EVIDENCE

PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future.

LOCATE THE PASSAGE
"Dream (Dr. Martin Luther King Jr.)" (Fiction)

THIS WEEK'S PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the 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.

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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Dream" (Dr. Martin Luther King Jr.)" (Fiction), and one job: answer the question, why was the narrator's mother crying during the speech?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Dream" (Dr. Martin Luther King Jr.)" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 1 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Dream (Dr. Martin Luther King Jr.)" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Because I want that dream for you,"
Directly states why she cried, she wanted the dream for her child.

"The crowd became still."
Describes the crowd, not why the mother cried.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is R for Reactions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Because I want that dream for you," and "The crowd became still.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Because I want that dream for you,", Directly states why she cried, she wanted the dream for her child., "The crowd became still.", Describes the crowd, not why the mother cried.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Reactions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 1 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future.

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

Grading Monday's two R, Reactions pieces

"Because I want that dream for you," 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 (she wanted the dream for her child), and leads to the idea that hope for a child can move someone to tears.

"The crowd became still."

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

Describes the crowd, but it does not show why the mother cried, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The crowd became still.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes the crowd, but it does not show why the mother cried, so it does not support the thesis."

"Now the second piece: 'Because I want that dream for you,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (she wanted the dream for her child), and leads to the idea that hope for a child can move someone to tears."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Because I want that dream for you," (all three CSI checks pass) over "The crowd became still." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Dream (Dr. Martin Luther King Jr.)" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"It was about children like me."
Shows the speech was about children, which connects to why she cried for her child.

"I held Mama's hand tightly as we moved through the enormous crowd."
Sets the scene, not why the mother cried.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "It was about children like me." and "I held Mama's hand tightly as we moved through the enormous crowd.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "It was about children like me.", Shows the speech was about children, which connects to why she cried for her child., "I held Mama's hand tightly as we moved through the enormous crowd.", Sets the scene, not why the mother cried.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future.

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

Grading Wednesday's two K, Key Knowledge pieces

"It was about children like me." 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 (the speech was about children, so it touched the mother's hope for her own child), and leads to the idea that a message feels closer when it is about your own family.

"I held Mama's hand tightly as we moved through the enormous crowd."

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

Sets the scene at the start, but it does not show why the mother cried, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'I held Mama's hand tightly as we moved through the enormous crowd.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Sets the scene at the start, but it does not show why the mother cried, so it does not support the thesis."

"Now the second piece: 'It was about children like me.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the speech was about children, so it touched the mother's hope for her own child), and leads to the idea that a message feels closer when it is about your own family."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "It was about children like me." (all three CSI checks pass) over "I held Mama's hand tightly as we moved through the enormous crowd."

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Because I want that dream for you,"
- "It was about children like me."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Because I want that dream for you,' and 'It was about children like me.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Because I want that dream for you," and "It was about children like me." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 1 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the 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 ""Dream (Dr. Martin Luther King Jr.)" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why was the narrator's mother crying during the speech?

THESIS
The narrator's mother was crying during the speech because she wanted Dr. King's dream of a fair country for her child, so the speech felt full of hope for the future.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Tears filled her eyes."

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

True, and it shows she cried, but it does not explain why she was crying.

"Because they want America to be fair for everyone," BEST EVIDENCE

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

Connects directly and supports the thesis (she hoped for a fair country, the dream she wanted for her child), and leads to the idea that people are moved by hope for a better future.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Tears filled her eyes.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows she cried, but it does not explain why she was crying."

"And this second: 'Because they want America to be fair for everyone,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (she hoped for a fair country, the dream she wanted for her child), and leads to the idea that people are moved by hope for a better future."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Because they want America to be fair for everyone," (passes all three CSI checks) over "Tears filled her eyes."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 1 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows that the speech gave the narrator hope for the future?

A **"I held Mama's hand tightly as we moved through the enormous crowd."**

B **"I imagined schools where every child was welcomed."**

C **"The crowd became still."**

D **"When the speech ended, people cheered and hugged one another."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows that the speech gave the narrator hope for the future?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'I held Mama's hand tightly as we moved through the enormous crowd.' B: 'I imagined schools where every child was welcomed.' C: 'The crowd became still.' D: 'When the speech ended, people cheered and hugged one another.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best shows that the speech gave the narrator hope for the future?

A **"I held Mama's hand tightly as we moved through the enormous crowd."**
TRUE BUT WRONG
True, but it sets the scene, not the narrator's hope for the future.

B **"I imagined schools where every child was welcomed."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the narrator imagined a better future where every child was welcomed.

C **"The crowd became still."**
WRONG TIMELINE POINT
True, but it describes the moment before the speech, not the narrator's hope.

D **"When the speech ended, people cheered and hugged one another."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes the crowd's reaction, so a reader would have to assume it shows the narrator's hope.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'I imagined schools where every child was welcomed.' This proves the exact claim, the narrator imagined a better future where every child was welcomed."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'I held Mama's hand tightly as we moved through the enormous crowd.', True But Wrong. True, but it sets the scene, not the narrator's hope for the future."

"C: 'The crowd became still.', Wrong Timeline Point. True, but it describes the moment before the speech, not the narrator's hope."

"D: 'When the speech ended, people cheered and hugged one another.', Plausible But Requires An Assumption. True, but it describes the crowd's reaction, so a reader would have to assume it shows the narrator's hope."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "I imagined schools where every child was welcomed.", This proves the exact claim, the narrator imagined a better future where every child was welcomed.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

LOCATE THE PASSAGE
"Serve (President John F. Kennedy)" (Fiction)

THIS WEEK'S PROMPT (WHY)
What did President Kennedy want Americans to do?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Serve" (President John F. Kennedy)" (Fiction), and one job: answer the question, what did President Kennedy want Americans to do?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Serve" (President John F. Kennedy)" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 2 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Serve (President John F. Kennedy)" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"He wanted Americans to think about service."
States what Kennedy wanted, for Americans to think about service.

"Those were exciting days,"
Grandpa's general comment about the time, not what Kennedy wanted.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "He wanted Americans to think about service." and "Those were exciting days,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "He wanted Americans to think about service.", States what Kennedy wanted, for Americans to think about service., "Those were exciting days,", Grandpa's general comment about the time, not what Kennedy wanted.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

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

Grading Monday's two K, Key Knowledge pieces

"He wanted Americans to think about service." 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 (Kennedy wanted Americans to serve), and leads to the idea that a leader can call people to help others.

"Those were exciting days,"

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

A general comment about the time, but it does not show what Kennedy wanted, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Those were exciting days,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A general comment about the time, but it does not show what Kennedy wanted, so it does not support the thesis."

"Now the second piece: 'He wanted Americans to think about service.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (Kennedy wanted Americans to serve), and leads to the idea that a leader can call people to help others."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "He wanted Americans to think about service." (all three CSI checks pass) over "Those were exciting days," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Serve (President John F. Kennedy)" (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"He wanted us to think about what we could give."

States the specific message, to think about what people could give.

"For my school project, I was interviewing him about the years he had worked in President John F. Kennedy's administration."

Sets up the interview, not what Kennedy wanted.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "He wanted us to think about what we could give." and "For my school project, I was interviewing him about the years he had worked in President John F. Kennedy's administration.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "He wanted us to think about what we could give.", States the specific message, to think about what people could give., "For my school project, I was interviewing him about the years he had worked in President John F. Kennedy's administration.", Sets up the interview, not what Kennedy wanted.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 2 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

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

Grading Wednesday's two A, Actions pieces

"He wanted us to think about what we could give." 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 (he wanted people to give, not only receive), and leads to the idea that serving means offering something to others.

"For my school project, I was interviewing him about the years he had worked in President John F. Kennedy's administration."

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

Sets up the school interview, but it does not show what Kennedy wanted, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'For my school project, I was interviewing him about the years he had worked in President John F. Kennedy's administration.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Sets up the school interview, but it does not show what Kennedy wanted, so it does not support the thesis."

"Now the second piece: 'He wanted us to think about what we could give.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (he wanted people to give, not only receive), and leads to the idea that serving means offering something to others."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "He wanted us to think about what we could give." (all three CSI checks pass) over "For my school project, I was interviewing him about the years he had worked in President John F. Kennedy's administration." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "He wanted Americans to think about service."
- "He wanted us to think about what we could give."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'He wanted Americans to think about service.' and 'He wanted us to think about what we could give.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "He wanted Americans to think about service." and "He wanted us to think about what we could give." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 2 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

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 ""Serve (President John F. Kennedy)" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
What did President Kennedy want Americans to do?

THESIS
President Kennedy wanted Americans to serve others, because he did not want people only asking what they could receive, but to think about what they could give.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"There was a strong feeling that people could help make the country better."

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

True, and it shows the mood of the time, but it does not state what Kennedy specifically wanted Americans to do.

"He did not want people only asking what they could receive," BEST EVIDENCE

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

Connects directly and supports the thesis (he wanted people to give, not only receive), and leads to the idea that service means putting others first.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'There was a strong feeling that people could help make the country better.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows the mood of the time, but it does not state what Kennedy specifically wanted Americans to do."

"And this second: 'He did not want people only asking what they could receive,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (he wanted people to give, not only receive), and leads to the idea that service means putting others first."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "He did not want people only asking what they could receive," (passes all three CSI checks) over "There was a strong feeling that people could help make the country better."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 2 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows that Kennedy wanted people to give, not just receive?

A **"Those were exciting days,"**

B **"He wanted us to think about what we could give."**

C **"They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country."**

D **"He wanted Americans to think about service."**

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows that Kennedy wanted people to give, not just receive?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Those were exciting days,' B: 'He wanted us to think about what we could give.' C: 'They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country.' D: 'He wanted Americans to think about service.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows that Kennedy wanted people to give, not just receive?

A **"Those were exciting days,"**
TRUE BUT WRONG
True, but it is a general comment about the time, not about giving.

B **"He wanted us to think about what we could give."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, Kennedy wanted people to think about what they could give.

C **"They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country."**
WRONG TIMELINE POINT
True, but it describes the discussions before the speech, not Kennedy's message about giving.

D **"He wanted Americans to think about service."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about service in general, so a reader would have to assume it means give rather than receive.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'He wanted us to think about what we could give.' This proves the exact claim, Kennedy wanted people to think about what they could give."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Those were exciting days,', True But Wrong. True, but it is a general comment about the time, not about giving."

"C: 'They talked about responsibility, citizenship, courage, and the ways ordinary people could contribute to their communities and their country.', Wrong Timeline Point. True, but it describes the discussions before the speech, not Kennedy's message about giving."

"D: 'He wanted Americans to think about service.', Plausible But Requires An Assumption. True, but it is about service in general, so a reader would have to assume it means give rather than receive."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "He wanted us to think about what we could give.", This proves the exact claim, Kennedy wanted people to think about what they could give.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

LOCATE THE PASSAGE
"Dream (Dr. Martin Luther King Jr.)" (Fiction)

THIS WEEK'S PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Dream" (Dr. Martin Luther King Jr.)" (Fiction), and one job: answer the question, why did people come to the gathering at the Lincoln Memorial?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Dream" (Dr. Martin Luther King Jr.)" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 3 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Dream (Dr. Martin Luther King Jr.)" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"People came because they believe our country can become even better,"
States the reason people came, they believed the country could improve.

"Some people carried colorful signs with hopeful messages."
Describes what people did, not why they came.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "People came because they believe our country can become even better," and "Some people carried colorful signs with hopeful messages.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "People came because they believe our country can become even better,", States the reason people came, they believed the country could improve., "Some people carried colorful signs with hopeful messages.", Describes what people did, not why they came.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

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

Grading Monday's two K, Key Knowledge pieces

"People came because they believe our country can become even better," 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 (they believed the country could become better), and leads to the idea that hope can bring people together.

"Some people carried colorful signs with hopeful messages."

