which does not show why the class needed to gather information first.

D

“People have been making group decisions for a very long time”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume this history explains why this class gathered information, so it does not prove the point by itself.



PROMPT (WHY)

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

LOCATE THE PASSAGE

"The Recess Question" (Fiction)

THIS WEEK'S PROMPT (WHY)

What steps did the class follow to make a fair decision about recess?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Recess Question" (Fiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“People have been making group decisions for a very long time”

A background fact about group decisions, true, but on its own it does not name the steps this class followed to decide fairly.

“Today, voting is still one way groups make decisions.”

A fact naming voting as a way groups decide, which is the final step the class used to reach a fair decision.



PROMPT (WHY)

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“People have been making group decisions for a very long time”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about making decisions in groups, and it opens ideas about the history of voting, but it does not name the steps this class followed, so it does not support the thesis.

“Today, voting is still one way groups make decisions.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because voting is the step the class used to decide together, and it leads to ideas about why groups use voting to settle a fair choice.



PROMPT (WHY)

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Recess Question' (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“One by one, the students placed their ballots in a box.”

An action the students took, true, but it shows only the final voting step, not the earlier steps that made the decision fair.

“First, everyone gets a chance to explain a point of view.”

An action that names an important step, hearing every point of view, which the class did before voting so the decision would be fair.



PROMPT (WHY)

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“One by one, the students placed their ballots in a box.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it shows the voting step, and it opens ideas about how the class decided, but it captures only the last step, so it does not support the full thesis about all the steps.

“First, everyone gets a chance to explain a point of view.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because hearing every point of view was a key step before the vote, and it leads to ideas about why listening makes a group decision fair.



PROMPT (WHY)

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Today, voting is still one way groups make decisions.”

“First, everyone gets a chance to explain a point of view.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

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 "'The Recess Question' (Fiction)."
- 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 Prepare 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)

What steps did the class follow to make a fair decision about recess?

THESIS

The class made a fair decision by following clear steps: they looked at the problem, gathered information about the advantages and disadvantages, listened to one another, and then voted to decide together.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“Beth smiled.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A reaction that connects to the story's ending and opens ideas that Beth felt good, but a smile does not name the steps the class followed, so it does not support the thesis.

“the most important thing is what we just practiced”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A response that connects to the prompt and supports the thesis, because Mrs. Green points to the fair process the class just practiced rather than the winner, and it leads to ideas about why the steps mattered more than the outcome.



Comprehension Question, Prove It

QUESTION

Which sentence best shows the steps the class used to make a fair decision?

- A** “The sun felt warm on Beth’s face.”
- B** “We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision.”
- C** “Max still wanted longer recess.”
- D** “She had a lot to think about.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best shows the steps the class used to make a fair decision?

A

“The sun felt warm on Beth’s face.”

TRUE BUT OFF-TOPIC

True, but it describes the weather at recess, which has nothing to do with the steps the class used to decide.

B

“We looked at a problem. We gathered information. We considered different solutions. We listened to one another. Then we used voting to help make a group decision.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact point by naming every step the class followed to reach a fair decision.

C

“Max still wanted longer recess.”

TRUE BUT DOESN'T PROVE THE POINT

True, but it gives one student's opinion, not the steps the class used to decide.

D

“She had a lot to think about.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume this is about the decision steps, so it does not prove the point by itself.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

LOCATE THE PASSAGE

"The Pilgrims Chose Plymouth" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did the Pilgrims choose Plymouth as their new home?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Pilgrims Chose Plymouth' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“The ship was crowded with men, women, and children.”

A detail about the crowded journey, not about the land they chose.

“There was also rich soil where crops could be planted.”

Names an exact resource that made Plymouth a good home to choose.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“The ship was crowded with men, women, and children.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

A detail about the crowded ship with nowhere to go, it does not connect to WHY Plymouth itself was chosen, and it does not open up more to explain about the location.

“There was also rich soil where crops could be planted.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (rich soil is a reason to choose this spot), supports the thesis (names one of the exact resources, fresh water, forests, soil, harbor), and leads to ideas about how the Pilgrims planned to use the land.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Pilgrims Chose Plymouth' (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called **Plymouth**.”

The ACTION of searching for and choosing the location.

“The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children.”

The ACTION of settlers working together once they had settled.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth.” **BEST EVIDENCE**

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the choosing of Plymouth), supports the thesis (names the exact resources, water, forests, harbor), and leads to ideas about what makes a good home.

“The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children.”

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows teamwork AFTER they settled, it does not connect to WHY they chose Plymouth in the first place, so it does not support this thesis even though it could open up other ideas.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“There was also rich soil where crops could be planted.”

“Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

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 "'The Pilgrims Chose Plymouth' (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)

Why did the Pilgrims choose Plymouth as their new home?

THESIS

The Pilgrims chose Plymouth because it gave them what they needed to survive, fresh water, forests for building, rich soil, and a safe harbor, so they could build their new colony there.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“Snow and freezing temperatures covered the colony.”

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

True, and it does describe the setting, but it describes a hardship AFTER the Pilgrims had already settled. It does not prove WHY they chose Plymouth in the first place.

“Nearby were forests filled with tall trees that could be used to build homes and fires.”

BEST EVIDENCE

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (names the forests, an exact resource), and leads to ideas about how the Pilgrims planned to build their new homes.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that Plymouth had the resources the Pilgrims needed to build their new home?

- A** “Storms rocked the ship, and many passengers became sick during the journey.”
- B** “The harbor at Plymouth helped ships stay safe while supplies were unloaded.”
- C** “Winter arrived soon after the Pilgrims settled.”
- D** “When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that Plymouth had the resources the Pilgrims needed to build their new home?

A “Storms rocked the ship, and many passengers became sick during the journey.”

TRUE BUT WRONG

True, but it describes the danger of the OCEAN VOYAGE, not a resource that Plymouth itself offered.

B “The harbor at Plymouth helped ships stay safe while supplies were unloaded.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: the harbor itself was a resource that helped the Pilgrims settle and unload what they needed at Plymouth.

C “Winter arrived soon after the Pilgrims settled.”

WRONG TIMELINE POINT

True, but it describes a hardship AFTER the Pilgrims had already settled, the wrong point in the timeline. It does not prove that Plymouth HAD the resources they needed.

D “When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it describes help from PEOPLE, not a resource of the LAND itself, a reader would have to add that assumption to make it prove the claim.



PROMPT (WHY)

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

LOCATE THE PASSAGE

"Life Along the Nile River" (Informational)

THIS WEEK'S PROMPT (WHY)

Why was the Nile River important to the people of ancient Egypt?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Life Along the Nile River' (Informational)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Ancient Egypt was mostly covered by hot, dry desert.”

A detail about the desert setting, not about what the Nile itself gave the people.

“The rich soil near the river helped crops grow well during the farming season.”

Names an exact resource the Nile provided that made it important.



PROMPT (WHY)

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Ancient Egypt was mostly covered by hot, dry desert.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

A detail about the desert landscape, it does not connect to WHY the Nile itself was important, and it does not open up more to explain about the river's resources.

“The rich soil near the river helped crops grow well during the farming season.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (rich soil is a reason the Nile mattered), supports the thesis (names one of the exact resources, soil for farming), and leads to ideas about how the floods helped feed the people.



PROMPT (WHY)

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Life Along the Nile River' (Informational)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“Boats traveled up and down the Nile carrying people and goods.”

The ACTION of using the river for travel and trade.

“Farmers and fishermen worked hard each day to support their families.”

The ACTION of people working hard, true, but not tied to a specific resource from the river.



PROMPT (WHY)

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Boats traveled up and down the Nile carrying people and goods.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS a reason the river mattered), supports the thesis (names the exact benefit, travel and trade), and leads to ideas about how goods and people moved through ancient Egypt.

“Farmers and fishermen worked hard each day to support their families.”

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows people working hard, but it does not connect to WHY the river itself was important, it does not name a resource, even though it could open up other ideas about daily life.



PROMPT (WHY)

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The rich soil near the river helped crops grow well during the farming season.”

“Boats traveled up and down the Nile carrying people and goods.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

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 "'Life Along the Nile River' (Informational)."
- 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)

Why was the Nile River important to the people of ancient Egypt?

THESIS

The Nile River was important to ancient Egypt because its yearly floods left rich soil for farming, it supplied fish and water, and it gave people a way to travel and trade, so daily life for ancient Egyptians centered around the river.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“Running through the desert was the Nile River, a long river that flowed from south to north.”

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

True, and it does paint the scene of the river running through the desert, but it names no benefit or resource, so it does not prove WHY the river was important.

“When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.”

BEST EVIDENCE

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this sensory picture of the dark, rich soil IS the exact resource the floods left behind), and leads to ideas about how that soil let farmers grow food.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that the Nile River gave ancient Egyptians the resources they needed to survive?

- A** “In many places, the land was too dry to grow crops or raise animals.”
- B** “Farmers planted crops such as wheat and barley in the soil left by the floodwaters.”
- C** “Today, people still remember how important the Nile River was to ancient Egypt.”
- D** “Villages, towns, and cities grew along the riverbanks.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that the Nile River gave ancient Egyptians the resources they needed to survive?

A

“In many places, the land was too dry to grow crops or raise animals.”

TRUE BUT WRONG

True, but it describes the DESERT itself being unsuitable for farming, not a resource that the NILE provided.

B

“Farmers planted crops such as wheat and barley in the soil left by the floodwaters.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: the Nile's floodwaters created the fertile soil that let farmers grow the food ancient Egyptians needed to survive.

C

“Today, people still remember how important the Nile River was to ancient Egypt.”

WRONG TIMELINE POINT

True, but it describes how people think about the river TODAY, the wrong point in the timeline. It does not prove what resources the Nile gave ancient Egyptians.

D

“Villages, towns, and cities grew along the riverbanks.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it describes WHERE people settled, not a resource of the river itself, a reader would have to add that assumption to make it prove the claim.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

LOCATE THE PASSAGE

"The Pilgrims Chose Plymouth" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Pilgrims Chose Plymouth” (Nonfiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Winter was beginning, so the settlers needed to find a place to live quickly.”

A background fact about the settlers' situation, true, but it explains their urgency, not why Plymouth's resources made it the place they chose.

“Nearby forests provided wood for homes, fires, and tools.”

A fact naming a specific resource Plymouth actually provided, which is exactly the kind of thing that made it a good place to settle.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Winter was beginning, so the settlers needed to find a place to live quickly.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about needing a place to settle, and it opens ideas about the pressure they faced, but it does not name a resource, so it does not support the thesis about why they chose Plymouth.

“Nearby forests provided wood for homes, fires, and tools.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt, supports the thesis by naming a real resource Plymouth provided, and leads to ideas about how wood let the settlers build and stay warm through the winter.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Pilgrims Chose Plymouth' (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“Workers spent long days cutting trees and building shelters.”

An action the settlers took, true, but it shows their hard work more than it shows why Plymouth was the place they chose.

“The settlers learned how to grow corn in the local soil and where to fish and hunt.”

An action that uses Plymouth's own soil and surroundings, which shows the resources there were the reason the colony could feed itself.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Workers spent long days cutting trees and building shelters.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the settlers are using the forest, and it opens ideas about how hard the first months were, but on its own it shows effort rather than proving the resources were why they chose Plymouth.

“The settlers learned how to grow corn in the local soil and where to fish and hunt.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because growing corn in the local soil shows Plymouth's resources were what let the colony survive, and it leads to ideas about how the land fed the settlers over time.



PROMPT (WHY)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Nearby forests provided wood for homes, fires, and tools.”

“The settlers learned how to grow corn in the local soil and where to fish and hunt.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

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 "'The Pilgrims Chose Plymouth' (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)

Why did the Pilgrims choose Plymouth as the place to build their colony?

THESIS

The Pilgrims chose Plymouth because its natural resources gave them what they needed to survive: nearby forests for wood, a safe harbor for their ship and supplies, and rich soil where they could grow crops.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“Snow and freezing temperatures covered the land.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail that connects to the Pilgrims' first winter and opens ideas about how hard survival was, but it describes the harsh weather, not a resource that made Plymouth a good choice, so it does not support the thesis.

“Rivers and harbors supported travel and trade.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting feature that connects to the prompt and supports the thesis, because the rivers and harbor were resources that helped the colony move goods and grow, and it leads to ideas about how location helped Plymouth last.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Plymouth's natural resources helped the colony survive?