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

Describes what people did at the gathering, but it does not show why they came, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Some people carried colorful signs with hopeful messages.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes what people did at the gathering, but it does not show why they came, so it does not support the thesis."

"Now the second piece: 'People came because they believe our country can become even better,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (they believed the country could become better), and leads to the idea that hope can bring people together."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "People came because they believe our country can become even better," (all three CSI checks pass) over "Some people carried colorful signs with hopeful messages." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Dream (Dr. Martin Luther King Jr.)" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"They want everyone to have opportunities, kindness, fairness, and freedom."
States what the people hoped for.

"We traveled a long way to be here,"
Shows they traveled far, but not the reason they came.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "They want everyone to have opportunities, kindness, fairness, and freedom." and "We traveled a long way to be here,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "They want everyone to have opportunities, kindness, fairness, and freedom.", States what the people hoped for., "We traveled a long way to be here,", Shows they traveled far, but not the reason they came.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 3 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

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

Grading Wednesday's two R, Reactions pieces

"They want everyone to have opportunities, kindness, fairness, and freedom." 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 (they wanted fairness and freedom for everyone), and leads to the idea that people gather to work toward shared hopes.

"We traveled a long way to be here,"

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

Shows the family traveled far, but it does not show the reason they came, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'We traveled a long way to be here,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Shows the family traveled far, but it does not show the reason they came, so it does not support the thesis."

"Now the second piece: 'They want everyone to have opportunities, kindness, fairness, and freedom.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (they wanted fairness and freedom for everyone), and leads to the idea that people gather to work toward shared hopes."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They want everyone to have opportunities, kindness, fairness, and freedom." (all three CSI checks pass) over "We traveled a long way to be here," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 3 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"People came because they believe our country can become even better,"

"They want everyone to have opportunities, kindness, fairness, and freedom."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'People came because they believe our country can become even better,' and 'They want everyone to have opportunities, kindness, fairness, and freedom.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "People came because they believe our country can become even better," and "They want everyone to have opportunities, kindness, fairness, and freedom." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 3 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

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 ""Dream (Dr. Martin Luther King Jr.)" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why did people come to the gathering at the Lincoln Memorial?

THESIS
People came to the gathering at the Lincoln Memorial because they believed the country could become even better, so they wanted everyone to have opportunities, kindness, fairness, and freedom.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Others sang songs together, while families talked quietly as they waited for the program to begin."

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

True, and it shows what people did while waiting, but it does not explain why they came.

"They want everyone to have opportunities, kindness, fairness, and freedom." BEST EVIDENCE

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

Connects directly and supports the thesis (they came hoping for opportunities, kindness, fairness, and freedom for everyone), and leads to the idea that a shared hope can draw a huge crowd.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Others sang songs together, while families talked quietly as they waited for the program to begin.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows what people did while waiting, but it does not explain why they came."

"And this second: 'They want everyone to have opportunities, kindness, fairness, and freedom.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (they came hoping for opportunities, kindness, fairness, and freedom for everyone), and leads to the idea that a shared hope can draw a huge crowd."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They want everyone to have opportunities, kindness, fairness, and freedom." (passes all three CSI checks) over "Others sang songs together, while families talked quietly as they waited for the program to begin."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 3 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows what the people at the gathering hoped for?

A **"Some people carried colorful signs with hopeful messages."**

B **"They want everyone to have opportunities, kindness, fairness, and freedom."**

C **"We traveled a long way to be here,"**

D **"I was only eight years old, and everything around me seemed important and unforgettable."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows what the people at the gathering hoped for?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Some people carried colorful signs with hopeful messages.' B: 'They want everyone to have opportunities, kindness, fairness, and freedom.' C: 'We traveled a long way to be here,' D: 'I was only eight years old, and everything around me seemed important and unforgettable.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows what the people at the gathering hoped for?

A **"Some people carried colorful signs with hopeful messages."**
TRUE BUT WRONG
True, but it shows what people did, not specifically what they hoped for.

B **"They want everyone to have opportunities, kindness, fairness, and freedom."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the people hoped for opportunities, kindness, fairness, and freedom.

C **"We traveled a long way to be here,"**
WRONG TIMELINE POINT
True, but it is about the journey, not what the people hoped for.

D **"I was only eight years old, and everything around me seemed important and unforgettable."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about the narrator's feeling, so a reader would have to assume it shows what the people hoped for.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'They want everyone to have opportunities, kindness, fairness, and freedom.' This proves the exact claim, the people hoped for opportunities, kindness, fairness, and freedom."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Some people carried colorful signs with hopeful messages.', True But Wrong. True, but it shows what people did, not specifically what they hoped for."

"C: 'We traveled a long way to be here,', Wrong Timeline Point. True, but it is about the journey, not what the people hoped for."

"D: 'I was only eight years old, and everything around me seemed important and unforgettable.', Plausible But Requires An Assumption. True, but it is about the narrator's feeling, so a reader would have to assume it shows what the people hoped for."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "They want everyone to have opportunities, kindness, fairness, and freedom.", This proves the exact claim, the people hoped for opportunities, kindness, fairness, and freedom.

TEKS 7(C) · Evidence · Sheet 3 of 36 · Prepare · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

LOCATE THE PASSAGE
"Serve (President John F. Kennedy)" (Fiction)

THIS WEEK'S PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Serve" (President John F. Kennedy)" (Fiction), and one job: answer the question, what ideas did President Kennedy want Americans to think about?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Serve" (President John F. Kennedy)" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 4 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Serve (President John F. Kennedy)" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"He wanted Americans to think about service, responsibility, participation, and cooperation."
Names the ideas Kennedy wanted Americans to think about.

"Those were exciting days,"
Grandpa's general comment about the time, not the ideas.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "He wanted Americans to think about service, responsibility, participation, and cooperation." and "Those were exciting days,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "He wanted Americans to think about service, responsibility, participation, and cooperation.", Names the ideas Kennedy wanted Americans to think about., "Those were exciting days,", Grandpa's general comment about the time, not the ideas.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 4 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

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

Grading Monday's two K, Key Knowledge pieces

"He wanted Americans to think about service, responsibility, participation, and cooperation." 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 (these are the ideas Kennedy emphasized), and leads to the idea that a leader can point people toward shared values.

"Those were exciting days,"

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

A general comment about the time, but it does not name the ideas Kennedy cared about, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Those were exciting days,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A general comment about the time, but it does not name the ideas Kennedy cared about, so it does not support the thesis."

"Now the second piece: 'He wanted Americans to think about service, responsibility, participation, and cooperation.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (these are the ideas Kennedy emphasized), and leads to the idea that a leader can point people toward shared values."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "He wanted Americans to think about service, responsibility, participation, and cooperation." (all three CSI checks pass) over "Those were exciting days," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Serve (President John F. Kennedy)" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"He believed people should not simply wait for someone else to improve the world around them."

Explains the belief behind the ideas, people should act themselves.

"I opened my notebook, clicked my pen, and wrote the date across the top of the page."

The narrator getting ready, not the ideas Kennedy cared about.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "He believed people should not simply wait for someone else to improve the world around them." and "I opened my notebook, clicked my pen, and wrote the date across the top of the page.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "He believed people should not simply wait for someone else to improve the world around them.", Explains the belief behind the ideas, people should act themselves., "I opened my notebook, clicked my pen, and wrote the date across the top of the page.", The narrator getting ready, not the ideas Kennedy cared about.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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CHOOSE

PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

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

Grading Wednesday's two R, Reactions pieces

"He believed people should not simply wait for someone else to improve the world around 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 to the prompt, supports the thesis (the belief behind the ideas was that people should act), and leads to the idea that service means taking part instead of waiting.

"I opened my notebook, clicked my pen, and wrote the date across the top of the page."

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

The narrator getting ready to write, but it does not show the ideas Kennedy cared about, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'I opened my notebook, clicked my pen, and wrote the date across the top of the page.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) The narrator getting ready to write, but it does not show the ideas Kennedy cared about, so it does not support the thesis."

"Now the second piece: 'He believed people should not simply wait for someone else to improve the world around them.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the belief behind the ideas was that people should act), and leads to the idea that service means taking part instead of waiting."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "He believed people should not simply wait for someone else to improve the world around them." (all three CSI checks pass) over "I opened my notebook, clicked my pen, and wrote the date across the top of the page." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"He wanted Americans to think about service, responsibility, participation, and cooperation."

"He believed people should not simply wait for someone else to improve the world around 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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'He wanted Americans to think about service, responsibility, participation, and cooperation.' and 'He believed people should not simply wait for someone else to improve the world around them.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "He wanted Americans to think about service, responsibility, participation, and cooperation." and "He believed people should not simply wait for someone else to improve the world around them." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 4 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

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 ""Serve (President John F. Kennedy)" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
What ideas did President Kennedy want Americans to think about?

THESIS
President Kennedy wanted Americans to think about service, responsibility, participation, and cooperation, because he believed people should not simply wait for someone else to improve the world around them.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."

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

True, and it shows the mood of the time, but it does not name the specific ideas Kennedy wanted people to think about.

"I slowly wrote down the words service, responsibility, participation, and cooperation." BEST EVIDENCE

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

Connects directly and supports the thesis (the narrator recorded the exact ideas Kennedy emphasized), and leads to the idea that these words captured what he cared about most.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows the mood of the time, but it does not name the specific ideas Kennedy wanted people to think about."

"And this second: 'I slowly wrote down the words service, responsibility, participation, and cooperation.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (the narrator recorded the exact ideas Kennedy emphasized), and leads to the idea that these words captured what he cared about most."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "I slowly wrote down the words service, responsibility, participation, and cooperation." (passes all three CSI checks) over "There was a feeling that our country was entering a new chapter, and many people believed ordinary citizens could help make that chapter meaningful."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 4 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows the ideas President Kennedy emphasized again and again?

A **"Those were exciting days,"**

B **"He wanted Americans to think about service, responsibility, participation, and cooperation."**

C **"I opened my notebook, clicked my pen, and wrote the date across the top of the page."**

D **"But one idea came up again and again."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows the ideas President Kennedy emphasized again and again?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Those were exciting days,' B: 'He wanted Americans to think about service, responsibility, participation, and cooperation.' C: 'I opened my notebook, clicked my pen, and wrote the date across the top of the page.' D: 'But one idea came up again and again.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows the ideas President Kennedy emphasized again and again?

A **"Those were exciting days,"**
TRUE BUT WRONG
True, but it is a general comment about the time, not the ideas he emphasized.

B **"He wanted Americans to think about service, responsibility, participation, and cooperation."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, these are the ideas Kennedy wanted Americans to think about.

C **"I opened my notebook, clicked my pen, and wrote the date across the top of the page."**
WRONG TIMELINE POINT
True, but it describes the narrator getting ready, not the ideas Kennedy emphasized.

D **"But one idea came up again and again."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it only says an idea came up often, so a reader would have to assume which ideas.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

⏱ ~3 min

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

"Here's the payoff: the correct answer is B, 'He wanted Americans to think about service, responsibility, participation, and cooperation.' This proves the exact claim, these are the ideas Kennedy wanted Americans to think about."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Those were exciting days,', True But Wrong. True, but it is a general comment about the time, not the ideas he emphasized."

"C: 'I opened my notebook, clicked my pen, and wrote the date across the top of the page.', Wrong Timeline Point. True, but it describes the narrator getting ready, not the ideas Kennedy emphasized."

"D: 'But one idea came up again and again.', Plausible But Requires An Assumption. True, but it only says an idea came up often, so a reader would have to assume which ideas."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "He wanted Americans to think about service, responsibility, participation, and cooperation.", This proves the exact claim, these are the ideas Kennedy wanted Americans to think about.

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

LOCATE THE PASSAGE
"A Promise Written Long Ago" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why was the Magna Carta an important document?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Promise Written Long Ago" (Nonfiction), and one job: answer the question, why was the Magna Carta an important document?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Promise Written Long Ago" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England."
Background that tells when and where the Magna Carta was made, but it does not yet show why it was important.

"The Magna Carta was important because it limited the king's power."
States a key reason the document mattered, it limited the king's power.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England." and "The Magna Carta was important because it limited the king's power.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England.", Background that tells when and where the Magna Carta was made, but it does not yet show why it was important., "The Magna Carta was important because it limited the king's power.", States a key reason the document mattered, it limited the king's power.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

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

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

"In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England."

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

Connects to the topic of the Magna Carta, but naming when and where it was made does not support the thesis about why it was important, so on its own it does not prove the claim.

"The Magna Carta was important because it limited the king's power." 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 (limiting the king's power is a reason it was important), and leads to the idea that fair rules protect people from unfair power.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the topic of the Magna Carta, but naming when and where it was made does not support the thesis about why it was important, so on its own it does not prove the claim."

"Now the second piece: 'The Magna Carta was important because it limited the king's power.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (limiting the king's power is a reason it was important), and leads to the idea that fair rules protect people from unfair power."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The Magna Carta was important because it limited the king's power." (all three CSI checks pass) over "In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"It also protected certain rights of the people."
An effect of the document, it protected the rights of the people.

"So, they forced King John to meet them at Runnymede."
An action the barons took, but it happened before the document was written.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "It also protected certain rights of the people." and "So, they forced King John to meet them at Runnymede.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "It also protected certain rights of the people.", An effect of the document, it protected the rights of the people., "So, they forced King John to meet them at Runnymede.", An action the barons took, but it happened before the document was written.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

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

Grading Wednesday's two R, Reactions pieces

"It also protected certain rights 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, supports the thesis (protecting people's rights is a reason it was important), and leads to the idea that fairness means everyone's rights are protected.

"So, they forced King John to meet them at Runnymede."

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

Connects to the story of how the Magna Carta came to be, but it happened before the document was written, so it does not show why the finished document was important.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'So, they forced King John to meet them at Runnymede.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the story of how the Magna Carta came to be, but it happened before the document was written, so it does not show why the finished document was important."

"Now the second piece: 'It also protected certain rights of the people.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (protecting people's rights is a reason it was important), and leads to the idea that fairness means everyone's rights are protected."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "It also protected certain rights of the people." (all three CSI checks pass) over "So, they forced King John to meet them at Runnymede." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"The Magna Carta was important because it limited the king's power."

"It also protected certain rights of the people."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The Magna Carta was important because it limited the king's power.' and 'It also protected certain rights of the people.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The Magna Carta was important because it limited the king's power." and "It also protected certain rights of the people." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 5 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

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 Promise Written Long Ago" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why was the Magna Carta an important document?

THESIS
The Magna Carta was important because it limited the king's power and protected the rights of the people, which shows that people long ago cared about fairness and justice.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The king collected heavy taxes and made unfair decisions."

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

True, and it explains the unfair treatment before the Magna Carta, but it describes the problem, not why the document itself was important.

"It said that the king had to follow the law, just like everyone else." BEST EVIDENCE

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

Connects directly and supports the thesis (the law applied even to the king), and leads to the idea that fairness means the same rules for everyone.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'The king collected heavy taxes and made unfair decisions.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it explains the unfair treatment before the Magna Carta, but it describes the problem, not why the document itself was important."

"And this second: 'It said that the king had to follow the law, just like everyone else.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (the law applied even to the king), and leads to the idea that fairness means the same rules for everyone."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "It said that the king had to follow the law, just like everyone else." (passes all three CSI checks) over "The king collected heavy taxes and made unfair decisions."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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PROVE IT

Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that the Magna Carta was important because it made rules fair for everyone?

A **"The king collected heavy taxes and made unfair decisions."**

B **"It said that the king had to follow the law, just like everyone else."**

C **"Hundreds of years later, the ideas from the Magna Carta influenced other governments."**

D **"Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that the Magna Carta was important because it made rules fair for everyone?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The king collected heavy taxes and made unfair decisions.' B: 'It said that the king had to follow the law, just like everyone else.' C: 'Hundreds of years later, the ideas from the Magna Carta influenced other governments.' D: 'Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 5 of 36 · Cluster 1 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that the Magna Carta was important because it made rules fair for everyone?

A **"The king collected heavy taxes and made unfair decisions."**
TRUE BUT WRONG
True, but it describes the unfair treatment before the document, not how the Magna Carta made rules fair.

B **"It said that the king had to follow the law, just like everyone else."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the same law applied even to the king, so the rules were fair for everyone.

C **"Hundreds of years later, the ideas from the Magna Carta influenced other governments."**
WRONG TIMELINE POINT
True, but it describes what happened long after, not how the Magna Carta itself made rules fair.

D **"Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and close, but a reader would have to assume this modern reminder proves the rules were fair back then rather than stating it directly.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'It said that the king had to follow the law, just like everyone else.' This proves the exact claim, the same law applied even to the king, so the rules were fair for everyone."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The king collected heavy taxes and made unfair decisions.', True But Wrong. True, but it describes the unfair treatment before the document, not how the Magna Carta made rules fair."

"C: 'Hundreds of years later, the ideas from the Magna Carta influenced other governments.', Wrong Timeline Point. True, but it describes what happened long after, not how the Magna Carta itself made rules fair."

"D: 'Even today, the Magna Carta reminds us that rules should apply to everyone and that people deserve to be treated fairly.', Plausible But Requires An Assumption. True, and close, but a reader would have to assume this modern reminder proves the rules were fair back then rather than stating it directly."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "It said that the king had to follow the law, just like everyone else.", This proves the exact claim, the same law applied even to the king, so the rules were fair for everyone.

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

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THESIS
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

LOCATE THE PASSAGE
"A Promise Written Long Ago" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Promise Written Long Ago" (Nonfiction), and one job: answer the question, why did the barons want the king to agree to the Magna Carta?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Promise Written Long Ago" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 6 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THESIS
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Many barons believed the taxes were too high."
Names the problem the barons had, they thought the taxes were too high.

"England was very different in the early 1200s."
Background about the time period, but not a reason the barons wanted the king to agree to it.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Many barons believed the taxes were too high." and "England was very different in the early 1200s.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Many barons believed the taxes were too high.", Names the problem the barons had, they thought the taxes were too high., "England was very different in the early 1200s.", Background about the time period, but not a reason the barons wanted the king to agree to it.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THESIS
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

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

Grading Monday's two A, Actions pieces

"Many barons believed the taxes were too high." 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 (unfair taxes are why the barons acted), and leads to the idea that people push back when they feel treated unfairly.

"England was very different in the early 1200s."

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

Background about the time period, but it does not connect to why the barons wanted the king to agree to it, so it does not support the thesis.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'England was very different in the early 1200s.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Background about the time period, but it does not connect to why the barons wanted the king to agree to it, so it does not support the thesis."

"Now the second piece: 'Many barons believed the taxes were too high.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (unfair taxes are why the barons acted), and leads to the idea that people push back when they feel treated unfairly."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Many barons believed the taxes were too high." (all three CSI checks pass) over "England was very different in the early 1200s." (fails at least one CSI check)

TEKS 7(C) · Evidence · Sheet 6 of 36 · Cluster 1 · Module 2 · slide 3 of 10

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

NOTICE

PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THESIS
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"They wanted clear limits on the king's authority."
Shows what the barons wanted as a result, clear limits on the king's authority.

"Most people worked on farms and lived in small villages."
A detail about daily life, but not about why the barons wanted the king to agree to it.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "They wanted clear limits on the king's authority." and "Most people worked on farms and lived in small villages.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "They wanted clear limits on the king's authority.", Shows what the barons wanted as a result, clear limits on the king's authority., "Most people worked on farms and lived in small villages.", A detail about daily life, but not about why the barons wanted the king to agree to it.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 6 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THESIS
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

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

Grading Wednesday's two R, Reactions pieces

"They wanted clear limits on the king's authority." 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 (the barons wanted limits on the king's power), and leads to the idea that fair government needs limits on power.

"Most people worked on farms and lived in small villages."

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

A detail about daily life in England, but it does not show why the barons wanted the king to agree to it, so it does not support the thesis.

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TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Most people worked on farms and lived in small villages.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A detail about daily life in England, but it does not show why the barons wanted the king to agree to it, so it does not support the thesis."

"Now the second piece: 'They wanted clear limits on the king's authority.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the barons wanted limits on the king's power), and leads to the idea that fair government needs limits on power."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They wanted clear limits on the king's authority." (all three CSI checks pass) over "Most people worked on farms and lived in small villages." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

OWN + DEFEND

PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THESIS
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Many barons believed the taxes were too high."
- "They wanted clear limits on the king's authority."

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.

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TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Many barons believed the taxes were too high.' and 'They wanted clear limits on the king's authority.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Many barons believed the taxes were too high." and "They wanted clear limits on the king's authority." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 6 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did the barons want the king to agree to the Magna Carta?

THESIS
The barons wanted the king to agree to the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

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 Promise Written Long Ago" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why did the barons want the king to sign the Magna Carta?

THESIS
The barons wanted the king to sign the Magna Carta because they believed his taxes and decisions were unfair, so they demanded clear limits on his power to protect the people.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"He spent large amounts of money fighting wars, and those wars were often unsuccessful."

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

True, and it explains one of the king's problems, but it describes his spending, not the reason the barons wanted the document signed.

"They felt the king was asking for money without listening to their concerns." BEST EVIDENCE

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

Connects directly and supports the thesis (the barons felt unheard and treated unfairly), and leads to the idea that people want leaders who listen.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'He spent large amounts of money fighting wars, and those wars were often unsuccessful.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it explains one of the king's problems, but it describes his spending, not the reason the barons wanted the document signed."

"And this second: 'They felt the king was asking for money without listening to their concerns.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (the barons felt unheard and treated unfairly), and leads to the idea that people want leaders who listen."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They felt the king was asking for money without listening to their concerns." (passes all three CSI checks) over "He spent large amounts of money fighting wars, and those wars were often unsuccessful."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 6 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that the barons wanted the king to be responsible for his decisions?

A **"The king collected heavy taxes and made unfair decisions."**

B **"They believed leaders should be responsible for their actions and should not be allowed to make decisions without considering the people they governed."**

C **"Over time, the Magna Carta became known as one of the most influential documents in history."**

D **"Kings held a great deal of power and made many decisions for the country."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that the barons wanted the king to be responsible for his decisions?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The king collected heavy taxes and made unfair decisions.' B: 'They believed leaders should be responsible for their actions and should not be allowed to make decisions without considering the people they governed.' C: 'Over time, the Magna Carta became known as one of the most influential documents in history.' D: 'Kings held a great deal of power and made many decisions for the country.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that the barons wanted the king to be responsible for his decisions?

A **"The king collected heavy taxes and made unfair decisions."**
TRUE BUT WRONG
True, but it describes what the king did, not what the barons wanted from him.

B **"They believed leaders should be responsible for their actions and should not be allowed to make decisions without considering the people they governed."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the barons wanted leaders to be responsible and to consider the people.

C **"Over time, the Magna Carta became known as one of the most influential documents in history."**
WRONG TIMELINE POINT
True, but it describes what happened long after the barons acted, not what they wanted at the time.

D **"Kings held a great deal of power and made many decisions for the country."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and related, but a reader would have to assume this general fact explains what the barons specifically wanted.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'They believed leaders should be responsible for their actions and should not be allowed to make decisions without considering the people they governed.' This proves the exact claim, the barons wanted leaders to be responsible and to consider the people."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The king collected heavy taxes and made unfair decisions.', True But Wrong. True, but it describes what the king did, not what the barons wanted from him."

"C: 'Over time, the Magna Carta became known as one of the most influential documents in history.', Wrong Timeline Point. True, but it describes what happened long after the barons acted, not what they wanted at the time."