- A** “Many passengers became seasick because the ship rocked back and forth on the rough water.”
- B** “Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops.”
- C** “Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food.”
- D** “More settlers arrived from England hoping to begin new lives in North America.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Plymouth's natural resources helped the colony survive?

A “Many passengers became seasick because the ship rocked back and forth on the rough water.”

TRUE BUT OFF-TOPIC

True, but it describes a hardship of the ocean voyage, which happened before the Pilgrims ever reached Plymouth, so it cannot show how Plymouth's resources helped.

B “Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim by naming Plymouth's resources and the way each one helped the colony live and grow.

C “Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food.”

TRUE BUT SHOWS A HARDSHIP, NOT A RESOURCE

True, but it describes a hardship the settlers suffered, which is the opposite of a resource helping them survive.

D “More settlers arrived from England hoping to begin new lives in North America.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the new settlers came because of Plymouth's resources, so this does not prove the point by itself.



PROMPT (WHY)

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

LOCATE THE PASSAGE

"The Pilgrims Chose Plymouth" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How did natural resources help the Pilgrims succeed at Plymouth?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Pilgrims Chose Plymouth" (Nonfiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Winter was beginning, so the settlers needed to find a place to settle quickly.”

A background fact about the settlers' situation, true, but it explains their urgency, not how Plymouth's resources helped the colony succeed.

“The land around Plymouth also had rich soil where crops could be planted.”

A fact naming a specific resource Plymouth offered, which is the kind of thing that let the colony grow its own food.



PROMPT (WHY)

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Winter was beginning, so the settlers needed to find a place to settle quickly.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about needing a place to settle, and it opens ideas about the pressure they faced, but it does not name a resource, so it does not support the thesis about how resources helped the colony succeed.

“The land around Plymouth also had rich soil where crops could be planted.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis by naming a real resource Plymouth provided, and it leads to ideas about how good soil helped the colony grow food and become successful.



PROMPT (WHY)

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Pilgrims Chose Plymouth' (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“Workers chopped trees and carried wood to construction sites.”

An action the settlers took, true, but it shows their labor more than it shows how the resources led to a successful colony.

“The settlers learned how to grow corn in the local soil.”

An action that uses Plymouth's own soil, which shows the resource itself was what allowed the colony to feed itself and last.



PROMPT (WHY)

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Workers chopped trees and carried wood to construction sites.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the settlers are using the forest, and it opens ideas about how they built the colony, but on its own it shows effort rather than proving the resources made the colony succeed.

“The settlers learned how to grow corn in the local soil.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because growing corn in the local soil shows the resource itself was what let the colony feed itself, and it leads to ideas about how the land supported the colony's success.



PROMPT (WHY)

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The land around Plymouth also had rich soil where crops could be planted.”

“The settlers learned how to grow corn in the local soil.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

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 "'The Pilgrims Chose Plymouth' (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)

How did natural resources help the Pilgrims succeed at Plymouth?

THESIS

Natural resources helped the Pilgrims succeed at Plymouth because the forests gave them wood, the harbor and rivers supported travel and trade, and the rich soil let them grow the crops they needed to survive.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“Snow and freezing temperatures covered the colony.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail that connects to the colony's first winter and opens ideas about how hard survival was, but it describes the weather, not a resource that helped the colony succeed, so it does not support the thesis.

“Rivers and harbors supported travel and trade.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting feature that connects to the prompt and supports the thesis, because the rivers and harbor were resources that let the colony move goods and grow, and it leads to ideas about how location helped Plymouth thrive.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that natural resources helped the colony succeed?

- A** “Many passengers became seasick during the difficult journey.”
- B** “Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops.”
- C** “Crowded living spaces caused diseases to spread quickly.”
- D** “Over time, more settlers arrived from England hoping to build new lives in North America.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that natural resources helped the colony succeed?

A “Many passengers became seasick during the difficult journey.”

TRUE BUT OFF-TOPIC

True, but it describes a hardship of the ocean voyage, which happened before the settlers reached Plymouth, so it cannot show how resources helped the colony succeed.

B “Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim by naming the resources and the way each one helped the colony live and grow.

C “Crowded living spaces caused diseases to spread quickly.”

TRUE BUT SHOWS A HARDSHIP, NOT A RESOURCE

True, but it describes a hardship the settlers suffered, which is the opposite of a resource helping the colony succeed.

D “Over time, more settlers arrived from England hoping to build new lives in North America.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the new settlers came because of the colony's resources, so this does not prove the point by itself.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

LOCATE THE PASSAGE

"Laura Ingalls Wilder" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“She was born in 1867 in Wisconsin.”

A biographical fact about when and where she was born, not about why her books became popular.

“The Little House books became popular because they shared details about frontier life.”

States the exact key fact: the books shared details about frontier life, which is why they became popular.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“She was born in 1867 in Wisconsin.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

A birthdate and location detail, it does not connect to WHY the books became popular, does not support the thesis, and does not open up more ideas about her writing.

“The Little House books became popular because they shared details about frontier life.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (states the exact reason the books became popular), supports the thesis (frontier-life details are what readers wanted), and leads to ideas about what those details were.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“They traveled by wagon and lived in small houses on the prairie.”

The ACTION of traveling and living as a child, not the action of writing that made her books popular.

“As Laura grew older, she began to write about the experiences she had as a child.”

The ACTION of writing about her childhood experiences, this is what led to her famous books.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“They traveled by wagon and lived in small houses on the prairie.”

☒ C, Connects directly to the prompt

☒ S, Supports the thesis statement

☒ I, Leads to Ideas / Inference (not a dead end)

Shows what young Laura's life was like, but it happened BEFORE she started writing, it does not connect to WHY her books became popular, though it could open up ideas about her childhood.

“As Laura grew older, she began to write about the experiences she had as a child.”

BEST EVIDENCE

☒ C, Connects directly to the prompt

☒ S, Supports the thesis statement

☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the action that created the books), supports the thesis (writing about real experiences is why readers connected with them), and leads to ideas about what she chose to write about.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The Little House books became popular because they shared details about frontier life.”

“As Laura grew older, she began to write about the experiences she had as a child.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

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 "'Laura Ingalls Wilder' (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 2 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)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's Little House books became popular because she wrote about real frontier experiences in a way that let readers feel part of the story, so people could picture prairie life and understand history through her writing.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“Sometimes the family lived near forests. Other times they lived on wide, open grasslands.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

True, and it does describe the different environments the family lived in, but it describes their childhood moves, not the storytelling that made her books popular later. It does not prove WHY the books became popular.

“People could picture the wide fields, the small homes, and the busy days on the farm.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this IS the vivid scenery/sensory detail that let readers picture prairie life), and leads to ideas about what made her storytelling so vivid.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that Laura Ingalls Wilder's writing style helped make her books popular?

- A** “Life was often difficult, but Laura remembered many interesting adventures.”
- B** “Laura’s storytelling was special because she wrote in a way that made readers feel as if they were part of the story.”
- C** “Today, Laura Ingalls Wilder is remembered as an important author.”
- D** “Many readers enjoyed learning about Laura, her sisters, and her parents.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that Laura Ingalls Wilder's writing style helped make her books popular?

A “Life was often difficult, but Laura remembered many interesting adventures.”

TRUE BUT WRONG

True, but it describes Laura's CHILDHOOD experiences, not something about HOW she wrote or why her writing style appealed to readers.

B “Laura’s storytelling was special because she wrote in a way that made readers feel as if they were part of the story.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: it directly states that her WRITING STYLE made readers feel like they were part of the story.

C “Today, Laura Ingalls Wilder is remembered as an important author.”

WRONG TIMELINE POINT

True, but it describes how she is remembered TODAY, long after the books became popular, it does not explain WHAT about her writing style made readers connect with the books.

D “Many readers enjoyed learning about Laura, her sisters, and her parents.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it describes readers enjoying the FAMILY content, a reader would have to assume this connects to her writing STYLE rather than just the subject matter, to make it prove the claim.



PROMPT (WHY)

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

LOCATE THE PASSAGE

"Carmen Lomas Garza" (Biography)

THIS WEEK'S PROMPT (WHY)

Why is Garza's artwork important to Mexican-American culture?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Carmen Lomas Garza' (Biography)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“She was born in 1948 in Kingsville, Texas.”

A fact about Garza's birth year and hometown, not about why her art matters.

“Today, Garza’s artwork is shown in museums and schools across the United States.”

Names an exact fact about where and how her art reaches people today.



PROMPT (WHY)

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“She was born in 1948 in Kingsville, Texas.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

A personal detail about her birth year and hometown, it does not connect to WHY her art itself is important, and it does not open up more to explain her art's impact.

“Today, Garza's artwork is shown in museums and schools across the United States.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS a reason her art matters, it reaches people today), supports the thesis (names where her work reaches new audiences), and leads to ideas about how museums and schools help preserve her stories.



PROMPT (WHY)

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Carmen Lomas Garza' (Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

"Carmen Lomas Garza has also written and illustrated children's books."

The ACTION of writing and illustrating books, another way she shares her stories.

"She studied art in school and learned different ways to create paintings."

The ACTION of studying art and learning technique, true, but about her training, not her art's importance.



PROMPT (WHY)

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Carmen Lomas Garza has also written and illustrated children’s books.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (writing books IS a way her work reaches and preserves culture), supports the thesis (this action is part of how she shares stories with new generations), and leads to ideas about how books spread her work even further than paintings alone.

“She studied art in school and learned different ways to create paintings.”

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it opens ideas about how she developed as an artist, but it does not itself prove WHY her art is important to culture, since it describes her training, not her art's impact.



PROMPT (WHY)

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Today, Garza’s artwork is shown in museums and schools across the United States.”

“Carmen Lomas Garza has also written and illustrated children’s books.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

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 "'Carmen Lomas Garza' (Biography)."
- 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 2 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)

Why is Garza's artwork important to Mexican-American culture?

THESIS

Carmen Lomas Garza's artwork matters to Mexican-American culture because she paints everyday family-life scenes, uses bright colors and clear details to tell their stories, and helps preserve those traditions for new generations.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“One common scene she paints is families making tamales during the holidays.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

True, and it does paint a specific sensory scene, but it only names WHAT she paints, not WHY that scene matters to preserving or sharing culture, so it does not prove the claim.

“Her artwork uses bright colors and clear details to tell stories.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this sensory detail, bright colors and clear details, IS how her paintings tell family-life stories that preserve culture), and leads to ideas about how her artistic style makes memories vivid for viewers.



Comprehension Question, Prove It

QUESTION

Which sentence best supports the idea that Garza's artwork helps preserve and share Mexican-American culture?

- A** “She was born in 1948 in Kingsville, Texas.”
- B** “Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.”
- C** “As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community.”
- D** “Teachers also use her books and artwork to help students learn about different communities.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best supports the idea that Garza's artwork helps preserve and share Mexican-American culture?

A “She was born in 1948 in Kingsville, Texas.”

TRUE BUT WRONG

True, but it is a biographical fact about her birth, it does not show how her ARTWORK preserves or shares culture.

B “Through her paintings and books, she has helped preserve important cultural stories and share them with new generations.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: through her paintings and books, Garza has helped preserve important cultural stories and share them with new generations.

C “As a child, Carmen enjoyed drawing and paying attention to the special moments she shared with her family and community.”

WRONG TIMELINE POINT

True, but it describes Garza's CHILDHOOD, before her artwork existed, the wrong point in the timeline to prove what her finished artwork does today.

D “Teachers also use her books and artwork to help students learn about different communities.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it describes teachers using her work to teach about communities in general, a reader would have to assume this means Mexican-American culture specifically.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

LOCATE THE PASSAGE

"Laura Ingalls Wilder" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

“The Little House series includes several books that follow Laura as she grows up.”

A fact about the series, true and on topic, but it tells what the books are rather than why so many readers liked them.

“The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.”

A fact about what the books taught readers, which is the history part of the reason they became so popular.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“The Little House series includes several books that follow Laura as she grows up.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about the books, and it opens ideas about the series, but it describes what the books are rather than supporting the thesis about why readers loved them.

“The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because it names the real history readers learned, and it leads to ideas about why mixing history with story made the books popular.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“Her stories described building homes, growing food, going to school, and helping neighbors.”

An action that shows what Laura's stories did, describing everyday topics, but on its own it lists topics rather than explaining why the books became popular.

“She wrote about everyday events that helped readers understand the past.”