"D: 'Kings held a great deal of power and made many decisions for the country.', Plausible But Requires An Assumption. True, and related, but a reader would have to assume this general fact explains what the barons specifically wanted."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "They believed leaders should be responsible for their actions and should not be allowed to make decisions without considering the people they governed.", This proves the exact claim, the barons wanted leaders to be responsible and to consider the people.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to agree to the Magna Carta.

LOCATE THE PASSAGE
"A Promise Written Long Ago" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to agree to the Magna Carta.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Promise Written Long Ago" (Nonfiction), and one job: answer the question, how did the barons respond when they felt the king was being unfair?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to agree to the Magna Carta."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Promise Written Long Ago" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to sign the Magna Carta.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"They organized together and demanded changes."

Names the action the barons took, they organized and demanded changes.

"Most people lived in small villages and worked on farms."

Background about daily life, but not the barons' response to the king.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "They organized together and demanded changes." and "Most people lived in small villages and worked on farms.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "They organized together and demanded changes.", Names the action the barons took, they organized and demanded changes., "Most people lived in small villages and worked on farms.", Background about daily life, but not the barons' response to the king.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to sign the Magna Carta.

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

Grading Monday's two A, Actions pieces

"They organized together and demanded changes." 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 (organizing and demanding change is how they responded), and leads to the idea that people are stronger when they work together.

"Most people lived in small villages and worked on farms."

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

Background about daily life, but it does not show how the barons responded, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Most people lived in small villages and worked on farms.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Background about daily life, but it does not show how the barons responded, so it does not support the thesis."

"Now the second piece: 'They organized together and demanded changes.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (organizing and demanding change is how they responded), and leads to the idea that people are stronger when they work together."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They organized together and demanded changes." (all three CSI checks pass) over "Most people lived in small villages and worked on farms." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to sign the Magna Carta.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Instead, they wanted him to agree to limits on his authority."

Shows the result the barons wanted, limits on the king's authority.

"Travel was difficult, and news spread slowly."

A detail about the time period, but not the barons' response.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Instead, they wanted him to agree to limits on his authority." and "Travel was difficult, and news spread slowly.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Instead, they wanted him to agree to limits on his authority.", Shows the result the barons wanted, limits on the king's authority., "Travel was difficult, and news spread slowly.", A detail about the time period, but not the barons' response.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to sign the Magna Carta.

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

Grading Wednesday's two R, Reactions pieces

"Instead, they wanted him to agree to limits on his authority." 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 (they wanted limits on the king's power), and leads to the idea that fair leadership needs limits.

"Travel was difficult, and news spread slowly."

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

A detail about the time period, but it does not show the barons' response, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Travel was difficult, and news spread slowly.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A detail about the time period, but it does not show the barons' response, so it does not support the thesis."

"Now the second piece: 'Instead, they wanted him to agree to limits on his authority.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (they wanted limits on the king's power), and leads to the idea that fair leadership needs limits."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Instead, they wanted him to agree to limits on his authority." (all three CSI checks pass) over "Travel was difficult, and news spread slowly." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to sign the Magna Carta.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "They organized together and demanded changes."
- "Instead, they wanted him to agree to limits on his authority."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'They organized together and demanded changes.' and 'Instead, they wanted him to agree to limits on his authority.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "They organized together and demanded changes." and "Instead, they wanted him to agree to limits on his authority." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 7 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to agree to the Magna Carta.

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 Promise Written Long Ago" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did the barons respond when they felt the king was being unfair?

THESIS
When the barons felt the king was being unfair, they organized together and demanded limits on his power, which led them to force King John to sign the Magna Carta.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"He spent large amounts of money fighting wars with other countries."

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

True, and it explains one of the king's problems, but it describes his spending, not how the barons responded.

"After months of conflict and negotiations, the barons forced King John to meet them at Runnymede, a grassy field near the River Thames."

BEST EVIDENCE

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

Connects directly and supports the thesis (they forced the meeting after long conflict), and leads to the idea that persistence can bring change.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'He spent large amounts of money fighting wars with other countries.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it explains one of the king's problems, but it describes his spending, not how the barons responded."

"And this second: 'After months of conflict and negotiations, the barons forced King John to meet them at Runnymede, a grassy field near the River Thames.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (they forced the meeting after long conflict), and leads to the idea that persistence can bring change."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "After months of conflict and negotiations, the barons forced King John to meet them at Runnymede, a grassy field near the River Thames." (passes all three CSI checks) over "He spent large amounts of money fighting wars with other countries."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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PROVE IT

Comprehension Question, Prove It

QUESTION

Which sentence from the passage best shows that the barons wanted to change the king's power, not remove him?

A **"The king collected heavy taxes and made unfair decisions."**

B **"Their goal was not to remove the king from power."**

C **"Although the sealing of the Magna Carta happened in a single location on a single day, its impact would last for centuries."**

D **"They believed even the king should not have complete power."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows that the barons wanted to change the king's power, not remove him?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'The king collected heavy taxes and made unfair decisions.' B: 'Their goal was not to remove the king from power.' C: 'Although the sealing of the Magna Carta happened in a single location on a single day, its impact would last for centuries.' D: 'They believed even the king should not have complete power.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 7 of 36 · Cluster 1 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows that the barons wanted to change the king's power, not remove him?

A **"The king collected heavy taxes and made unfair decisions."**
TRUE BUT WRONG
True, but it describes what the king did, not what the barons wanted to happen.

B **"Their goal was not to remove the king from power."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the barons did not want to remove the king, only to limit his power.

C **"Although the sealing of the Magna Carta happened in a single location on a single day, its impact would last for centuries."**
WRONG TIMELINE POINT
True, but it describes the impact after the signing, not what the barons wanted at the time.

D **"They believed even the king should not have complete power."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and related, but a reader would have to assume this general belief shows they wanted to change rather than remove him.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Their goal was not to remove the king from power.' This proves the exact claim, the barons did not want to remove the king, only to limit his power."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'The king collected heavy taxes and made unfair decisions.', True But Wrong. True, but it describes what the king did, not what the barons wanted to happen."

"C: 'Although the sealing of the Magna Carta happened in a single location on a single day, its impact would last for centuries.', Wrong Timeline Point. True, but it describes the impact after the signing, not what the barons wanted at the time."

"D: 'They believed even the king should not have complete power.', Plausible But Requires An Assumption. True, and related, but a reader would have to assume this general belief shows they wanted to change rather than remove him."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Their goal was not to remove the king from power.", This proves the exact claim, the barons did not want to remove the king, only to limit his power.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly.

LOCATE THE PASSAGE
"A Promise Written Long Ago" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did the barons lose trust in King John?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Promise Written Long Ago" (Nonfiction), and one job: answer the question, why did the barons lose trust in King John?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Promise Written Long Ago" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"He demanded payments from landowners and other groups throughout the kingdom."

Names what the king did, demanded payments from landowners across the kingdom.

"Roads were rough, and traveling long distances took a great deal of time."

Background about travel, but not a reason the barons lost trust.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "He demanded payments from landowners and other groups throughout the kingdom." and "Roads were rough, and traveling long distances took a great deal of time.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "He demanded payments from landowners and other groups throughout the kingdom.", Names what the king did, demanded payments from landowners across the kingdom., "Roads were rough, and traveling long distances took a great deal of time.", Background about travel, but not a reason the barons lost trust.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 8 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly.

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

Grading Monday's two A, Actions pieces

"He demanded payments from landowners and other groups throughout the kingdom." 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 (unfair demands for money), and leads to the idea that people lose trust when they feel used.

"Roads were rough, and traveling long distances took a great deal of time."

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

Background about travel, but it does not connect to why the barons lost trust, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Roads were rough, and traveling long distances took a great deal of time.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Background about travel, but it does not connect to why the barons lost trust, so it does not support the thesis."

"Now the second piece: 'He demanded payments from landowners and other groups throughout the kingdom.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (unfair demands for money), and leads to the idea that people lose trust when they feel used."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "He demanded payments from landowners and other groups throughout the kingdom." (all three CSI checks pass) over "Roads were rough, and traveling long distances took a great deal of time." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 8 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Promise Written Long Ago" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"As frustration grew, trust in the king began to decline."
Shows the effect, the barons' trust in the king declined.

"There were no cars, trains, or airplanes."
A detail about the time period, but not a reason the barons lost trust.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "As frustration grew, trust in the king began to decline." and "There were no cars, trains, or airplanes.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "As frustration grew, trust in the king began to decline.", Shows the effect, the barons' trust in the king declined., "There were no cars, trains, or airplanes.", A detail about the time period, but not a reason the barons lost trust.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly.

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

Grading Wednesday's two R, Reactions pieces

"As frustration grew, trust in the king began to decline." 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 (their trust declined), and leads to the idea that unfairness weakens trust over time.

"There were no cars, trains, or airplanes."

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

A detail about the time period, but it does not show why the barons lost trust, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'There were no cars, trains, or airplanes.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A detail about the time period, but it does not show why the barons lost trust, so it does not support the thesis."

"Now the second piece: 'As frustration grew, trust in the king began to decline.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (their trust declined), and leads to the idea that unfairness weakens trust over time."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "As frustration grew, trust in the king began to decline." (all three CSI checks pass) over "There were no cars, trains, or airplanes." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 8 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"He demanded payments from landowners and other groups throughout the kingdom."

"As frustration grew, trust in the king began to decline."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'He demanded payments from landowners and other groups throughout the kingdom.' and 'As frustration grew, trust in the king began to decline.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "He demanded payments from landowners and other groups throughout the kingdom." and "As frustration grew, trust in the king began to decline." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 8 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them 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 ""A Promise Written Long Ago" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 8 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why did the barons lose trust in King John?

THESIS
The barons lost trust in King John because he raised taxes they thought were unfair and ignored their concerns, so they no longer believed he was treating them fairly.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"He spent large amounts of money fighting wars against neighboring countries."

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

True, and it explains a challenge the king faced, but it describes his spending, not why the barons lost trust.

"They felt they were being forced to pay more and more money while receiving little in return." BEST EVIDENCE

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

Connects directly and supports the thesis (they felt used and unheard), and leads to the idea that fairness means giving and receiving in balance.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'He spent large amounts of money fighting wars against neighboring countries.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it explains a challenge the king faced, but it describes his spending, not why the barons lost trust."

"And this second: 'They felt they were being forced to pay more and more money while receiving little in return.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (they felt used and unheard), and leads to the idea that fairness means giving and receiving in balance."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They felt they were being forced to pay more and more money while receiving little in return." (passes all three CSI checks) over "He spent large amounts of money fighting wars against neighboring countries."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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PROVE IT

Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that the barons felt King John ignored them?

A **"King John became ruler of England in 1199."**

B **"They felt he ignored their concerns and made decisions without listening to anyone else."**

C **"In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England."**

D **"Many people believed these taxes were unfair."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that the barons felt King John ignored them?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'King John became ruler of England in 1199.' B: 'They felt he ignored their concerns and made decisions without listening to anyone else.' C: 'In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England.' D: 'Many people believed these taxes were unfair.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that the barons felt King John ignored them?

A **"King John became ruler of England in 1199."**
TRUE BUT WRONG
True, but it only tells when he became king, not how the barons felt.

B **"They felt he ignored their concerns and made decisions without listening to anyone else."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the barons felt the king ignored them and did not listen.

C **"In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England."**
WRONG TIMELINE POINT
True, but it describes the document's creation, not how the barons felt before it.

D **"Many people believed these taxes were unfair."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and related, but it is about many people, so a reader would have to assume it shows the barons in particular felt ignored.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'They felt he ignored their concerns and made decisions without listening to anyone else.' This proves the exact claim, the barons felt the king ignored them and did not listen."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'King John became ruler of England in 1199.', True But Wrong. True, but it only tells when he became king, not how the barons felt."

"C: 'In the year 1215, a very important document called the Magna Carta was created in a place called Runnymede, England.', Wrong Timeline Point. True, but it describes the document's creation, not how the barons felt before it."