An action that shows what Laura actually did as a writer, turning ordinary events into stories that taught readers about the past.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Her stories described building homes, growing food, going to school, and helping neighbors.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about what Laura wrote, and it opens ideas about her subjects, but listing everyday topics does not by itself explain why the books became popular, so it does not support the thesis.

“She wrote about everyday events that helped readers understand the past.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because writing about everyday events that taught the past is exactly the mix of history and story readers enjoyed, and it leads to ideas about why that made her books popular.



PROMPT (WHY)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The books helped people understand how transportation, farming, education, and family life were different during the late 1800s.”

“She wrote about everyday events that helped readers understand the past.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

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 "'Laura Ingalls Wilder' (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 2 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)

Why did Laura Ingalls Wilder's books become popular?

THESIS

Laura Ingalls Wilder's books became popular because they mixed real history with storytelling, so readers could learn what frontier life was really like while enjoying a story that felt real and believable.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“Sometimes the family lived near forests where trees provided wood for homes and fires.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail from Laura's life that connects to the frontier her books describe and opens ideas about the places she lived, but it does not explain why the books became popular, so it does not support the thesis.

“People could picture the wide fields, the small homes, and the busy days on the farm.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting picture that connects to the prompt and supports the thesis, because readers being able to picture the frontier is the storytelling that made the books feel real and popular, and it leads to ideas about why vivid settings drew readers in.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Laura's books became popular because they combined history with storytelling?

- A** “She was born in 1867 in Wisconsin.”
- B** “Readers could learn about the past while enjoying an interesting story.”
- C** “Getting to school sometimes required walking long distances.”
- D** “Today, Laura Ingalls Wilder is remembered as an important author.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Laura's books became popular because they combined history with storytelling?

A

“She was born in 1867 in Wisconsin.”

TRUE BUT OFF-TOPIC

True, but it is a fact about Laura's birth, which does not explain why her books became popular.

B

“Readers could learn about the past while enjoying an interesting story.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim by naming both parts at once: readers learned real history and enjoyed a good story.

C

“Getting to school sometimes required walking long distances.”

TRUE BUT DOESN'T PROVE THE POINT

True, but it is a detail about frontier life inside the story, not a reason the books became popular.

D

“Today, Laura Ingalls Wilder is remembered as an important author.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume she is remembered because of the history and storytelling mix, so this does not prove the point by itself.



PROMPT (WHY)

How did Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

LOCATE THE PASSAGE

"Laura Ingalls Wilder" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How did Laura help readers understand life on the frontier?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Laura Ingalls Wilder' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Her first Little House book was published in 1932.”

A fact about when her writing appeared, true, but a date does not explain how the books helped readers understand the frontier.

“The stories provided details about daily life that were not always included in textbooks.”

A fact about what the stories gave readers, the everyday details that helped people picture how the frontier really worked.



PROMPT (WHY)

How did Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Her first Little House book was published in 1932.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about her books, and it opens ideas about when she wrote, but a publication date does not support the thesis about how the books helped readers understand the frontier.

“The stories provided details about daily life that were not always included in textbooks.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because the everyday details are how the books helped readers understand frontier life, and it leads to ideas about why those details taught more than a textbook could.



PROMPT (WHY)

How did Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Laura Ingalls Wilder" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“Many years later, she decided to write about them.”

An action Laura took, true, but deciding to write is only the first step and does not by itself show how she helped readers understand the frontier.

“Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors.”

An action that shows exactly what Laura did as a writer, describing everyday frontier activities so readers could understand that life.



PROMPT (WHY)

How did Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Many years later, she decided to write about them.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about Laura writing, and it opens ideas about her choice to share her past, but deciding to write does not yet show how the books helped readers understand the frontier.

“Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis, because describing everyday frontier activities is how Laura helped readers understand that life, and it leads to ideas about why concrete daily details make history clear.



PROMPT (WHY)

How did Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The stories provided details about daily life that were not always included in textbooks.”

“Her stories described everyday activities such as building homes, attending school, growing food, and helping neighbors.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

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This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

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 "'Laura Ingalls Wilder' (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 2 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 Laura help readers understand life on the frontier?

THESIS

Laura Ingalls Wilder helped readers understand frontier life by telling true stories from a child's point of view, describing everyday activities and real challenges so readers could picture the past and feel part of it.

Answer Key, One Strong Model

Model TRACKS category: **S, Scenery/Sensory**

“Winters on the prairie could be extremely cold.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A true setting detail that connects to the frontier and opens ideas about how hard the weather was, but it describes one condition rather than showing how Laura helped readers understand frontier life, so it does not support the thesis.

“People could imagine the wide prairie, the small cabins, the fields of crops, and the busy days filled with chores.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A setting picture that connects to the prompt and supports the thesis, because helping readers imagine the frontier is exactly how Laura made that life understandable, and it leads to ideas about why vivid description teaches history.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Laura helped readers understand the frontier by telling stories from a child's point of view?

- A** “She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin.”
- B** “Instead of simply listing facts, she told stories from a child's point of view.”
- C** “Food became scarce, and families had to be careful about how much they used each day.”
- D** “Her books continue to inspire readers of all ages.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Laura helped readers understand the frontier by telling stories from a child's point of view?

A “She was born on February 7, 1867, in a small log cabin near Pepin, Wisconsin.”

TRUE BUT OFF-TOPIC

True, but it is a fact about Laura's birth, which does not show how she helped readers understand frontier life.

B “Instead of simply listing facts, she told stories from a child's point of view.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim by naming the method: she told stories from a child's point of view instead of just listing facts.

C “Food became scarce, and families had to be careful about how much they used each day.”

TRUE BUT DOESN'T PROVE THE POINT

True, but it is a hardship inside the story, not a statement about how Laura told her stories.

D “Her books continue to inspire readers of all ages.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the books inspire people because of the child's point of view, so this does not prove the point by itself.



PROMPT (WHY)

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

LOCATE THE PASSAGE

"Why We Need Laws" (Poetry)

THIS WEEK'S PROMPT (WHY)

Why did people in the poem decide their community needed laws?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Why We Need Laws” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Long ago people argued over land and things,”

A fact that people argued long ago, true, but it does not yet show the specific unfair problem that made laws necessary.

“Some took more food while others had too little,”

A fact naming the exact unfair problem, some people had more while others had too little.

**PROMPT (WHY)**

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Long ago people argued over land and things,”

- ☒ C, Connects directly to the prompt
- ☐ S, Supports the thesis statement
- ☐ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the thesis itself names arguments as a reason laws were needed, but on its own this line stays vague ("over land and things") and does not yet SUPPORT the thesis with the specific unfair problem laws fixed, so it does not prove the claim by itself.

“Some took more food while others had too little,”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the unfair problem that made laws necessary), supports the thesis (names the exact unfairness laws would fix), and leads to ideas about how laws protect people from losing out unfairly.



PROMPT (WHY)

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Why We Need Laws" (Poetry).”
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“So people gathered, searching for a way,”

The ACTION of gathering to search for a solution, true, but it does not yet say what that solution was.

“To write fair rules that everyone would obey.”

The ACTION of writing fair rules, the exact solution people chose.



PROMPT (WHY)

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“So people gathered, searching for a way,”

 C, Connects directly to the prompt

 S, Supports the thesis statement

 I, Leads to Ideas / Inference (not a dead end)

True, and it opens up ideas about people working together, but it does not itself connect to the prompt or support the thesis, since it does not say what solution they found.

“To write fair rules that everyone would obey.”

BEST EVIDENCE

 C, Connects directly to the prompt

 S, Supports the thesis statement

 I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (writing fair rules IS why the community needed laws) and supports the thesis (this action is the exact solution the poem describes), and leads to ideas about how written laws helped everyone obey the same fair standard.



PROMPT (WHY)

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Some took more food while others had too little,”

“To write fair rules that everyone would obey.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

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 "'Why We Need Laws' (Poetry)."
- 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 3 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)

Why did people in the poem decide their community needed laws?

THESIS

People in the poem decided their community needed laws because without rules, arguments and unfair actions kept hurting everyone, so writing fair laws helped people share, trust each other, and be treated fairly.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“Though rules could not remove each single fear,”

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

True, and it is a genuine REACTION, a feeling of fear that rules could not fully remove, but it names a LIMIT of the laws, not why they helped the community, so it does not prove the claim.

“The town became a place where trust could grow,”

BEST EVIDENCE

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this reaction to living under laws, trust growing in the town, IS why the community needed them), and leads to ideas about how fair rules changed the way neighbors treated each other.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that writing fair laws helped the community?

- A** “Voices grew loud like clashing, noisy rings.”
- B** “With laws to guide what people say and do, Communities could grow more safe and true.”
- C** “Some took more food while others had too little,”
- D** “People learned how to work and live as one,”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that writing fair laws helped the community?

A “Voices grew loud like clashing, noisy rings.”

TRUE BUT WRONG

True, but it describes the loud arguing BEFORE laws existed, it does not show how laws themselves helped.

B “With laws to guide what people say and do, Communities could grow more safe and true.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: with laws guiding people, communities became safer and more trustworthy.

C “Some took more food while others had too little,”

WRONG TIMELINE POINT

True, but it describes the UNFAIR problem before laws were written, the wrong point in the timeline to prove how laws helped.

D “People learned how to work and live as one,”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it describes people learning to live together in general, a reader would have to assume this happened specifically because of the new laws.



PROMPT (WHY)

How did Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

LOCATE THE PASSAGE

"The Lunchroom Discoveries" (Drama)

THIS WEEK'S PROMPT (WHY)

How did Louis Pasteur's discovery help people, according to the play?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Lunchroom Discoveries' (Drama)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

“NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.”

Sets the scene, true, but it does not yet name what Pasteur actually discovered or why it helped people.

“ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.”

A fact naming the exact problem, germs in milk and food were making people sick.

**PROMPT (WHY)**

How did Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Sets the scene for the conversation, but it does not connect to the prompt, support the thesis, or lead anywhere, it says nothing about Pasteur's discovery.

“ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS the problem Pasteur's discovery solved), supports the thesis (names the exact danger, undestroyed germs, that his discovery fixed), and leads to ideas about how dangerous food and milk were before his work.



PROMPT (WHY)

How did Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Lunchroom Discoveries' (Drama)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“ALEX: Me either. We use some of their discoveries all the time without even noticing.”

The ACTION of using scientists' discoveries every day, true, but general, and not specific to what Pasteur did.

“ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

The exact ACTION Pasteur took, figuring out that heating liquids kills harmful germs.



PROMPT (WHY)

How did Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“ALEX: Me either. We use some of their discoveries all the time without even noticing.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

True, and it opens up the idea that scientific discoveries are used every day, but it does not itself name Pasteur's discovery or explain how it helped people.

“ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this action, heating liquids to kill germs, IS how his discovery helped people), and leads to ideas about how that same process, pasteurization, is still used today.



PROMPT (WHY)

How did Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.”

“ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

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 "'The Lunchroom Discoveries' (Drama)."
- 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 3 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 Louis Pasteur's discovery help people, according to the play?

THESIS

According to the play, Louis Pasteur's discovery helped people because he found that heating liquids could destroy harmful germs, which made milk and other foods safer and still protects people's health today.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“JORDAN: That's pretty amazing.”

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

True, and it is a reaction to Pasteur's discovery, but it is too vague and general to explain exactly how his discovery helps people, so it does not prove the claim.

“NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect people every day.”

BEST EVIDENCE

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this realization, that his discovery still protects people every day, IS the exact answer to how it helps), and leads to ideas about how old discoveries can keep making a difference over time.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Louis Pasteur's discovery still helps people today?

- A** “**NARRATOR:** It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.”
- B** “**JORDAN:** So the milk we're drinking is safer because of his discovery.”
- C** “**ALEX:** A long time ago, people got sick because germs in milk and food were not destroyed.”
- D** “**ALEX:** They do. Sometimes it takes years to learn something new.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Louis Pasteur's discovery still helps people today?

A “NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and talking about something they learned in science class.”

TRUE BUT WRONG

True, but it only sets the scene for the conversation, it does not show how Pasteur's discovery helps people today.

B “JORDAN: So the milk we're drinking is safer because of his discovery.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: the milk the students are drinking right now is safer because of Pasteur's discovery.

C “ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.”

WRONG TIMELINE POINT

True, but it describes the germ problem from BEFORE Pasteur's discovery, the wrong point in the timeline to prove that his discovery still helps people today.