"D: 'Many people believed these taxes were unfair.', Plausible But Requires An Assumption. True, and related, but it is about many people, so a reader would have to assume it shows the barons in particular felt ignored."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "They felt he ignored their concerns and made decisions without listening to anyone else.", This proves the exact claim, the barons felt the king ignored them and did not listen.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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TEKS 7(C)
EVIDENCE DECK
Grade 4 · Cluster 2

EVIDENCE

Sheet 9 of 36
Collecting & Using Text Evidence · Slide 1 of 10

PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

LOCATE THE PASSAGE
"The Energy We Use Everyday" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Energy We Use Everyday" (Nonfiction), and one job: answer the question, why can renewable resources be difficult to depend on?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Energy We Use Everyday" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Energy We Use Everyday" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Renewable energy sources are not always available."

States the limitation directly, renewable sources are not always available.

"Some of these resources are called renewable."

Names the category, but not why renewable resources are hard to depend on.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Renewable energy sources are not always available." and "Some of these resources are called renewable.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Renewable energy sources are not always available.", States the limitation directly, renewable sources are not always available., "Some of these resources are called renewable.", Names the category, but not why renewable resources are hard to depend on.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

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

Grading Monday's two K, Key Knowledge pieces

"Renewable energy sources are not always available." 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 (they are not always available), and leads to the idea that people must plan for times when the energy is low.

"Some of these resources are called renewable."

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

Connects to the topic of renewable resources, but naming the category does not show why they are hard to depend on, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Some of these resources are called renewable.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the topic of renewable resources, but naming the category does not show why they are hard to depend on, so it does not support the thesis."

"Now the second piece: 'Renewable energy sources are not always available.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (they are not always available), and leads to the idea that people must plan for times when the energy is low."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Renewable energy sources are not always available." (all three CSI checks pass) over "Some of these resources are called renewable." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Energy We Use Everyday" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"For example, solar energy depends on sunlight, and wind energy depends on weather conditions."

Shows why they are not always available, they depend on sunlight and weather.

"They do not run out easily, and they often cause less damage to the environment."

An advantage of renewable resources, not a limitation.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "For example, solar energy depends on sunlight, and wind energy depends on weather conditions." and "They do not run out easily, and they often cause less damage to the environment.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "For example, solar energy depends on sunlight, and wind energy depends on weather conditions.", Shows why they are not always available, they depend on sunlight and weather., "They do not run out easily, and they often cause less damage to the environment.", An advantage of renewable resources, not a limitation.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

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

Grading Wednesday's two R, Reactions pieces

"For example, solar energy depends on sunlight, and wind energy depends on weather conditions." 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 (availability depends on sunlight and weather), and leads to the idea that nature can be unpredictable.

"They do not run out easily, and they often cause less damage to the environment."

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

True and it connects to renewable resources, but it names advantages, not the limitation, so it does not support this thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'They do not run out easily, and they often cause less damage to the environment.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True and it connects to renewable resources, but it names advantages, not the limitation, so it does not support this thesis."

"Now the second piece: 'For example, solar energy depends on sunlight, and wind energy depends on weather conditions.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (availability depends on sunlight and weather), and leads to the idea that nature can be unpredictable."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "For example, solar energy depends on sunlight, and wind energy depends on weather conditions." (all three CSI checks pass) over "They do not run out easily, and they often cause less damage to the environment." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 9 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Renewable energy sources are not always available."

"For example, solar energy depends on sunlight, and wind energy depends on weather conditions."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Renewable energy sources are not always available.' and 'For example, solar energy depends on sunlight, and wind energy depends on weather conditions.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Renewable energy sources are not always available." and "For example, solar energy depends on sunlight, and wind energy depends on weather conditions." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 9 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

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 Energy We Use Everyday" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why can renewable resources be difficult to depend on?

THESIS
Renewable resources can be difficult to depend on because they are not always available, since solar energy needs sunlight and wind energy needs the right weather.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Nonrenewable resources provide a large and steady supply of energy, which makes them useful."

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

True, but it describes nonrenewable resources, not why renewable resources are hard to depend on.

"This can cause mismanagement of energy resources if people do not plan carefully." BEST EVIDENCE

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

Connects directly and supports the thesis (unreliable availability can cause mismanagement), and leads to the idea that careful planning is needed.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Nonrenewable resources provide a large and steady supply of energy, which makes them useful.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, but it describes nonrenewable resources, not why renewable resources are hard to depend on."

"And this second: 'This can cause mismanagement of energy resources if people do not plan carefully.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (unreliable availability can cause mismanagement), and leads to the idea that careful planning is needed."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "This can cause mismanagement of energy resources if people do not plan carefully." (passes all three CSI checks) over "Nonrenewable resources provide a large and steady supply of energy, which makes them useful."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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PROVE IT

Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that renewable energy is not always dependable?

A **"They do not run out easily, and they often cause less damage to the environment."**

B **"Renewable energy sources are not always available."**

C **"These include coal, oil, and natural gas, which form deep underground over millions of years."**

D **"The sun provides energy each day, and wind can be used to generate electricity."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that renewable energy is not always dependable?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'They do not run out easily, and they often cause less damage to the environment.' B: 'Renewable energy sources are not always available.' C: 'These include coal, oil, and natural gas, which form deep underground over millions of years.' D: 'The sun provides energy each day, and wind can be used to generate electricity.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that renewable energy is not always dependable?

A **"They do not run out easily, and they often cause less damage to the environment."**
TRUE BUT WRONG
True, but it describes an advantage of renewable resources, not why they are hard to depend on.

B **"Renewable energy sources are not always available."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, renewable energy is not always available, so it is not always dependable.

C **"These include coal, oil, and natural gas, which form deep underground over millions of years."**
WRONG TIMELINE POINT
True, but it describes how nonrenewable resources form, not why renewable energy is undependable.

D **"The sun provides energy each day, and wind can be used to generate electricity."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it suggests energy is available, so a reader would have to assume it shows renewable energy is undependable.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Renewable energy sources are not always available.' This proves the exact claim, renewable energy is not always available, so it is not always dependable."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'They do not run out easily, and they often cause less damage to the environment.', True But Wrong. True, but it describes an advantage of renewable resources, not why they are hard to depend on."

"C: 'These include coal, oil, and natural gas, which form deep underground over millions of years.', Wrong Timeline Point. True, but it describes how nonrenewable resources form, not why renewable energy is undependable."

"D: 'The sun provides energy each day, and wind can be used to generate electricity.', Plausible But Requires An Assumption. True, but it suggests energy is available, so a reader would have to assume it shows renewable energy is undependable."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Renewable energy sources are not always available.", This proves the exact claim, renewable energy is not always available, so it is not always dependable.

TEKS 7(C) · Evidence · Sheet 9 of 36 · Cluster 2 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

LOCATE THE PASSAGE
"Columbus's Arrival" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Columbus's Arrival" (Nonfiction), and one job: answer the question, why was Columbus's arrival important for Spain?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Columbus's Arrival" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Columbus's Arrival" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"By claiming the land, Columbus helped Spain begin to explore and settle in the Americas."

Names the action that mattered for Spain, claiming the land started its exploration and settlement.

"In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia."

Background about his original goal, but not why the arrival was important for Spain.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "By claiming the land, Columbus helped Spain begin to explore and settle in the Americas." and "In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "By claiming the land, Columbus helped Spain begin to explore and settle in the Americas.", Names the action that mattered for Spain, claiming the land started its exploration and settlement., "In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia.", Background about his original goal, but not why the arrival was important for Spain.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

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

Grading Monday's two A, Actions pieces

"By claiming the land, Columbus helped Spain begin to explore and settle in the Americas." 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 (claiming the land began Spain's exploration and settlement), and leads to the idea that one event can open the door to many others.

"In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia."

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

Connects to Columbus, but it describes his original goal, not why the arrival was important for Spain, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Columbus, but it describes his original goal, not why the arrival was important for Spain, so it does not support the thesis."

"Now the second piece: 'By claiming the land, Columbus helped Spain begin to explore and settle in the Americas.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (claiming the land began Spain's exploration and settlement), and leads to the idea that one event can open the door to many others."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "By claiming the land, Columbus helped Spain begin to explore and settle in the Americas." (all three CSI checks pass) over "In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Columbus's Arrival" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region."

Shows the effect, more expeditions and growing influence for Spain.

"Traveling to Asia by land could be difficult and costly."

Background about European trade, but not about Spain's growth.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region." and "Traveling to Asia by land could be difficult and costly.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region.", Shows the effect, more expeditions and growing influence for Spain., "Traveling to Asia by land could be difficult and costly.", Background about European trade, but not about Spain's growth.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

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

Grading Wednesday's two R, Reactions pieces

"This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region." 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 (more expeditions and growing influence), and leads to the idea that exploration can expand a country's power.

"Traveling to Asia by land could be difficult and costly."

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

Background about European trade routes, but it does not show why Columbus's arrival helped Spain grow, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Traveling to Asia by land could be difficult and costly.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Background about European trade routes, but it does not show why Columbus's arrival helped Spain grow, so it does not support the thesis."

"Now the second piece: 'This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (more expeditions and growing influence), and leads to the idea that exploration can expand a country's power."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region." (all three CSI checks pass) over "Traveling to Asia by land could be difficult and costly." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 10 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"By claiming the land, Columbus helped Spain begin to explore and settle in the Americas."

"This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'By claiming the land, Columbus helped Spain begin to explore and settle in the Americas.' and 'This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "By claiming the land, Columbus helped Spain begin to explore and settle in the Americas." and "This was important because it led to more Spanish expeditions and the growth of Spain's influence in the region." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 10 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

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 ""Columbus's Arrival" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 10 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why was Columbus's arrival important for Spain?

THESIS
Columbus's arrival was important for Spain because it led to more expeditions and settlements, which helped Spain grow its influence in the Americas.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"Columbus and his crew also brought their beliefs with them."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it connects to Columbus, but it describes spreading beliefs, not why his arrival helped Spain grow.

"As more explorers arrived, Spain established settlements in different areas." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (new settlements grew Spain's presence in the Americas), and leads to the idea that settlement builds lasting influence.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Columbus and his crew also brought their beliefs with them.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it connects to Columbus, but it describes spreading beliefs, not why his arrival helped Spain grow."

"And this second: 'As more explorers arrived, Spain established settlements in different areas.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (new settlements grew Spain's presence in the Americas), and leads to the idea that settlement builds lasting influence."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "As more explorers arrived, Spain established settlements in different areas." (passes all three CSI checks) over "Columbus and his crew also brought their beliefs with them."

CHECK FOR UNDERSTANDING
Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION
Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION
"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE
Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)
Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 10 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that Columbus's voyage connected Europe and the Americas?

A **"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."**

B **"Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas."**

C **"Columbus believed that sailing west across the Atlantic Ocean would be a quicker way to reach Asia."**

D **"They wanted to spread Christianity to the people they met."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that Columbus's voyage connected Europe and the Americas?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.' B: 'Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas.' C: 'Columbus believed that sailing west across the Atlantic Ocean would be a quicker way to reach Asia.' D: 'They wanted to spread Christianity to the people they met.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 10 of 36 · Cluster 2 · Module 2 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that Columbus's voyage connected Europe and the Americas?

A **"When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there."**
TRUE BUT WRONG
True, but it describes claiming the land, not how the two regions became connected.

B **"Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, ships carrying people, goods, and ideas connected Europe and the Americas.

C **"Columbus believed that sailing west across the Atlantic Ocean would be a quicker way to reach Asia."**
WRONG TIMELINE POINT
True, but it describes his belief before the voyage, not the connection the voyage created.

D **"They wanted to spread Christianity to the people they met."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and related, but a reader would have to assume this goal shows the two regions were connected.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas.' This proves the exact claim, ships carrying people, goods, and ideas connected Europe and the Americas."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'When he arrived, he claimed the land for Spain, even though Native American groups such as the Taino and the Carib already lived there.', True But Wrong. True, but it describes claiming the land, not how the two regions became connected."