D “ALEX: They do. Sometimes it takes years to learn something new.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it is a general statement about scientists, a reader would have to assume this is specifically about Pasteur's discovery still helping people today.



PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

LOCATE THE PASSAGE

"Why We Need Laws" (Poetry)

THIS WEEK'S PROMPT (WHY)

How does the poem show that laws help a community?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Why We Need Laws” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Long ago people argued over land and things,”

Shows the problem before laws, true, but it does not yet show how laws help.

**“With laws to guide what people say and do,
Communities could grow more safe and true.”**

Directly shows how laws help, communities grow safe and true.



PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Long ago people argued over land and things,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the topic, but it names the problem before laws, so it does not support the thesis about how laws help.

“With laws to guide what people say and do, Communities could grow more safe and true.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (laws let communities grow safe and true), and leads to the idea that shared rules build trust.



PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Why We Need Laws” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“So people gathered, searching for a way,”

Shows people looking for a solution, but not the help laws bring.

“The rules helped neighbors settle what was fair,”

Shows laws helping, neighbors settle things fairly.



PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“So people gathered, searching for a way,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the effort to solve the problem, but it does not show the help laws bring, so on its own it does not support the thesis.

“The rules helped neighbors settle what was fair,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (rules help neighbors settle fairly), and leads to the idea that fair rules keep peace.



PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“With laws to guide what people say and do, Communities could grow more safe and true.”

“The rules helped neighbors settle what was fair,”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

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 "'Why We Need Laws' (Poetry)."
- 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 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 15 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How does the poem show that laws help a community?

THESIS

The poem shows that laws help a community by giving fair rules everyone obeys, so people can settle problems and grow safer together.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“With laws to guide what people say and do, Communities could grow more safe and true.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States how laws help a community grow safe and true, the best evidence for the thesis.

“The rules helped neighbors settle what was fair,”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows laws helping neighbors settle fairly, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which line best shows HOW laws help a community?

- A** “Voices grew loud like clashing, noisy rings.”
- B** “With laws to guide what people say and do, Communities could grow more safe and true.”
- C** “So people gathered, searching for a way,”
- D** “And gave each person rights that all could share.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which line best shows HOW laws help a community?

A “Voices grew loud like clashing, noisy rings.”

WRONG TIMELINE POINT

True, but it describes the conflict before laws, not how laws help.

B “With laws to guide what people say and do, Communities could grow more safe and true.”

CORRECT, PROVES THE EXACT CLAIM

This shows the exact idea, laws let a community grow safe and true.

C “So people gathered, searching for a way,”

TRUE BUT WRONG

True, but it shows people looking for a solution, not the help laws bring.

D “And gave each person rights that all could share.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume this line explains how laws help the whole community.



PROMPT (WHY)

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

LOCATE THE PASSAGE

"Why We Need Laws" (Poetry)

THIS WEEK'S PROMPT (WHY)

Why do people write laws, according to the poem?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Why We Need Laws” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Some took more food while others had too little,”

An example of unfairness, true, but it does not directly state why people write laws.

**“Without clear rules to guide what should be done,
Many small problems quickly grew to one.”**

Shows the reason, without rules, small problems grow.



PROMPT (WHY)

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Some took more food while others had too little,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to unfairness, but it is one example, not the stated reason for writing laws, so it does not support the thesis on its own.

“Without clear rules to guide what should be done, Many small problems quickly grew to one.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (without rules problems grow), and leads to the idea that rules prevent chaos.



PROMPT (WHY)

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Why We Need Laws” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Disagreements spread like storms across the town,”

Describes the trouble, but not the reason for writing laws.

“To write fair rules that everyone would obey.”

States what people set out to do, write fair rules everyone obeys.



PROMPT (WHY)

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“Disagreements spread like storms across the town,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the trouble, but it describes the problem, not the reason for laws, so on its own it does not support the thesis.

“To write fair rules that everyone would obey.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (people write fair rules all obey), and leads to the idea that fairness needs shared agreement.



PROMPT (WHY)

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Without clear rules to guide what should be done, Many small problems quickly grew to one.”

“To write fair rules that everyone would obey.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

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 "'Why We Need Laws' (Poetry)."
- 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 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 16 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

Why do people write laws, according to the poem?

THESIS

According to the poem, people write laws because without clear rules small problems grow and fairness falls apart, so they make fair rules everyone will obey.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Without clear rules to guide what should be done, Many small problems quickly grew to one.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the reason, without rules problems grow, the best evidence for the thesis.

“To write fair rules that everyone would obey.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States what people wrote laws to do, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which line best proves WHY people write laws?

- A** “Communities could grow more safe and true.”
- B** “Without clear rules to guide what should be done, Many small problems quickly grew to one.”
- C** “The rules helped neighbors settle what was fair,”
- D** “So people gathered, searching for a way,”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which line best proves WHY people write laws?

- A** “Communities could grow more safe and true.”
TRUE BUT WRONG
True, but it is the result of laws, not the reason people write them.
- B** “Without clear rules to guide what should be done, Many small problems quickly grew to one.”
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, without rules problems grow, so people write laws.
- C** “The rules helped neighbors settle what was fair,”
WRONG TIMELINE POINT
True, but it describes what laws did later, not the reason for writing them.
- D** “So people gathered, searching for a way,”
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume the gathering explains why they wrote laws.



PROMPT (WHY)

How did Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

LOCATE THE PASSAGE

"Benjamin Franklin and Electricity" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How did Franklin's invention help people, according to the passage?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Benjamin Franklin and Electricity"
- (Nonfiction)." Underline TWO places that show **Key**
- **Knowledge**. Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“During Franklin's time, lightning strikes often caused serious damage to buildings.”

A fact naming the general problem, lightning caused serious damage, but it does not yet say the specific way Franklin's invention fixed it.

“This invention helped protect homes, barns, and churches from fires caused by lightning.”

A fact naming the exact benefit, the invention protected specific kinds of buildings from lightning fires.

**PROMPT (WHY)**

How did Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“During Franklin's time, lightning strikes often caused serious damage to buildings.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it names the danger Franklin's invention would address, but on its own this line only describes the PROBLEM, not how his invention helped, so it does not yet SUPPORT the thesis.

“This invention helped protect homes, barns, and churches from fires caused by lightning.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (this IS how the invention helped people), supports the thesis (names the exact buildings it protected from fire), and leads to ideas about how one invention could protect an entire community.



PROMPT (WHY)

How did Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Benjamin Franklin and Electricity' (Nonfiction)." Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground.”

The ACTION of studying and wondering about a solution, true, but it does not yet say what he invented.

“He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.”

The ACTION of inventing the lightning rod, the exact invention that solved the problem.



PROMPT (WHY)

How did Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

True, and it opens up ideas about how Franklin searched for a solution, but it does not itself connect to the prompt or support the thesis, since it does not say what he actually invented.

“He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (the lightning rod IS Franklin's invention) and supports the thesis (this action is the exact invention that guided electricity safely into the ground), and leads to ideas about how the rod's design made it work.



PROMPT (WHY)

How did Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“This invention helped protect homes, barns, and churches from fires caused by lightning.”

“He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

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 "'Benjamin Franklin and Electricity" (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 Franklin's invention help people, according to the passage?

THESIS

According to the passage, Benjamin Franklin's invention helped people because he built a lightning rod that guided electricity safely into the ground, protecting homes, barns, and churches from dangerous fires and making communities safer.

Answer Key, One Strong Model

Model TRACKS category: **C, Character/Concept/Creatures**

“Benjamin Franklin was an inventor, writer, and leader who liked to solve problems in new ways.”

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

True, and it is a genuine character trait, Franklin liked solving problems in new ways, but it is a general description that does not yet name the specific invention that helped people, so it does not prove the claim.

“Benjamin Franklin's curiosity and problem-solving ideas helped make communities safer.”

BEST EVIDENCE

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this character trait, his curiosity and problem-solving, IS why his invention helped people, by making communities safer), and leads to ideas about how one person's traits can lead to inventions that protect everyone.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Benjamin Franklin's invention helped protect people?

- A** “When lightning hit houses or churches, it could start fires that destroyed entire buildings.”
- B** “This invention helped protect homes, barns, and churches from fires caused by lightning.”
- C** “During Franklin's time, lightning strikes often caused serious damage to buildings.”
- D** “His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Benjamin Franklin's invention helped protect people?

A “When lightning hit houses or churches, it could start fires that destroyed entire buildings.”

TRUE BUT WRONG

True, but it describes the danger BEFORE the invention existed, it does not show how the invention itself helped.

B “This invention helped protect homes, barns, and churches from fires caused by lightning.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: the invention protected specific kinds of buildings from lightning fires.

C “During Franklin's time, lightning strikes often caused serious damage to buildings.”

WRONG TIMELINE POINT

True, but it describes the problem from BEFORE the lightning rod was invented, the wrong point in the timeline to prove how the invention helped.

D “His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it is a general statement about Franklin's inventions as a whole, a reader would have to assume this line is specifically about the lightning rod protecting buildings.



PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

LOCATE THE PASSAGE

"The Founding Fathers" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Founding Fathers' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

“This document explained why the colonies wanted to become a free nation.”

A fact naming the general purpose of the document, true, but it does not yet name the specific rights the Founding Fathers wanted to protect.

“It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.”

A fact naming the exact rights, this is the specific protection the new government was meant to guarantee.



PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“This document explained why the colonies wanted to become a free nation.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because the thesis names becoming free as part of why the government was created, but on its own this line stays general and does not yet SUPPORT the thesis with the specific rights the new government would protect.

“It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (these rights ARE the reason a fair new government was needed), supports the thesis (names the exact rights the Founding Fathers wanted to protect), and leads to ideas about how naming rights in writing helps protect them.



PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Founding Fathers' (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.”

The ACTION of working together to solve the problem, true, but it does not yet say what document they actually wrote.

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

The ACTION of writing the Declaration of Independence, the exact document that resulted from their work.



PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

True, and it opens up ideas about leaders working together, but it does not itself connect to the prompt or support the thesis, since it does not name the document that came from their work.

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (writing the Declaration of Independence IS a key action the Founding Fathers took to create a new government), and leads to ideas about how a written document could explain a nation's reasons for change.



PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“It also said that people have certain rights, such as life, liberty, and the pursuit of happiness.”

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

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 "'The Founding Fathers' (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)

Why did the Founding Fathers work to create a new government?

THESIS

According to the passage, the Founding Fathers worked to create a new government because the colonists felt British rule was unfair, so they wrote the Declaration of Independence and the Constitution to protect people's rights and build a nation with fair laws.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.”

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

True, and it is a genuine reaction, a belief and a want for freedom, but it is a general statement from before the specific unfair problem is named, so on its own it does not yet prove the exact reason they worked to create a new government.

“They wanted to create laws that were fair and protect the freedoms of the people.”

BEST EVIDENCE

-  C, Connects directly to the prompt
-  S, Supports the thesis statement
-  I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt and supports the thesis (this reaction, wanting fair laws that protect people's freedoms, IS the exact reason the Founding Fathers worked to create the new government), and leads to ideas about how a government's laws can protect its citizens.



Comprehension Question, Prove It

QUESTION

Which sentence best proves why the Founding Fathers worked to create a new government?

- A** “The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.”
- B** “They wanted to create laws that were fair and protect the freedoms of the people.”
- C** “During the late 1700s, the American colonies were controlled by Great Britain.”
- D** “Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves why the Founding Fathers worked to create a new government?

A “The Founding Fathers showed leadership, courage, and determination as they helped form a new nation.”

TRUE BUT WRONG

True, but it describes their CHARACTER TRAITS as they acted, it does not show the actual reason they worked to create a new government.

B “They wanted to create laws that were fair and protect the freedoms of the people.”

CORRECT, PROVES THE EXACT CLAIM

This sentence proves the exact claim: wanting fair laws that protect people's freedoms is the reason they worked to create the new government.

C “During the late 1700s, the American colonies were controlled by Great Britain.”

WRONG TIMELINE POINT

True, but it describes the situation BEFORE the Founding Fathers acted, the wrong point in the timeline to prove why they worked to create a new government.

D “Their ideas and hard work helped build the foundation of the United States, and their influence is still important in American government today.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it is a general statement about their lasting influence, a reader would have to assume this line explains WHY they acted, rather than describing the later result.



PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

LOCATE THE PASSAGE

"The Founding Fathers" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Founding Fathers' (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.”