"C: 'Columbus believed that sailing west across the Atlantic Ocean would be a quicker way to reach Asia.', Wrong Timeline Point. True, but it describes his belief before the voyage, not the connection the voyage created."

"D: 'They wanted to spread Christianity to the people they met.', Plausible But Requires An Assumption. True, and related, but a reader would have to assume this goal shows the two regions were connected."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas.", This proves the exact claim, ships carrying people, goods, and ideas connected Europe and the Americas.

TEKS 7(C) · Evidence · Sheet 10 of 36 · Cluster 2 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

LOCATE THE PASSAGE
"Columbus's Arrival" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Columbus's Arrival" (Nonfiction), and one job: answer the question, why was Columbus able to make his voyage across the Atlantic Ocean?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Columbus's Arrival" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 11 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Columbus's Arrival" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage."
Names who made the voyage possible, the king and queen agreed to support it.

"Columbus was born in Genoa, in what is now Italy, but he sailed for Spain."
Background about Columbus, but not why he was able to make the voyage.

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TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage." and "Columbus was born in Genoa, in what is now Italy, but he sailed for Spain.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage.", Names who made the voyage possible, the king and queen agreed to support it., "Columbus was born in Genoa, in what is now Italy, but he sailed for Spain.", Background about Columbus, but not why he was able to make the voyage.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

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

Grading Monday's two K, Key Knowledge pieces

"However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage." 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 (the king and queen's support made it possible), and leads to the idea that big journeys often need help from others.

"Columbus was born in Genoa, in what is now Italy, but he sailed for Spain."

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

Connects to Columbus, but it is background, not what allowed him to make the voyage, so it does not support the thesis.

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TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Columbus was born in Genoa, in what is now Italy, but he sailed for Spain.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Columbus, but it is background, not what allowed him to make the voyage, so it does not support the thesis."

"Now the second piece: 'However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the king and queen's support made it possible), and leads to the idea that big journeys often need help from others."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage." (all three CSI checks pass) over "Columbus was born in Genoa, in what is now Italy, but he sailed for Spain." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

NOTICE

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Columbus's Arrival" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"They provided ships, supplies, and crew members."
The action that made the voyage possible, they provided ships, supplies, and crew.

"The crew spent weeks at sea without seeing land."
A detail during the voyage, but not why he was able to begin it.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "They provided ships, supplies, and crew members." and "The crew spent weeks at sea without seeing land.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "They provided ships, supplies, and crew members.", The action that made the voyage possible, they provided ships, supplies, and crew., "The crew spent weeks at sea without seeing land.", A detail during the voyage, but not why he was able to begin it.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 11 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

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

Grading Wednesday's two A, Actions pieces

"They provided ships, supplies, and crew members." 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 (the ships, supplies, and crew made the voyage possible), and leads to the idea that a plan needs resources to succeed.

"The crew spent weeks at sea without seeing land."

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

Describes what happened during the voyage, but it does not show why Columbus was able to begin it, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The crew spent weeks at sea without seeing land.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes what happened during the voyage, but it does not show why Columbus was able to begin it, so it does not support the thesis."

"Now the second piece: 'They provided ships, supplies, and crew members.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the ships, supplies, and crew made the voyage possible), and leads to the idea that a plan needs resources to succeed."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They provided ships, supplies, and crew members." (all three CSI checks pass) over "The crew spent weeks at sea without seeing land." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 11 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage."
- "They provided ships, supplies, and crew members."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage.' and 'They provided ships, supplies, and crew members.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "However, King Ferdinand and Queen Isabella of Spain agreed to support the voyage." and "They provided ships, supplies, and crew members." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 11 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

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 ""Columbus's Arrival" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 11 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why was Columbus able to make his voyage across the Atlantic Ocean?

THESIS
Columbus was able to make his voyage because King Ferdinand and Queen Isabella of Spain agreed to support it by providing ships, supplies, and crew members.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Many people doubted his plan because they believed the journey would be too long."

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

True, and it connects to the voyage, but it describes the doubt others had, not what allowed Columbus to sail.

"Columbus set sail with three ships called the Niña, the Pinta, and the Santa María." BEST EVIDENCE

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

Connects directly and supports the thesis (with the ships he was given, he set sail), and leads to the idea that support turns a plan into action.

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Grade 4 • Cluster 2 • Evidence • ANSWER KEY

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Many people doubted his plan because they believed the journey would be too long.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it connects to the voyage, but it describes the doubt others had, not what allowed Columbus to sail."

"And this second: 'Columbus set sail with three ships called the Niña, the Pinta, and the Santa María.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (with the ships he was given, he set sail), and leads to the idea that support turns a plan into action."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Columbus set sail with three ships called the Niña, the Pinta, and the Santa María." (passes all three CSI checks) over "Many people doubted his plan because they believed the journey would be too long."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 11 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows that Columbus faced doubt before his voyage?

A **"In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia."**

B **"Many people doubted his plan because they believed the journey would be too long."**

C **"Some sailors became worried and wanted to turn back."**

D **"Columbus believed he could reach Asia more quickly by sailing west across the Atlantic Ocean."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows that Columbus faced doubt before his voyage?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia.' B: 'Many people doubted his plan because they believed the journey would be too long.' C: 'Some sailors became worried and wanted to turn back.' D: 'Columbus believed he could reach Asia more quickly by sailing west across the Atlantic Ocean.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 11 of 36 · Cluster 2 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows that Columbus faced doubt before his voyage?

A **"In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia."**
TRUE BUT WRONG
True, but it describes the voyage itself, not the doubt people had beforehand.

B **"Many people doubted his plan because they believed the journey would be too long."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, many people doubted the plan before the voyage began.

C **"Some sailors became worried and wanted to turn back."**
WRONG TIMELINE POINT
True, but that worry happened during the voyage, not before it.

D **"Columbus believed he could reach Asia more quickly by sailing west across the Atlantic Ocean."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it shows Columbus's own belief, so a reader would have to assume it shows other people doubted him.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Many people doubted his plan because they believed the journey would be too long.' This proves the exact claim, many people doubted the plan before the voyage began."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'In 1492, Christopher Columbus sailed across the Atlantic Ocean searching for a new route to Asia.', True But Wrong. True, but it describes the voyage itself, not the doubt people had beforehand."

"C: 'Some sailors became worried and wanted to turn back.', Wrong Timeline Point. True, but that worry happened during the voyage, not before it."

"D: 'Columbus believed he could reach Asia more quickly by sailing west across the Atlantic Ocean.', Plausible But Requires An Assumption. True, but it shows Columbus's own belief, so a reader would have to assume it shows other people doubted him."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Many people doubted his plan because they believed the journey would be too long.", This proves the exact claim, many people doubted the plan before the voyage began.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

LOCATE THE PASSAGE
"The Energy We Use Everyday" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why do many people support using renewable resources?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Energy We Use Everyday" (Nonfiction), and one job: answer the question, why do many people support using renewable resources?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Energy We Use Everyday" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 12 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Energy We Use Everyday" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Another advantage of renewable resources is that they often produce less pollution."
Names a reason people support renewable resources, they produce less pollution.

"Wind turbines use moving air to generate power."
An example of how renewable energy works, but not why people support it.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Another advantage of renewable resources is that they often produce less pollution." and "Wind turbines use moving air to generate power.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Another advantage of renewable resources is that they often produce less pollution.", Names a reason people support renewable resources, they produce less pollution., "Wind turbines use moving air to generate power.", An example of how renewable energy works, but not why people support it.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

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

Grading Monday's two K, Key Knowledge pieces

"Another advantage of renewable resources is that they often produce less pollution." 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 (less pollution is why people support them), and leads to the idea that cleaner energy helps everyone.

"Wind turbines use moving air to generate power."

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

Connects to renewable resources, but it describes how they work, not why people support them, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Wind turbines use moving air to generate power.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to renewable resources, but it describes how they work, not why people support them, so it does not support the thesis."

"Now the second piece: 'Another advantage of renewable resources is that they often produce less pollution.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (less pollution is why people support them), and leads to the idea that cleaner energy helps everyone."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Another advantage of renewable resources is that they often produce less pollution." (all three CSI checks pass) over "Wind turbines use moving air to generate power." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Energy We Use Everyday" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"This helps reduce the amount of harmful gases released into the air."

Shows the effect people value, fewer harmful gases in the air.

"Some schools have installed solar panels on rooftops to help lower electricity costs."

An example of use, but the reason here is cost, not the environment.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "This helps reduce the amount of harmful gases released into the air." and "Some schools have installed solar panels on rooftops to help lower electricity costs.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "This helps reduce the amount of harmful gases released into the air.", Shows the effect people value, fewer harmful gases in the air., "Some schools have installed solar panels on rooftops to help lower electricity costs.", An example of use, but the reason here is cost, not the environment.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 12 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

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

Grading Wednesday's two R, Reactions pieces

"This helps reduce the amount of harmful gases released into the air." 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 (reducing harmful gases protects the environment), and leads to the idea that clean air matters to communities.

"Some schools have installed solar panels on rooftops to help lower electricity costs."

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

Connects to renewable use, but the reason given here is cost, not the environmental protection the thesis names, so it does not support this thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Some schools have installed solar panels on rooftops to help lower electricity costs.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to renewable use, but the reason given here is cost, not the environmental protection the thesis names, so it does not support this thesis."

"Now the second piece: 'This helps reduce the amount of harmful gases released into the air.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (reducing harmful gases protects the environment), and leads to the idea that clean air matters to communities."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "This helps reduce the amount of harmful gases released into the air." (all three CSI checks pass) over "Some schools have installed solar panels on rooftops to help lower electricity costs." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Another advantage of renewable resources is that they often produce less pollution."

"This helps reduce the amount of harmful gases released into the air."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Another advantage of renewable resources is that they often produce less pollution.' and 'This helps reduce the amount of harmful gases released into the air.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Another advantage of renewable resources is that they often produce less pollution." and "This helps reduce the amount of harmful gases released into the air." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 12 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

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 Energy We Use Everyday" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why do many people support using renewable resources?

THESIS
Many people support using renewable resources because they can be replaced naturally and produce less pollution, which helps protect the environment while still providing energy.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Water flowing through dams can also be used to produce electricity."

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

True, and it shows one way renewable energy is made, but it does not explain why people support renewable resources.

"Many people support the use of renewable resources because they can help protect the environment while still providing energy."

BEST EVIDENCE

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

Connects directly and supports the thesis (they protect the environment while still providing energy), and leads to the idea that people choose energy that does the least harm.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Water flowing through dams can also be used to produce electricity.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows one way renewable energy is made, but it does not explain why people support renewable resources."

"And this second: 'Many people support the use of renewable resources because they can help protect the environment while still providing energy.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (they protect the environment while still providing energy), and leads to the idea that people choose energy that does the least harm."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Many people support the use of renewable resources because they can help protect the environment while still providing energy." (passes all three CSI checks) over "Water flowing through dams can also be used to produce electricity."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 12 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that renewable resources are better for the environment?

A **"Farmers grow plants that can be used for food, fuel, and other products."**

B **"Solar panels and wind turbines generate electricity without burning fuel."**

C **"Communities around the world are increasing their use of renewable resources."**

D **"Because these resources can be replaced naturally, many people believe they are important for the future."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that renewable resources are better for the environment?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Farmers grow plants that can be used for food, fuel, and other products.' B: 'Solar panels and wind turbines generate electricity without burning fuel.' C: 'Communities around the world are increasing their use of renewable resources.' D: 'Because these resources can be replaced naturally, many people believe they are important for the future.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 12 of 36 · Cluster 2 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that renewable resources are better for the environment?

A **"Farmers grow plants that can be used for food, fuel, and other products."**
TRUE BUT WRONG
True, but it describes a use of renewable resources, not an environmental benefit.

B **"Solar panels and wind turbines generate electricity without burning fuel."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, generating electricity without burning fuel is better for the environment.

C **"Communities around the world are increasing their use of renewable resources."**
WRONG TIMELINE POINT
True, but it describes a growing trend today, not why renewable resources are better for the environment.

D **"Because these resources can be replaced naturally, many people believe they are important for the future."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, and related, but a reader would have to assume being important for the future means better for the environment.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Solar panels and wind turbines generate electricity without burning fuel.' This proves the exact claim, generating electricity without burning fuel is better for the environment."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Farmers grow plants that can be used for food, fuel, and other products.', True But Wrong. True, but it describes a use of renewable resources, not an environmental benefit."

"C: 'Communities around the world are increasing their use of renewable resources.', Wrong Timeline Point. True, but it describes a growing trend today, not why renewable resources are better for the environment."

"D: 'Because these resources can be replaced naturally, many people believe they are important for the future.', Plausible But Requires An Assumption. True, and related, but a reader would have to assume being important for the future means better for the environment."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Solar panels and wind turbines generate electricity without burning fuel.", This proves the exact claim, generating electricity without burning fuel is better for the environment.

TEKS 7(C) · Evidence · Sheet 12 of 36 · Cluster 2 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

LOCATE THE PASSAGE
"A Lone Star Choice" (Poetry)

THIS WEEK'S PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Lone Star Choice" (Poetry), and one job: answer the question, how did Texas's choice to join the United States affect the country?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Lone Star Choice" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 13 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Lone Star Choice" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Soon a war began to rise,"
Names an effect of the choice, a war began.

"Leaders talked both day and night,"
Shows leaders discussing before the choice, not an effect on the country.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Soon a war began to rise," and "Leaders talked both day and night,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Soon a war began to rise,", Names an effect of the choice, a war began., "Leaders talked both day and night,", Shows leaders discussing before the choice, not an effect on the country.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

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

Grading Monday's two A, Actions pieces

"Soon a war began to rise," 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 (the choice led to a war), and leads to the idea that big decisions can bring conflict.

"Leaders talked both day and night,"

- ✓ 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 happened before the choice, so it does not show an effect on the country and does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Leaders talked both day and night,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 happened before the choice, so it does not show an effect on the country and does not support the thesis."

"Now the second piece: 'Soon a war began to rise,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the choice led to a war), and leads to the idea that big decisions can bring conflict."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Soon a war began to rise," (all three CSI checks pass) over "Leaders talked both day and night," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Lone Star Choice" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"The U.S. gained land across the West,"
A clear effect on the country, it gained new land.

"Texas stood beneath wide skies,"
Sets the scene, but not an effect of the choice.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "The U.S. gained land across the West," and "Texas stood beneath wide skies,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "The U.S. gained land across the West,", A clear effect on the country, it gained new land., "Texas stood beneath wide skies,", Sets the scene, but not an effect of the choice.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

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

Grading Wednesday's two R, Reactions pieces

"The U.S. gained land across the West," 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 (the country gained new land), and leads to the idea that one choice can reshape a whole nation.

"Texas stood beneath wide skies,"

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

Sets the scene at the start of the poem, but it does not show an effect of the choice, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Texas stood beneath wide skies,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Sets the scene at the start of the poem, but it does not show an effect of the choice, so it does not support the thesis."

"Now the second piece: 'The U.S. gained land across the West,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the country gained new land), and leads to the idea that one choice can reshape a whole nation."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The U.S. gained land across the West," (all three CSI checks pass) over "Texas stood beneath wide skies," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 13 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Soon a war began to rise,"
- "The U.S. gained land across the West,"

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Soon a war began to rise,' and 'The U.S. gained land across the West,' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Soon a war began to rise," and "The U.S. gained land across the West," back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 13 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

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 Lone Star Choice" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How did Texas's choice to join the United States affect the country?

THESIS
Texas's choice to join the United States led to a war with Mexico and gained the U.S. new land across the West, which changed the map and shaped history.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"And anger grew for all to see."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows Mexico's reaction, but it describes anger, not the effect on the United States that the prompt asks about.

"But its effects were strong and vast." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (the choice and the war had strong, vast effects), and leads to the idea that some decisions change history for a long time.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'And anger grew for all to see.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows Mexico's reaction, but it describes anger, not the effect on the United States that the prompt asks about."

"And this second: 'But its effects were strong and vast.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (the choice and the war had strong, vast effects), and leads to the idea that some decisions change history for a long time."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "But its effects were strong and vast." (passes all three CSI checks) over "And anger grew for all to see."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 13 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best shows that Texas's choice changed the United States?

A **"Texas stood beneath wide skies,"**

B **"The U.S. gained land across the West,"**

C **"Leaders talked both day and night,"**

D **"Its story still helps people see"**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the poem best shows that Texas's choice changed the United States?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Texas stood beneath wide skies,' B: 'The U.S. gained land across the West,' C: 'Leaders talked both day and night,' D: 'Its story still helps people see'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 13 of 36 · Cluster 3 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line from the poem best shows that Texas's choice changed the United States?

A **"Texas stood beneath wide skies,"**
TRUE BUT WRONG
True, but it sets the scene at the start, not a change to the country.

B **"The U.S. gained land across the West,"**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the country gained new land because of Texas's choice.

C **"Leaders talked both day and night,"**
WRONG TIMELINE POINT
True, but it happened before the choice was made, not the change it caused.

D **"Its story still helps people see"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about the lesson of the story, so a reader would have to assume it shows the country changed.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'The U.S. gained land across the West,' This proves the exact claim, the country gained new land because of Texas's choice."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Texas stood beneath wide skies,', True But Wrong. True, but it sets the scene at the start, not a change to the country."

"C: 'Leaders talked both day and night,', Wrong Timeline Point. True, but it happened before the choice was made, not the change it caused."

"D: 'Its story still helps people see', Plausible But Requires An Assumption. True, but it is about the lesson of the story, so a reader would have to assume it shows the country changed."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "The U.S. gained land across the West,", This proves the exact claim, the country gained new land because of Texas's choice.

TEKS 7(C) · Evidence · Sheet 13 of 36 · Cluster 3 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

LOCATE THE PASSAGE
"Making It Happen" (Drama)

THIS WEEK'S PROMPT (WHY)
How did patrons help artists in the past?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Making It Happen" (Drama), and one job: answer the question, how did patrons help artists in the past?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Making It Happen" (Drama) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 14 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Making It Happen" (Drama)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"So wealthy people, called patrons, would help them."

Names who helped artists, wealthy people called patrons.

"A long time ago, artists didn't always have money to do their work."

Background about the problem, but not how patrons helped.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "So wealthy people, called patrons, would help them." and "A long time ago, artists didn't always have money to do their work.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "So wealthy people, called patrons, would help them.", Names who helped artists, wealthy people called patrons., "A long time ago, artists didn't always have money to do their work.", Background about the problem, but not how patrons helped.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

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

Grading Monday's two K, Key Knowledge pieces

"So wealthy people, called patrons, would help 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 to the prompt, supports the thesis (patrons were the wealthy people who helped), and leads to the idea that creators often need others to believe in them.

"A long time ago, artists didn't always have money to do their work."

- ✓ 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 describes the problem, not how patrons helped, so it does not support the thesis on its own.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A long time ago, artists didn't always have money to do their work.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 describes the problem, not how patrons helped, so it does not support the thesis on its own."

"Now the second piece: 'So wealthy people, called patrons, would help them.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (patrons were the wealthy people who helped), and leads to the idea that creators often need others to believe in them."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "So wealthy people, called patrons, would help them." (all three CSI checks pass) over "A long time ago, artists didn't always have money to do their work." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Making It Happen" (Drama)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"They believed in the artist or the idea, so they helped make it happen."

Shows what patrons did, they believed in the idea and helped make it happen.

"Many artists, writers, and inventors depended on support from others."

A general statement, but not specifically how patrons helped.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "They believed in the artist or the idea, so they helped make it happen." and "Many artists, writers, and inventors depended on support from others.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "They believed in the artist or the idea, so they helped make it happen.", Shows what patrons did, they believed in the idea and helped make it happen., "Many artists, writers, and inventors depended on support from others.", A general statement, but not specifically how patrons helped.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 14 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

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

Grading Wednesday's two A, Actions pieces

"They believed in the artist or the idea, so they helped make it happen." 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 (patrons helped make ideas happen), and leads to the idea that belief and money together turn ideas into reality.

"Many artists, writers, and inventors depended on support from others."

- ✓ 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 is a general statement about needing support, not specifically how patrons helped, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Many artists, writers, and inventors depended on support from others.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 is a general statement about needing support, not specifically how patrons helped, so it does not support the thesis."

"Now the second piece: 'They believed in the artist or the idea, so they helped make it happen.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (patrons helped make ideas happen), and leads to the idea that belief and money together turn ideas into reality."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They believed in the artist or the idea, so they helped make it happen." (all three CSI checks pass) over "Many artists, writers, and inventors depended on support from others." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"So wealthy people, called patrons, would help them."

"They believed in the artist or the idea, so they helped make it happen."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'So wealthy people, called patrons, would help them.' and 'They believed in the artist or the idea, so they helped make it happen.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "So wealthy people, called patrons, would help them." and "They believed in the artist or the idea, so they helped make it happen." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 14 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

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 ""Making It Happen" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did patrons help artists in the past?

THESIS
In the past, patrons helped artists by giving them money to do their work, which allowed important ideas to become real.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"That must have made a big difference."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it reacts to the idea, but it does not explain how patrons actually helped artists.

"Without that help, some important ideas might never have become real." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (patron help let important ideas become real), and leads to the idea that support can change what is possible.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'That must have made a big difference.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it reacts to the idea, but it does not explain how patrons actually helped artists."

"And this second: 'Without that help, some important ideas might never have become real.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (patron help let important ideas become real), and leads to the idea that support can change what is possible."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Without that help, some important ideas might never have become real." (passes all three CSI checks) over "That must have made a big difference."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 14 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the drama best supports the idea that patrons were important to artists in the past?

A **"A long time ago, artists didn't always have money to do their work."**

B **"Without that help, some important ideas might never have become real."**

C **"how do people actually turn ideas into real stuff?"**

D **"That must have made a big difference."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the drama best supports the idea that patrons were important to artists in the past?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'A long time ago, artists didn't always have money to do their work.' B: 'Without that help, some important ideas might never have become real.' C: 'how do people actually turn ideas into real stuff?' D: 'That must have made a big difference.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line from the drama best supports the idea that patrons were important to artists in the past?

A **"A long time ago, artists didn't always have money to do their work."**
TRUE BUT WRONG
True, but it describes the problem artists faced, not why patrons were important.

B **"Without that help, some important ideas might never have become real."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, without patron help some important ideas would never have happened.

C **"how do people actually turn ideas into real stuff?"**
WRONG TIMELINE POINT
True, but it is the opening question, asked before the explanation about patrons.

D **"That must have made a big difference."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a reaction, so a reader would have to assume it explains why patrons were important.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Without that help, some important ideas might never have become real.' This proves the exact claim, without patron help some important ideas would never have happened."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'A long time ago, artists didn't always have money to do their work.', True But Wrong. True, but it describes the problem artists faced, not why patrons were important."

"C: 'how do people actually turn ideas into real stuff?', Wrong Timeline Point. True, but it is the opening question, asked before the explanation about patrons."

"D: 'That must have made a big difference.', Plausible But Requires An Assumption. True, but it is a reaction, so a reader would have to assume it explains why patrons were important."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Without that help, some important ideas might never have become real.", This proves the exact claim, without patron help some important ideas would never have happened.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

LOCATE THE PASSAGE
"A Lone Star Choice" (Poetry)

THIS WEEK'S PROMPT (WHY)
How did people feel about Texas joining the United States?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Lone Star Choice" (Poetry), and one job: answer the question, how did people feel about Texas joining the United States?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Lone Star Choice" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Lone Star Choice" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Some believed the nation would grow,"
Shows a hopeful reaction, some people thought the nation would grow.