Names WHO worked together, true, but it does not yet show HOW they worked together.

“These leaders met with other colonists and discussed ways to improve the situation.”

Shows HOW they worked together, meeting and discussing ways to improve things.



PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **A, Actions** pieces

“Leaders such as George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, and James Madison worked together to help solve this problem.”

- ☒ C, Connects directly to the prompt
- ☐ S, Supports the thesis statement
- ☐ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, but naming who worked together does not show HOW, so it does not fully support the thesis.

“These leaders met with other colonists and discussed ways to improve the situation.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (meeting and discussing is how they worked together), and leads to the idea that solving big problems takes cooperation.



PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Founding Fathers' (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

An action, but it is the result of their work, not how they worked together.

“They shared ideas, listened to different opinions, and looked for solutions.”

Shows the collaboration itself, sharing, listening, and seeking solutions together.



PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the leaders, but it names a result rather than how they worked together, so on its own it does not best support the thesis.

“They shared ideas, listened to different opinions, and looked for solutions.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (sharing, listening, and seeking solutions is how they collaborated), and leads to the idea that listening to others strengthens a group.



PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“These leaders met with other colonists and discussed ways to improve the situation.”

“They shared ideas, listened to different opinions, and looked for solutions.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

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 "'The Founding Fathers' (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.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 19 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How did the Founding Fathers work together to solve their problem?

THESIS

According to the passage, the Founding Fathers worked together by meeting, sharing ideas, and continuing even when they disagreed, because they believed the colonies deserved a better future.

Answer Key, One Strong Model

Model TRACKS category: **A, Actions**

“These leaders met with other colonists and discussed ways to improve the situation.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows how they worked together by meeting and discussing, strong evidence.

“They shared ideas, listened to different opinions, and looked for solutions.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names several ways they collaborated, the best line because it shows the how in detail.



Comprehension Question, Prove It

QUESTION

Which sentence best shows HOW the Founding Fathers worked together?

- A** “The Founding Fathers were a group of leaders who helped create the United States of America.”
- B** “They shared ideas, listened to different opinions, and looked for solutions.”
- C** “During the late 1700s, the American colonies were controlled by Great Britain.”
- D** “Even when they disagreed, they continued working together because they believed the colonies deserved a better future.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best shows **HOW** the Founding Fathers worked together?

A “The Founding Fathers were a group of leaders who helped create the United States of America.”

TRUE BUT WRONG

True, but it says who they were, not how they worked together.

B “They shared ideas, listened to different opinions, and looked for solutions.”

CORRECT, PROVES THE EXACT CLAIM

This shows the exact idea, sharing, listening, and seeking solutions is how they worked together.

C “During the late 1700s, the American colonies were controlled by Great Britain.”

WRONG TIMELINE POINT

True, but it describes the situation before they acted.

D “Even when they disagreed, they continued working together because they believed the colonies deserved a better future.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, and close, but a reader must infer the how from it rather than seeing the actions named.



PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

LOCATE THE PASSAGE

"The Founding Fathers" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Founding Fathers' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

"In 1776, some of these leaders helped write an important document called the Declaration of Independence."

Names the document and when, true, but it does not yet say why they wrote it.

"They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights."

States the reason, wanting freedom and a government that protected rights.



PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“In 1776, some of these leaders helped write an important document called the Declaration of Independence.”

- ☒ C, Connects directly to the prompt
- ☐ S, Supports the thesis statement
- ☐ I, Leads to Ideas / Inference (not a dead end)

Connects to the document, but naming it does not explain why they wrote it, so it does not support the thesis on its own.

“They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (freedom and protected rights are the reason), and leads to the idea that people write and act to protect what they value.



PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Founding Fathers' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

“During the late 1700s, the American colonies were controlled by Great Britain.”

Background, true, but it is the situation, not the reason for the document.

“Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.”

The unfairness that gave them a reason to write the Declaration.



PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“During the late 1700s, the American colonies were controlled by Great Britain.”

- ☒ C, Connects directly to the prompt
- ☐ S, Supports the thesis statement
- ☐ I, Leads to Ideas / Inference (not a dead end)

Connects to the setting, but it describes the situation, not the reason for the document, so on its own it does not support the thesis.

“Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the unfairness is why they wrote the Declaration), and leads to the idea that unfair treatment can spark big change.



PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.”

“Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

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 "'The Founding Fathers' (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.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 20 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

Why did the Founding Fathers write the Declaration of Independence?

THESIS

According to the passage, the Founding Fathers wrote the Declaration of Independence because they believed the colonies should be free from unfair British rule and wanted a government that protected people's rights.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the reason they wrote the Declaration, the best evidence for the thesis.

“Many colonists felt the British government was unfair because it made laws and taxes without asking the colonists for their opinions.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the unfairness that motivated the document, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which sentence best proves why the Founding Fathers wrote the Declaration of Independence?

- A** “These leaders worked together to make important decisions that would shape the future of the country.”
- B** “They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.”
- C** “During the late 1700s, the American colonies were controlled by Great Britain.”
- D** “These leaders met with other colonists and discussed ways to improve the situation.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves why the Founding Fathers wrote the Declaration of Independence?

A “These leaders worked together to make important decisions that would shape the future of the country.”

TRUE BUT WRONG

True, but it describes their work in general, not the reason for the Declaration.

B “They believed the American colonies should be free from British rule and wanted people to have a government that protected their rights.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, freedom and protected rights are why they wrote the Declaration.

C “During the late 1700s, the American colonies were controlled by Great Britain.”

WRONG TIMELINE POINT

True, but it describes the situation before, not the reason for the document.

D “These leaders met with other colonists and discussed ways to improve the situation.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the meetings explain why they wrote the Declaration.



PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

LOCATE THE PASSAGE

"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

"In 1903, Henry Ford started the Ford Motor Company."

An action Ford took, true, but starting a company does not yet show what made cars affordable for everyday families.

"he created the Model T, a car that was strong, simple, and much more affordable than other cars."

The action that actually made cars affordable, the specific reason families who never owned a car could finally buy one.



PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **A, Actions** pieces

“In 1903, Henry Ford started the Ford Motor Company.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt because it is about Ford's work, but on its own starting a company does not SUPPORT the thesis, it does not show what made cars affordable for families.

“he created the Model T, a car that was strong, simple, and much more affordable than other cars.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly to the prompt (an affordable car is why families benefited), supports the thesis (names the low-cost Model T), and leads to the idea that a well-made, affordable product can reach ordinary people.



PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“He opened a small store in Rogers, Arkansas called Walmart.”

An action Walton took, true, but opening a store does not yet show how he helped families afford what they needed.

“sell many different products at lower prices so that everyday families could afford them.”

The plan that actually lowered prices, the specific reason everyday families could afford what they needed.



PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“He opened a small store in Rogers, Arkansas called Walmart.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects because it is Walton's action, but opening a store alone does not support the thesis, it does not yet show how it helped families afford things.

“sell many different products at lower prices so that everyday families could afford them.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (lower prices let families afford what they needed), and leads to the idea that serving everyday people can also build a large, successful company.



PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“he created the Model T, a car that was strong, simple, and much more affordable than other cars.”

“sell many different products at lower prices so that everyday families could afford them.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

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 "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- 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 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 21 of 36

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PROMPT (WHY)

Why were Henry Ford and Sam Walton important to everyday families?

THESIS

According to the passages, Henry Ford and Sam Walton were important because they made things more affordable for everyday families, Ford built the low-cost Model T, and Walton opened Walmart to sell products at lower prices.

Answer Key, One Strong Model

Model TRACKS category: **A, Actions**

“he created the Model T, a car that was strong, simple, and much more affordable than other cars.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names Ford's specific action that made cars affordable, strong evidence that he helped everyday families.

“sell many different products at lower prices so that everyday families could afford them.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names Walton's plan to lower prices for families, the single best line because it directly states the affordability that helped everyday families, matching the thesis for both men.



Comprehension Question, Prove It

QUESTION

Which sentence best proves why Henry Ford and Sam Walton were important to everyday families?

A “Henry Ford was an American engineer and businessman who helped change the way people traveled and worked.”

B “sell many different products at lower prices so that everyday families could afford them.”

C “At that time, most people traveled by horse and wagon.”

D “Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves why Henry Ford and Sam Walton were important to everyday families?

A “Henry Ford was an American engineer and businessman who helped change the way people traveled and worked.”

TRUE BUT WRONG

True, but it describes WHO Ford was, it does not show the reason he was important to everyday families.

B “sell many different products at lower prices so that everyday families could afford them.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: lowering prices so everyday families could afford things is why these men mattered to families.

C “At that time, most people traveled by horse and wagon.”

WRONG TIMELINE POINT

True, but it describes the situation BEFORE Ford acted, the wrong point in the timeline to prove why he was important to families.

D “Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it is a general statement about a later result, a reader would have to assume it explains why he was important to everyday families.



PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

LOCATE THE PASSAGE

"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Cars were very rare and very expensive, so only a few people could afford them.”

A reaction to a problem, true, but it names the problem, not yet what Ford wanted to do about it for families.

“Henry Ford believed that cars should be available for everyday families.”

Ford's belief, the reaction that shows he wanted to help everyday families.



PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **R, Reactions** pieces

“Cars were very rare and very expensive, so only a few people could afford them.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt (it is about cars and families) but on its own it describes the problem, not Ford's wish to help, so it does not yet support the thesis.

“Henry Ford believed that cars should be available for everyday families.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (it states Ford's belief in helping families), and leads to the idea that a strong belief can drive a person to act.



PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.”

A reaction to a problem, true, but it names the problem families faced, not yet Walton's own goal.

“These experiences taught him an important lesson: families needed ways to stretch every dollar.”

Walton's belief, the reaction that shows he wanted to help everyday families.



PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **R, Reactions** pieces

“Many stores charged high prices, which meant families with limited money often struggled to buy the things they needed.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt but describes the problem families faced, not Walton's goal, so on its own it does not support the thesis.

“These experiences taught him an important lesson: families needed ways to stretch every dollar.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (Walton's lesson about helping families), and leads to the idea that early experiences can shape a person's purpose.



PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Henry Ford believed that cars should be available for everyday families.”

“These experiences taught him an important lesson: families needed ways to stretch every dollar.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

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 "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- 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 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 22 of 36

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PROMPT (WHY)

How did Henry Ford and Sam Walton show they wanted to help everyday families?

THESIS

According to the passages, Ford and Walton wanted to help everyday families, Ford believed cars should be available for everyday families, and Walton learned that families needed ways to stretch every dollar.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“Henry Ford believed that cars should be available for everyday families.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States Ford's belief in helping everyday families, strong evidence for the thesis.

“These experiences taught him an important lesson: families needed ways to stretch every dollar.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States Walton's lesson about helping families, the best line because it names exactly what he wanted to do for everyday families.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Henry Ford and Sam Walton wanted to help everyday families?

- A** “He was especially interested in engines and tools.”
- B** “These experiences taught him an important lesson: families needed ways to stretch every dollar.”
- C** “He was born in 1863 on a farm in Michigan.”
- D** “At first, running the store was not easy.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Henry Ford and Sam Walton wanted to help everyday families?

- A** “He was especially interested in engines and tools.”
TRUE BUT WRONG
True, but it describes Ford's interests as a boy, not his wish to help families.
- B** “These experiences taught him an important lesson: families needed ways to stretch every dollar.”
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: Walton learned families needed help affording things, which is why he wanted to help them.
- C** “He was born in 1863 on a farm in Michigan.”
WRONG KIND OF DETAIL
True, but it is a background fact about Ford, the wrong kind of detail to prove he wanted to help families.
- D** “At first, running the store was not easy.”
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes a later difficulty, a reader would have to assume it shows he wanted to help families.



PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

LOCATE THE PASSAGE

"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“When Henry was young, he enjoyed taking machines apart to see how they worked.”

An early action, true, but it shows curiosity, not yet the hard work toward his goal.

“As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.”

The action that shows Ford's hard work, many hours of experimenting toward his goal.



PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **A, Actions** pieces

“When Henry was young, he enjoyed taking machines apart to see how they worked.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Ford, but it shows a childhood interest, not the sustained hard work of the thesis, so on its own it does not support it.

“As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (many hours of experimenting is hard work toward his goal), and leads to the idea that steady effort builds skill.



PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.”

An early action, true, but it is childhood work, not yet the effort toward his store goal.

“Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.”

The action that shows Walton's hard work, long hours and constant learning toward his goal.



PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“young Sam helped by delivering newspapers, milking cows, and doing small jobs to earn extra money.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Walton, but it is childhood work, not the effort toward his store goal, so on its own it does not support the thesis.

“Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (long hours and constant learning are hard work toward his goal), and leads to the idea that improvement comes from effort.



PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.”

“Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

How did Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

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 "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- 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 5 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 Henry Ford and Sam Walton work hard to reach their goals?

THESIS

According to the passages, Ford and Walton worked hard and kept learning, Ford spent many hours experimenting with engines, and Walton worked long hours and visited other stores to learn new ideas.

Answer Key, One Strong Model

Model TRACKS category: **A, Actions**

“As Henry grew older, he worked as a mechanic and spent many hours experimenting with engines.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Ford's hard work toward his goal, strong evidence for the thesis.

“Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Walton's hard work and learning, the best line because it names several ways he worked hard toward his goal.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Henry Ford and Sam Walton worked hard to reach their goals?

- A** “Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.”
- B** “He was born in 1918, and as a child he watched his family work hard during the Great Depression.”
- C** “Cars were very rare and very expensive, so only a few people could afford them.”
- D** “Slowly, people began to notice.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: A

QUESTION

Which sentence best proves that Henry Ford and Sam Walton worked hard to reach their goals?

A “Sam worked long hours, visited other stores to learn new ideas, and constantly looked for ways to improve.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: long hours and constant learning are how Walton worked hard toward his goal.

B “He was born in 1918, and as a child he watched his family work hard during the Great Depression.”

WRONG KIND OF DETAIL

True, but it is a background fact about Walton, it does not show hard work.

C “Cars were very rare and very expensive, so only a few people could afford them.”

TRUE BUT WRONG

True, but it describes a situation, not Ford's or Walton's hard work.

D “Slowly, people began to notice.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it is a later result, a reader would have to assume it shows the hard work that came before.



PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

LOCATE THE PASSAGE

"Henry Ford & Sam Walton" (Nonfiction Biography)

THIS WEEK'S PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Many families who had never owned a car before were finally able to buy one.”

A key result, true, but it names who benefited at the time, not yet the lasting change.

“Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”

The key knowledge that shows the lasting difference Ford's ideas made.



PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Many families who had never owned a car before were finally able to buy one.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, but it describes the benefit at the time, not the lasting change, so on its own it does not fully support the thesis.

“Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a lasting change to everyday travel), and leads to the idea that one invention can reshape daily life.



PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Henry Ford & Sam Walton" (Nonfiction Biography)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Customers liked finding many items in one place at prices they could afford.”

A key result, true, but it names why customers came, not yet the lasting spread of the idea.

“More stores opened, especially in small towns where shopping choices had been limited.”

The key knowledge that shows the lasting difference Walton's idea made for many communities.



PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“Customers liked finding many items in one place at prices they could afford.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the prompt, but it explains why customers came, not the lasting spread of Walton's idea, so on its own it does not fully support the thesis.

“More stores opened, especially in small towns where shopping choices had been limited.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the idea spread to many communities), and leads to the idea that a good idea can grow far beyond where it started.



PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”

“More stores opened, especially in small towns where shopping choices had been limited.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

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 "'Henry Ford & Sam Walton' (Nonfiction Biography)."
- 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 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

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PROMPT (WHY)

Why did Henry Ford's and Sam Walton's ideas make a lasting difference?

THESIS

According to the passages, their ideas made a lasting difference because they changed everyday life for many people, Ford made cars more common and travel easier, and Walton's stores spread to towns where shopping choices had been limited.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the lasting change Ford's ideas made to everyday life, the best line because it directly states a difference that lasted for many people.

“More stores opened, especially in small towns where shopping choices had been limited.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names how Walton's idea spread to many communities, strong evidence of a lasting difference.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Henry Ford's and Sam Walton's ideas made a lasting difference?

- A** “In 1903, Henry Ford started the Ford Motor Company.”
- B** “Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”
- C** “He opened a small store in Rogers, Arkansas called Walmart.”
- D** “At first, running the store was not easy.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Henry Ford's and Sam Walton's ideas made a lasting difference?

- A** “In 1903, Henry Ford started the Ford Motor Company.”
WRONG TIMELINE POINT
True, but it is when Ford started, it does not show the lasting difference his ideas made.
- B** “Because of Henry Ford’s ideas, cars became more common and travel became easier for many people.”
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim: it names a lasting change to everyday life that Ford's ideas caused.
- C** “He opened a small store in Rogers, Arkansas called Walmart.”
TRUE BUT WRONG
True, but it is the single first store, it does not yet show the lasting, spreading difference.
- D** “At first, running the store was not easy.”
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is an early difficulty, a reader would have to assume it explains the lasting difference.



PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

LOCATE THE PASSAGE

"Crash" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Crash' (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“For a moment, Amina wondered if she should stay quiet.”

A moment of doubt, true, but this is a thought, not the good-citizen action she chose.

“Amina took a deep breath and raised her hand.”

The action of owning up, this is what made her a good citizen.



PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **A, Actions** pieces

“For a moment, Amina wondered if she should stay quiet.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects (it is about Amina's choice) but it is only a passing thought, not the action she took, so it does not support the thesis.

“Amina took a deep breath and raised her hand.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (raising her hand is the honest action), and leads to the idea that doing the right thing takes courage.



PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Crash' (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

An action, but it is her classmates cleaning up, not Amina's own honest choice.

“She had made a mistake, but her honesty helped make things right.”

The result of Amina's honest action, it shows her choice made things right.



PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

It is about the same event, but it describes classmates cleaning, not Amina's honesty, so it does not support the thesis.

“She had made a mistake, but her honesty helped make things right.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (her honesty made things right), and leads to the idea that being honest can repair a problem.



PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Amina took a deep breath and raised her hand.”

“She had made a mistake, but her honesty helped make things right.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

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 "'Crash' (Realistic Fiction)."
- 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 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 25 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

Why was Amina a good citizen after she broke the jar?

THESIS

According to the passage, Amina was a good citizen because she told the truth and took responsibility, she raised her hand and admitted she bumped the table, even though no one had seen.

Answer Key, One Strong Model

Model TRACKS category: **A, Actions**

“Amina took a deep breath and raised her hand.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Amina's honest action, strong evidence she was a good citizen.

“She had made a mistake, but her honesty helped make things right.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows the good result of her honesty, the best line because it directly connects her honest choice to making things right.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Amina was a good citizen after the jar broke?

A “The glass jar fell to the floor and broke.”

B “Amina took a deep breath and raised her hand.”

C “For a moment, Amina wondered if she should stay quiet.”

D “Diego and Mei helped pick up the papers while Jamal brought a broom.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Amina was a good citizen after the jar broke?

A

“The glass jar fell to the floor and broke.”

TRUE BUT WRONG

True, but it describes the accident, not Amina's good-citizen choice.

B

“Amina took a deep breath and raised her hand.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: raising her hand to admit the truth is the good-citizen action.

C

“For a moment, Amina wondered if she should stay quiet.”

WRONG TIMELINE POINT

True, but it describes the moment before she decided, the wrong point to prove she was a good citizen.

D

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it describes her classmates' actions, a reader would have to assume it shows Amina was a good citizen.



PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

LOCATE THE PASSAGE

"The Good Citizen" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Good Citizen' (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“One busy Saturday, Maya rushed through her chores.”

An action, but rushing is not yet the responsible choice.

“Maya jumped on her bike and pedaled as fast as she could back to the shelter.”

The action of going back to fix her mistake, this shows responsibility.



PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **A, Actions** pieces

“One busy Saturday, Maya rushed through her chores.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Maya, but rushing is not the responsible choice, so it does not support the thesis on its own.

“Maya jumped on her bike and pedaled as fast as she could back to the shelter.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (going back to fix her mistake), and leads to the idea that responsibility means correcting our mistakes.



PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Good Citizen' (Realistic Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **A, Actions**

“She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.”

Her regular duties, true, but this is her normal job, not the moment she showed extra responsibility.

“Maya quickly filled his bowl and watched him eat.”

She corrected her mistake by feeding Rusty, a responsible action.



PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“She filled the water bowls, measured the dog food, cleaned the kennels, and spent time playing with the dogs so they felt loved and safe.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects (it shows her care), but it is her regular job, not the moment she showed extra responsibility, so on its own it does not best support the thesis.

“Maya quickly filled his bowl and watched him eat.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (she corrected her mistake), and leads to the idea that a responsible person makes things right.



PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Maya jumped on her bike and pedaled as fast as she could back to the shelter.”

“Maya quickly filled his bowl and watched him eat.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

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 "'The Good Citizen' (Realistic Fiction)."
- 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 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

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PROMPT (WHY)

Why was Maya a responsible volunteer at the shelter?

THESIS

According to the passage, Maya was a responsible volunteer because she cared for the dogs and fixed her mistake, when she forgot Rusty's food, she raced back to feed him.

Answer Key, One Strong Model

Model TRACKS category: **A, Actions**

“Maya jumped on her bike and pedaled as fast as she could back to the shelter.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Maya racing back to fix her mistake, the best evidence of responsibility.

“Maya quickly filled his bowl and watched him eat.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows her correcting the mistake, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that Maya was a responsible volunteer?

- A** “Rusty wagged his tail wildly every time Maya walked in.”
- B** “Maya jumped on her bike and pedaled as fast as she could back to the shelter.”
- C** “One busy Saturday, Maya rushed through her chores.”
- D** “Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that Maya was a responsible volunteer?

A

“Rusty wagged his tail wildly every time Maya walked in.”

TRUE BUT WRONG

True, but it describes Rusty, not Maya's responsibility.

B

“Maya jumped on her bike and pedaled as fast as she could back to the shelter.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: racing back to fix her mistake shows responsibility.

C

“One busy Saturday, Maya rushed through her chores.”

WRONG TIMELINE POINT

True, but rushing is what caused the mistake, the wrong moment to prove responsibility.

D

“Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it explains why she volunteered, a reader would have to assume it proves responsibility.



PROMPT (WHY)

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

LOCATE THE PASSAGE

"Crash" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)

How did being honest help Amina make things right?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Crash' (Realistic Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Everyone turned to look at the broken jar.”

A fact about the moment, but it does not show honesty making things right.

“Thank you for telling the truth, Amina.”

The teacher's response to Amina's honesty, a sign it made things right.



PROMPT (WHY)

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Everyone turned to look at the broken jar.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the event, but it does not show honesty making things right, so it does not support the thesis.

“Thank you for telling the truth, Amina.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the teacher's thanks shows the honesty was received well), and leads to the idea that truth is valued.



PROMPT (WHY)

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Crash" (Realistic Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

“Mrs. Ramirez walked over and looked at the mess on the floor.”

An action, but it happens before Amina's honesty had its effect.

“Amina felt proud.”

The result of her honesty, she felt proud because being honest made things right.



PROMPT (WHY)

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“Mrs. Ramirez walked over and looked at the mess on the floor.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the scene, but it is before Amina's honesty had its effect, so it does not support the thesis.

“Amina felt proud.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (pride is the good result of her honesty), and leads to the idea that doing the right thing feels good.



PROMPT (WHY)

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Thank you for telling the truth, Amina.”

“Amina felt proud.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

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 "'Crash' (Realistic Fiction)."
- 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 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

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PROMPT (WHY)

How did being honest help Amina make things right?

THESIS

According to the passage, being honest helped Amina make things right, after she told the truth, her teacher thanked her and Amina felt proud.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Thank you for telling the truth, Amina.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

The teacher's thanks shows the honesty made things right, the best line, a direct response to Amina's truth.

“Amina felt proud.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Amina's pride shows the good result of her honesty, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which sentence best proves that being honest helped Amina make things right?

- A** “The glass jar fell to the floor and broke.”
- B** “She had made a mistake, but her honesty helped make things right.”
- C** “Mrs. Ramirez walked over and looked at the mess on the floor.”
- D** “Diego and Mei helped pick up the papers while Jamal brought a broom.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves that being honest helped Amina make things right?

A

“The glass jar fell to the floor and broke.”

WRONG TIMELINE POINT

True, but it is the accident, not the result of her honesty.

B

“She had made a mistake, but her honesty helped make things right.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: her honesty made things right.

C

“Mrs. Ramirez walked over and looked at the mess on the floor.”

TRUE BUT WRONG

True, but it happens before her honesty had any effect.

D

“Diego and Mei helped pick up the papers while Jamal brought a broom.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the cleanup was the result of Amina's honesty.



PROMPT (WHY)

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

LOCATE THE PASSAGE

"Crash & The Good Citizen" (Realistic Fiction)

THIS WEEK'S PROMPT (WHY)

What makes someone a good citizen?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread "'Crash & The Good Citizen' (Realistic Fiction)."
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: C, Character/Concept/Creatures

“Amina loved helping in her classroom.”

A character detail, but liking to help is not the good-citizen choice in a hard moment.

“Being a good citizen means telling the truth, even when it feels hard.”

The teacher names what a good citizen does, telling the truth even when it is hard.



PROMPT (WHY)

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **C, Character/Concept/Creatures** pieces

“Amina loved helping in her classroom.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Amina, but liking to help is not the good-citizen choice in a hard moment, so it does not support the thesis.

“Being a good citizen means telling the truth, even when it feels hard.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (it defines a good citizen as truthful even when hard), and leads to the idea that character shows most in difficult moments.



PROMPT (WHY)

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread "'Crash & The Good Citizen' (Realistic Fiction)."
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **C, Character/Concept/Creatures**

"Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes."

A character detail, but loving dogs is not the responsible action itself.

"Rusty had been waiting for her, trusting her to take care of him."

Shows why Maya's responsibility mattered, an animal depended on her.



PROMPT (WHY)

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **C, Character/Concept/Creatures** pieces

“Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to Maya, but loving dogs is not the responsible action, so it does not support the thesis on its own.

“Rusty had been waiting for her, trusting her to take care of him.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (Maya's responsibility mattered because Rusty depended on her), and leads to the idea that a good citizen keeps the trust others place in them.



PROMPT (WHY)

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Being a good citizen means telling the truth, even when it feels hard.”

“Rusty had been waiting for her, trusting her to take care of him.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

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 "'Crash & The Good Citizen' (Realistic Fiction)."
- 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 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

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PROMPT (WHY)

What makes someone a good citizen?

THESIS

According to both passages, a good citizen tells the truth and takes responsibility, Amina honestly admitted her mistake, and Maya went back to care for Rusty.

Answer Key, One Strong Model

Model TRACKS category: **C, Character/Concept/Creatures**

“Being a good citizen means telling the truth, even when it feels hard.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Defines a good citizen through Amina's honesty, the best line, stated directly in the passage.

“Rusty had been waiting for her, trusting her to take care of him.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows Maya's responsibility through Rusty's trust, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which sentence best shows what makes someone a good citizen?

- A** “Rusty wagged his tail wildly every time Maya walked in.”
- B** “Being a good citizen means telling the truth, even when it feels hard.”
- C** “Amina loved helping in her classroom.”
- D** “Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best shows what makes someone a good citizen?

A “Rusty wagged his tail wildly every time Maya walked in.”

TRUE BUT WRONG

True, but it describes Rusty, not good citizenship.

B “Being a good citizen means telling the truth, even when it feels hard.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: a good citizen tells the truth even when it is hard.

C “Amina loved helping in her classroom.”

WRONG KIND OF DETAIL

True, but liking to help is not the same as the good-citizen choice.

D “Maya loved dogs, and volunteering gave her the chance to help animals who were waiting for homes.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume loving dogs proves good citizenship.



PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

LOCATE THE PASSAGE

"A Dream Can Grow" (Poetry)

THIS WEEK'S PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““A Dream Can Grow" (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“A dream can start inside your heart,”

Shows where a dream begins, true, but a starting point does not yet show hope growing or spreading.

“A dream can grow from friend to friend,”

Directly shows the theme, hope grows as it passes from one person to another.



PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“A dream can start inside your heart,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to hope, but a starting point alone does not support the theme that hope GROWS when it is shared.

“A dream can grow from friend to friend,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (hope spreads from person to person), and leads to the idea that sharing multiplies hope.



PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““A Dream Can Grow" (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“It moves through classrooms, homes, and towns,”

Shows the dream moving to places, true, but it lists places more than the idea of many hearts sharing it.

“But many hearts can help it grow.”

Directly states the theme, many hearts sharing hope is what makes it grow.



PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“It moves through classrooms, homes, and towns,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the dream spreading, but it lists places rather than the idea of many hearts sharing, so on its own it does not best support the thesis.

“But many hearts can help it grow.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (many hearts make hope grow), and leads to the idea that people together are powerful.



PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“A dream can grow from friend to friend,”

“But many hearts can help it grow.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

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 ““A Dream Can Grow” (Poetry).”
- 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 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 29 of 36

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PROMPT (WHY)

What does the poem “A Dream Can Grow” teach about hope?

THESIS

The poem teaches that hope can grow when it is shared, a small dream starts in one heart and spreads from person to person until many hearts help it grow.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“A dream can grow from friend to friend,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the theme, hope grows as it is shared. The best line, directly naming the poem's big idea.

“But many hearts can help it grow.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Reinforces the theme, many hearts help hope grow. Strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which line best shows that the poem teaches hope grows when it is shared?

A “A tiny hope, a little start.”

B “A dream can grow from friend to friend,”

C “The future waits for what we do,”

D “It moves through classrooms, homes, and towns,”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which line best shows that the poem teaches hope grows when it is shared?

A “A tiny hope, a little start.”

TRUE BUT WRONG

True, but it describes how small hope begins, not how it grows by sharing.

B “A dream can grow from friend to friend,”

CORRECT, PROVES THE EXACT CLAIM

This shows the exact idea: hope grows as it passes from one person to another.

C “The future waits for what we do,”

WRONG KIND OF DETAIL

True, but it looks ahead to the future rather than showing hope spreading now.

D “It moves through classrooms, homes, and towns,”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the places show hope being shared.



PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

LOCATE THE PASSAGE

"What Will You Give?" (Poetry)

THIS WEEK'S PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““What Will You Give?” (Poetry).”
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“They may be small, but they can do”

Hints that small hands can act, true, but on its own it does not name the serving action.

“I have two hands that I can share, To lift, to carry, help, and care.”

Names the actions of service, sharing hands to lift, carry, help, and care.



PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **A, Actions** pieces

“They may be small, but they can do”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the hands, but it does not yet name the serving action, so it does not support the theme on its own.

“I have two hands that I can share, To lift, to carry, help, and care.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (small hands serve by lifting, carrying, helping, caring), and leads to the idea that anyone can help.



PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““What Will You Give?” (Poetry).”
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **A, Actions**

“I do not need to lead a crowd,”

Says service does not need to be big, true, but it tells what service is NOT, not the serving action itself.

“I have a voice that can be kind, And help a worried friend unwind.”

Names a serving action, using a kind voice to help a friend.



PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **A, Actions** pieces

“I do not need to lead a crowd,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to service, but it says what service is NOT rather than a serving action, so on its own it does not best support the thesis.

“I have a voice that can be kind, And help a worried friend unwind.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a kind voice serves a friend), and leads to the idea that small kindnesses matter.



PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“I have two hands that I can share, To lift, to carry, help, and care.”

“I have a voice that can be kind, And help a worried friend unwind.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.



PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

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 ““What Will You Give?” (Poetry).”
- 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 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

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PROMPT (WHY)

What does the poem “What Will You Give?” teach about serving others?

THESIS

The poem teaches that ordinary people can serve others through small, kind actions, using their hands, feet, and voice to help.

Answer Key, One Strong Model

Model TRACKS category: **A, Actions**

“I have two hands that I can share, To lift, to carry, help, and care.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the small acts of service, the best line, showing ordinary hands helping.

“I have a voice that can be kind, And help a worried friend unwind.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows service through a kind voice, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which line best shows that ordinary people can serve through small actions?

- A** “Or speak through microphones out loud.”
- B** “I have two hands that I can share, To lift, to carry, help, and care.”
- C** “I have two feet that I can use,”
- D** “A helping heart can start to live,”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which line best shows that ordinary people can serve through small actions?

A “Or speak through microphones out loud.”

TRUE BUT WRONG

True, but it describes what the speaker does NOT need to do.

B “I have two hands that I can share, To lift, to carry, help, and care.”

CORRECT, PROVES THE EXACT CLAIM

This shows the exact idea: ordinary hands can serve by helping and caring.

C “I have two feet that I can use,”

WRONG KIND OF DETAIL

True, but it names the feet without yet showing the serving action.

D “A helping heart can start to live,”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the helping heart names a small action.



PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

LOCATE THE PASSAGE

"A Dream Can Grow & What Will You Give?" (Poetry)

THIS WEEK'S PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread ““A Dream Can Grow & What Will You Give?” (Poetry).”
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **C, Character/Concept/Creatures**

“A voice can speak, a child can hear,”

Shows a child hearing, true, but hearing is not yet making a difference.

“When children listen, hope can shine,”

Shows that ordinary children help hope shine, they make a difference.



PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **C, Character/Concept/Creatures** pieces

“A voice can speak, a child can hear,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to children and hope, but hearing alone is not making a difference, so it does not support the thesis.

“When children listen, hope can shine,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (ordinary children help hope shine), and leads to the idea that even the youngest can matter.



PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Character/Concept/Creatures**.

DIRECTIONS

- Reread "'A Dream Can Grow & What Will You Give?' (Poetry)."
- Underline TWO places that show **Character/Concept/Creatures**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **C, Character/Concept/Creatures**

"If someone needs a friend today,"

Sets up a need, true, but it does not yet show the ordinary person acting.

"My feet can help me lead the way."

Shows an ordinary person acting to help, leading the way to someone in need.



PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **C, Character/Concept/Creatures** pieces

“If someone needs a friend today,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to helping, but it names the need, not the ordinary person's action, so on its own it does not support the thesis.

“My feet can help me lead the way.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (an ordinary person acts to help), and leads to the idea that small steps make a difference.



PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“When children listen, hope can shine,”

“My feet can help me lead the way.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

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 "'A Dream Can Grow & What Will You Give?' (Poetry)."
- 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 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

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PROMPT (WHY)

How do the poems show that ordinary people can make a difference?

THESIS

Both poems teach that ordinary people, even children, can make a difference, by sharing hope and by helping others in small ways.

Answer Key, One Strong Model

Model TRACKS category: **C, Character/Concept/Creatures**

“When children listen, hope can shine,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows ordinary children making hope shine, the best line for the theme that anyone can make a difference.

“My feet can help me lead the way.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows an ordinary person acting to help, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which line best shows that ordinary people can make a difference?

- A** “I do not need to lead a crowd,”
- B** “When children listen, hope can shine,”
- C** “A voice can speak, a child can hear,”
- D** “The future waits for what we do,”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which line best shows that ordinary people can make a difference?

A

“I do not need to lead a crowd,”

TRUE BUT WRONG

True, but it says what is not needed, not the difference made.

B

“When children listen, hope can shine,”

CORRECT, PROVES THE EXACT CLAIM

This shows the exact idea: even ordinary children can help hope shine.

C

“A voice can speak, a child can hear,”

WRONG TIMELINE POINT

True, but hearing is not yet making a difference.

D

“The future waits for what we do,”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume it means ordinary people make a difference.



PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

LOCATE THE PASSAGE

"A Dream Can Grow & What Will You Give?" (Poetry)

THIS WEEK'S PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Dream Can Grow & What Will You Give?' (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“One hopeful word can travel through,”

Shows a word traveling, true, but traveling is not yet the change it inspires.

“Together we can help it grow,”

Shows the significance, people together grow the dream into change.



PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“One hopeful word can travel through,”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to hope spreading, but a word traveling is not yet the change it brings, so it does not support the thesis.

“Together we can help it grow,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (people together grow the dream into change), and leads to the idea that unity creates change.



PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Dream Can Grow & What Will You Give?' (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

"A thoughtful thing for me and you."

Names a thoughtful act, true, but small; it does not yet show the larger change.

"A helping heart can start to live,"

Shows the significance, a helping heart begins real change.



PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“A thoughtful thing for me and you.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to kindness, but it names a small act, not the larger change, so on its own it does not best support the thesis.

“A helping heart can start to live,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a helping heart begins real change), and leads to the idea that service transforms a community.



PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Together we can help it grow,”

“A helping heart can start to live,”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

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 "'A Dream Can Grow & What Will You Give?' (Poetry)."
- 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 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

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PROMPT (WHY)

Why do the poems say that words and service can inspire change?

THESIS

Both poems teach that words and service can inspire positive change, a shared dream and small acts of kindness can grow into something that helps a whole community.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Together we can help it grow,”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows people together turning a dream into change, the best line for the theme of inspiring change.

“A helping heart can start to live,”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows service beginning change, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which line best shows that words and service can inspire change?

A “A tiny hope, a little start.”

B “Together we can help it grow,”

C “I have two feet that I can use,”

D “It moves through classrooms, homes, and towns,”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which line best shows that words and service can inspire change?

A

“A tiny hope, a little start.”

TRUE BUT WRONG

True, but it describes a small beginning, not the change it inspires.

B

“Together we can help it grow,”

CORRECT, PROVES THE EXACT CLAIM

This shows the exact idea: people working together grow hope into real change.

C

“I have two feet that I can use,”

WRONG KIND OF DETAIL

True, but it names the feet, not the change service brings.

D

“It moves through classrooms, homes, and towns,”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the movement means change was inspired.



PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

LOCATE THE PASSAGE

"A Place to Grow" (Nonfiction (Research Source))

THIS WEEK'S PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's **TRACKS** category: **K, Key Knowledge**

“Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.”

Describes the setting, true, but it sets the scene rather than stating why people settled there.

“Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.”

Directly states the reason, the river's resources are why people settled there.



PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.”

- ☒ C, Connects directly to the prompt
- ☐ S, Supports the thesis statement
- ☐ I, Leads to Ideas / Inference (not a dead end)

Connects to the setting, but it describes the land rather than the reason people settled, so it does not support the thesis on its own.

“Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the river's resources are the reason), and leads to the idea that resources shape where communities form.



PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Over time, villages and cities grew near the Nile.”

A result, true, but it names the outcome, not the reason people settled.

“The river also provided fish, drinking water, and a way to move people and goods.”

Names the specific resources the Nile gave, the reason it drew settlers.



PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“Over time, villages and cities grew near the Nile.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the Nile, but it names the outcome rather than the reason people settled, so on its own it does not support the thesis.

“The river also provided fish, drinking water, and a way to move people and goods.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (these resources drew settlers), and leads to the idea that a place's resources meet a community's needs.



PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.”

“The river also provided fish, drinking water, and a way to move people and goods.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

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 "'A Place to Grow' (Nonfiction (Research Source))."
- 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 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 33 of 36

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PROMPT (WHY)

Why did most ancient Egyptians settle near the Nile River?

THESIS

According to the passage, most ancient Egyptians settled near the Nile because the river gave them resources, water, food, and a way to travel, that were hard to find in the surrounding desert.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the exact reason people settled near the Nile, the best evidence for the thesis.

“The river also provided fish, drinking water, and a way to move people and goods.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names the specific resources, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which sentence best proves why most ancient Egyptians settled near the Nile River?

- A** “Ancient Egypt is one example.”
- B** “Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.”
- C** “Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.”
- D** “Over time, villages and cities grew near the Nile.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves why most ancient Egyptians settled near the Nile River?

A “Ancient Egypt is one example.”

TRUE BUT WRONG

True, but it only introduces the example, it does not give the reason.

B “Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: the river's resources are why people settled there.

C “Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land.”

WRONG KIND OF DETAIL

True, but it describes the setting, not the reason people settled.

D “Over time, villages and cities grew near the Nile.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but it is the result, a reader would have to assume it explains why people first settled.



PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

LOCATE THE PASSAGE

"A Place to Grow" (Nonfiction (Research Source))

THIS WEEK'S PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Every community begins in a place.”

A true opening idea, but it does not yet show opportunities OR challenges.

“Wherever people live, the geography around them creates both opportunities and challenges.”

Directly states the theme, geography brings both opportunities and challenges.



PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Every community begins in a place.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to place, but it does not show opportunities or challenges, so it does not support the thesis.

“Wherever people live, the geography around them creates both opportunities and challenges.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (geography brings both), and leads to the idea that every place shapes daily life.



PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Throughout history, people have had to ask important questions before a community could grow.”

Shows people asking questions, true, but it does not name the opportunity or challenge itself.

“What can we do if our community does not have a resource we need?”

Names a challenge geography creates, a resource the place may lack.



PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“Throughout history, people have had to ask important questions before a community could grow.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to communities, but it says people asked questions, not the opportunity or challenge itself, so on its own it does not support the thesis.

“What can we do if our community does not have a resource we need?”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (a challenge geography can create), and leads to the idea that people must solve what a place lacks.



PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Wherever people live, the geography around them creates both opportunities and challenges.”

“What can we do if our community does not have a resource we need?”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

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 "'A Place to Grow' (Nonfiction (Research Source))."
- 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 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 34 of 36

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PROMPT (WHY)

How does the geography of a place create both opportunities and challenges?

THESIS

According to the passage, geography creates both opportunities and challenges, a place can offer resources, but it can also make people ask hard questions about how to meet their needs.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Wherever people live, the geography around them creates both opportunities and challenges.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the theme directly, the best evidence for how geography brings both.

“What can we do if our community does not have a resource we need?”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Names a challenge geography creates, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which sentence best shows that geography creates both opportunities and challenges?

- A** “Every community begins in a place.”
- B** “Wherever people live, the geography around them creates both opportunities and challenges.”
- C** “How will we travel?”
- D** “The answers have been different in different places, but one idea appears again and again: where people live affects how they live.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best shows that geography creates both opportunities and challenges?

- A** “Every community begins in a place.”
WRONG KIND OF DETAIL
True, but it does not show opportunities or challenges.
- B** “Wherever people live, the geography around them creates both opportunities and challenges.”
CORRECT, PROVES THE EXACT CLAIM
This states the exact idea: geography brings both opportunities and challenges.

- C** “How will we travel?”
TRUE BUT WRONG
True, but it is only one question, it does not show both opportunity and challenge.

- D** “The answers have been different in different places, but one idea appears again and again: where people live affects how they live.”
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but a reader would have to assume it names both opportunities and challenges.



PROMPT (WHY)

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

LOCATE THE PASSAGE

"A Place to Grow" (Nonfiction (Research Source))

THIS WEEK'S PROMPT (WHY)

How did the Nile River help communities grow?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“For thousands of years, the Nile flooded nearby land.”

A fact about the flooding, true, but flooding alone does not show how it helped communities grow.

“After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.”

Shows how the Nile helped, the fertile soil let farmers grow food.



PROMPT (WHY)

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“For thousands of years, the Nile flooded nearby land.”

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects to the Nile, but flooding by itself does not show how it helped communities grow, so it does not support the thesis.

“After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.”

BEST EVIDENCE

- ☒ C, Connects directly to the prompt
- ☒ S, Supports the thesis statement
- ☒ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the soil let farmers grow food), and leads to the idea that natural resources feed a growing community.



PROMPT (WHY)

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Instead of struggling across the hot desert, travelers could use boats on the Nile.”

Shows a benefit of the river, but it focuses on travel more than community growth.

“Over time, villages and cities grew near the Nile.”

Directly shows communities growing because of the river.



PROMPT (WHY)

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“Instead of struggling across the hot desert, travelers could use boats on the Nile.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to a benefit of the river, but it focuses on travel, not community growth, so on its own it does not best support the thesis.

“Over time, villages and cities grew near the Nile.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (communities grew near the river), and leads to the idea that useful resources draw people together.



PROMPT (WHY)

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.”

“Over time, villages and cities grew near the Nile.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

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 "'A Place to Grow' (Nonfiction (Research Source))."
- 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 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 35 of 36

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PROMPT (WHY)

How did the Nile River help communities grow?

THESIS

According to the passage, the Nile River helped communities grow by giving people resources, fertile soil for crops, fish and water, and a way to travel, so villages and cities developed nearby.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows the river giving fertile soil for crops, strong evidence of how it helped.

“Over time, villages and cities grew near the Nile.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows communities actually growing near the river, the best line, naming the result directly.



Comprehension Question, Prove It

QUESTION

Which sentence best proves how the Nile River helped communities grow?

- A** “Ancient Egypt is one example.”
- B** “Over time, villages and cities grew near the Nile.”
- C** “For thousands of years, the Nile flooded nearby land.”
- D** “Instead of struggling across the hot desert, travelers could use boats on the Nile.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves how the Nile River helped communities grow?

A “Ancient Egypt is one example.”

TRUE BUT WRONG

True, but it only introduces the example.

B “Over time, villages and cities grew near the Nile.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: communities grew near the river.

C “For thousands of years, the Nile flooded nearby land.”

WRONG KIND OF DETAIL

True, but flooding alone does not show communities growing.

D “Instead of struggling across the hot desert, travelers could use boats on the Nile.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume travel by boat made communities grow.



PROMPT (WHY)

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

LOCATE THE PASSAGE

"A Place to Grow" (Nonfiction (Research Source))

THIS WEEK'S PROMPT (WHY)

What helps a community grow strong?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

THIS WEEK'S FLOW

Mon NOTICE, collect 2 pieces of evidence • **Tue** CHOOSE, CSI-grade Monday's evidence • **Wed** NOTICE, collect 2 more (new TRACKS category) • **Thu** CHOOSE, CSI-grade Wednesday's evidence • **Fri** OWN + DEFEND, reflect on the two winners.



PROMPT (WHY)

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“Water is important, but communities need other resources too.”

True, and it points beyond water, but it does not yet state what makes a community grow strong.

“The Nile did not build those communities. People did. However, the river gave people resources they could use.”

Directly states the big idea, the place gives resources, but people build the community.



PROMPT (WHY)

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **K, Key Knowledge** pieces

“Water is important, but communities need other resources too.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to resources, but it does not state what makes a community grow strong, so it does not support the thesis on its own.

“The Nile did not build those communities. People did. However, the river gave people resources they could use.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (the place gives resources, people build the community), and leads to the idea that people's choices turn a place into a community.



PROMPT (WHY)

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Place to Grow' (Nonfiction (Research Source))."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: **K, Key Knowledge**

“This same pattern can be seen in many other places.”

Says the pattern repeats, true, but it does not name what the pattern is.

“Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.”

Shows the pattern, communities grow where a resource makes daily life possible.



PROMPT (WHY)

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **K, Key Knowledge** pieces

“This same pattern can be seen in many other places.”

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Connects to the idea repeating, but it does not name the pattern, so on its own it does not support the thesis.

“Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly, supports the thesis (communities grow where resources make life possible), and leads to the idea that this pattern is universal.



PROMPT (WHY)

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The Nile did not build those communities. People did. However, the river gave people resources they could use.”

“Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.”

I CAN

I can reflect on why my best evidence matters, using a sentence stem.

SENTENCE STEMS

This matters because...

To me, this means...

This shows us that...

This is important because...

This teaches us that...

Ultimately, everyone can see that...

DIRECTIONS

Pick ONE stem for each best piece of evidence and finish the sentence to explain why it matters to our thesis.

**PROMPT (WHY)**

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

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 "'A Place to Grow' (Nonfiction (Research Source))."
- 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 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 36 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

What helps a community grow strong?

THESIS

According to the passage, a community grows strong when people use the resources a place provides, the place offers possibilities, but it is the people who build the community.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The Nile did not build those communities. People did. However, the river gave people resources they could use.”

BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the big idea, place gives resources, people build the community. The best evidence for what makes a community grow strong.

“Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.”

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Shows the pattern across many places, strong supporting evidence.



Comprehension Question, Prove It

QUESTION

Which sentence best proves what helps a community grow strong?

- A** “Every community begins in a place.”
- B** “The Nile did not build those communities. People did. However, the river gave people resources they could use.”
- C** “Water is important, but communities need other resources too.”
- D** “This same pattern can be seen in many other places.”

Choose ONE sentence that proves the exact claim, not just a sentence that is true.



Answer + Why, Correct Answer: B

QUESTION

Which sentence best proves what helps a community grow strong?

A

“Every community begins in a place.”

TRUE BUT WRONG

True, but it does not explain what makes a community grow strong.

B

“The Nile did not build those communities. People did. However, the river gave people resources they could use.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim: a place gives resources, but people build the community.

C

“Water is important, but communities need other resources too.”

WRONG KIND OF DETAIL

True, but it names resources without explaining what makes a community strong.

D

“This same pattern can be seen in many other places.”

PLAUSIBLE BUT REQUIRES AN ASSUMPTION

True, but a reader would have to assume the pattern is what makes a community strong.