"Leaders talked both day and night,"
Shows leaders discussing, but not how people felt about joining.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is R for Reactions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Some believed the nation would grow," and "Leaders talked both day and night,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Some believed the nation would grow,", Shows a hopeful reaction, some people thought the nation would grow., "Leaders talked both day and night,", Shows leaders discussing, but not how people felt about joining.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Reactions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (R) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 15 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

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

Grading Monday's two R, Reactions pieces

"Some believed the nation would 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, supports the thesis (some felt hopeful the nation would grow), and leads to the idea that a big choice can bring hope to some people.

"Leaders talked both day and night,"

- ✓ 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 shows discussion, not how people felt about joining, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Leaders talked both day and night,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 shows discussion, not how people felt about joining, so it does not support the thesis."

"Now the second piece: 'Some believed the nation would grow,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (some felt hopeful the nation would grow), and leads to the idea that a big choice can bring hope to some people."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Some believed the nation would grow," (all three CSI checks pass) over "Leaders talked both day and night," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""A Lone Star Choice" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Others worried what might come,"
Shows a worried reaction to Texas joining.

"In 1845, a change was made,"
States when the change happened, not how people felt.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Others worried what might come," and "In 1845, a change was made,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Others worried what might come,", Shows a worried reaction to Texas joining., "In 1845, a change was made,", States when the change happened, not how people felt.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

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

Grading Wednesday's two R, Reactions pieces

"Others worried what might come," 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 (some felt worried about the change), and leads to the idea that the same choice can worry other people.

"In 1845, a change was made,"

- ✓ 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 states when the change happened, not how people felt, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'In 1845, a change was made,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 states when the change happened, not how people felt, so it does not support the thesis."

"Now the second piece: 'Others worried what might come,' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (some felt worried about the change), and leads to the idea that the same choice can worry other people."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Others worried what might come," (all three CSI checks pass) over "In 1845, a change was made," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Some believed the nation would grow,"
- "Others worried what might come,"

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Some believed the nation would grow,' and 'Others worried what might come,' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Some believed the nation would grow," and "Others worried what might come," back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 15 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

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 Lone Star Choice" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did people feel about Texas joining the United States?

THESIS
People had mixed feelings about Texas joining the United States, because some believed the nation would grow stronger, while others worried that statehood might change its laws and leaders.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Wondering what the choice was about."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows uncertainty, but it does not clearly show the hopeful and worried feelings about joining.

"Some were hopeful, while others felt hopeless." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (people had mixed feelings, some hopeful and some hopeless), and leads to the idea that a single choice can divide how people feel.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Wondering what the choice was about.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows uncertainty, but it does not clearly show the hopeful and worried feelings about joining."

"And this second: 'Some were hopeful, while others felt hopeless.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (people had mixed feelings, some hopeful and some hopeless), and leads to the idea that a single choice can divide how people feel."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Some were hopeful, while others felt hopeless." (passes all three CSI checks) over "Wondering what the choice was about."

CHECK FOR UNDERSTANDING
Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION
Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION
"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE
Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)
Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 15 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best shows that some people worried about Texas becoming a state?

A **"Some believed the nation would grow,"**

B **"Would laws and leaders stay the same?"**

C **"The U.S. gained land across the West,"**

D **"To prosper, learn, and keep its pace."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the poem best shows that some people worried about Texas becoming a state?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Some believed the nation would grow,' B: 'Would laws and leaders stay the same?' C: 'The U.S. gained land across the West,' D: 'To prosper, learn, and keep its pace.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best shows that some people worried about Texas becoming a state?

A **"Some believed the nation would grow,"**
TRUE BUT WRONG
True, but it shows hope, not worry, about Texas becoming a state.

B **"Would laws and leaders stay the same?"**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the worried question asks whether statehood would change the laws and leaders.

C **"The U.S. gained land across the West,"**
WRONG TIMELINE POINT
True, but it describes an effect after the war, not a worry before statehood.

D **"To prosper, learn, and keep its pace."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes prospering and hope, so a reader would have to assume it shows worry.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Would laws and leaders stay the same?' This proves the exact claim, the worried question asks whether statehood would change the laws and leaders."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Some believed the nation would grow,', True But Wrong. True, but it shows hope, not worry, about Texas becoming a state."

"C: 'The U.S. gained land across the West,', Wrong Timeline Point. True, but it describes an effect after the war, not a worry before statehood."

"D: 'To prosper, learn, and keep its pace.', Plausible But Requires An Assumption. True, but it describes prospering and hope, so a reader would have to assume it shows worry."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Would laws and leaders stay the same?", This proves the exact claim, the worried question asks whether statehood would change the laws and leaders.

TEKS 7(C) · Evidence · Sheet 15 of 36 · Cluster 3 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

LOCATE THE PASSAGE
"Making It Happen" (Drama)

THIS WEEK'S PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Making It Happen" (Drama), and one job: answer the question, how is helping ideas today similar to helping ideas in the past?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Making It Happen" (Drama) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Making It Happen" (Drama)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"So people still need others to believe in them?"

Shows the similarity, people still need others to believe in them today.

"A long time ago, artists didn't always have money to do their work."

Background about the past, but not about needing support today.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is R for Reactions."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "So people still need others to believe in them?" and "A long time ago, artists didn't always have money to do their work.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "So people still need others to believe in them?", Shows the similarity, people still need others to believe in them today., "A long time ago, artists didn't always have money to do their work.", Background about the past, but not about needing support today.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Reactions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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CHOOSE

PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

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

Grading Monday's two R, Reactions pieces

"So people still need others to believe in 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 to the prompt, supports the thesis (people still need support today), and leads to the idea that some needs stay the same across time.

"A long time ago, artists didn't always have money to do their work."

- ✓ 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 describes the past problem, not that people still need support today, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A long time ago, artists didn't always have money to do their work.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 describes the past problem, not that people still need support today, so it does not support the thesis."

"Now the second piece: 'So people still need others to believe in them?' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (people still need support today), and leads to the idea that some needs stay the same across time."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "So people still need others to believe in them?" (all three CSI checks pass) over "A long time ago, artists didn't always have money to do their work." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Making It Happen" (Drama)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Many artists, writers, and inventors depended on support from others."
Shows the past need for support, which connects to the idea that support still matters.

"That must have made a big difference."
A reaction to the past, but not about the ongoing need for support.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Many artists, writers, and inventors depended on support from others." and "That must have made a big difference.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Many artists, writers, and inventors depended on support from others.", Shows the past need for support, which connects to the idea that support still matters., "That must have made a big difference.", A reaction to the past, but not about the ongoing need for support.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

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

Grading Wednesday's two K, Key Knowledge pieces

"Many artists, writers, and inventors depended on support from others." 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 (people have long depended on support), and leads to the idea that the need for support is not new.

"That must have made a big difference."

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

A reaction to the past, but it does not show the ongoing need for support, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'That must have made a big difference.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A reaction to the past, but it does not show the ongoing need for support, so it does not support the thesis."

"Now the second piece: 'Many artists, writers, and inventors depended on support from others.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (people have long depended on support), and leads to the idea that the need for support is not new."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Many artists, writers, and inventors depended on support from others." (all three CSI checks pass) over "That must have made a big

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "So people still need others to believe in them?"
- "Many artists, writers, and inventors depended on support from others."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'So people still need others to believe in them?' and 'Many artists, writers, and inventors depended on support from others.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "So people still need others to believe in them?" and "Many artists, writers, and inventors depended on support from others." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 16 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

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 ""Making It Happen" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How is helping ideas today similar to helping ideas in the past?

THESIS
Helping ideas today is similar to the past because people still need support from others to succeed, even though the way people give help may look different now.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"So wealthy people, called patrons, would help them."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it describes help in the past, but it does not show how help today is similar.

"The way people help may look different now, but support is still important." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (support is still important today though it looks different), and leads to the idea that the form of help changes but the need does not.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'So wealthy people, called patrons, would help them.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it describes help in the past, but it does not show how help today is similar."

"And this second: 'The way people help may look different now, but support is still important.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (support is still important today though it looks different), and leads to the idea that the form of help changes but the need does not."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "The way people help may look different now, but support is still important." (passes all three CSI checks) over "So wealthy people, called patrons, would help them."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 16 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the drama best shows that helping ideas is still important today?

A **"A long time ago, artists didn't always have money to do their work."**

B **"The way people help may look different now, but support is still important."**

C **"So wealthy people, called patrons, would help them."**

D **"Do people still help ideas today?"**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the drama best shows that helping ideas is still important today?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'A long time ago, artists didn't always have money to do their work.' B: 'The way people help may look different now, but support is still important.' C: 'So wealthy people, called patrons, would help them.' D: 'Do people still help ideas today?'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line from the drama best shows that helping ideas is still important today?

A **"A long time ago, artists didn't always have money to do their work."**
TRUE BUT WRONG
True, but it describes the past, not why helping ideas still matters today.

B **"The way people help may look different now, but support is still important."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, help may look different now, but support is still important today.

C **"So wealthy people, called patrons, would help them."**
WRONG TIMELINE POINT
True, but it describes how help worked in the past, not today.

D **"Do people still help ideas today?"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a question, so a reader would have to assume the answer shows help is still important.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'The way people help may look different now, but support is still important.' This proves the exact claim, help may look different now, but support is still important today."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'A long time ago, artists didn't always have money to do their work.', True But Wrong. True, but it describes the past, not why helping ideas still matters today."

"C: 'So wealthy people, called patrons, would help them.', Wrong Timeline Point. True, but it describes how help worked in the past, not today."

"D: 'Do people still help ideas today?', Plausible But Requires An Assumption. True, but it is a question, so a reader would have to assume the answer shows help is still important."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "The way people help may look different now, but support is still important.", This proves the exact claim, help may look different now, but support is still important today.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

LOCATE THE PASSAGE
"The Wealth of Mansa Musa" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Wealth of Mansa Musa" (Nonfiction), and one job: answer the question, why did Mali become a wealthy kingdom?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Wealth of Mansa Musa" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Wealth of Mansa Musa" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Mali became wealthy because it controlled important trade routes."

States a key reason for the wealth, control of important trade routes.

"He became king in the early 1300s and is often remembered as one of the richest people in history."

Background about when he ruled, but not why Mali became wealthy.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Mali became wealthy because it controlled important trade routes." and "He became king in the early 1300s and is often remembered as one of the richest people in history.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Mali became wealthy because it controlled important trade routes.", States a key reason for the wealth, control of important trade routes., "He became king in the early 1300s and is often remembered as one of the richest people in history.", Background about when he ruled, but not why Mali became wealthy.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

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

Grading Monday's two K, Key Knowledge pieces

"Mali became wealthy because it controlled important trade routes." 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 (controlling trade routes built the wealth), and leads to the idea that location and trade can make a kingdom powerful.

"He became king in the early 1300s and is often remembered as one of the richest people in history."

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

Connects to Mansa Musa, but it is background about when he ruled, not why Mali became wealthy, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'He became king in the early 1300s and is often remembered as one of the richest people in history.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Mansa Musa, but it is background about when he ruled, not why Mali became wealthy, so it does not support the thesis."

"Now the second piece: 'Mali became wealthy because it controlled important trade routes.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (controlling trade routes built the wealth), and leads to the idea that location and trade can make a kingdom powerful."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Mali became wealthy because it controlled important trade routes." (all three CSI checks pass) over "He became king in the early 1300s and is often remembered as one of the richest people in history." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""The Wealth of Mansa Musa" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"He made sure traders could move safely, which brought more people and goods into Mali."

An action that grew the wealth, keeping traders safe brought more trade.

"During this journey, he gave away large amounts of gold to people in need."

An action, but it shows his generosity, not why Mali became wealthy.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "He made sure traders could move safely, which brought more people and goods into Mali." and "During this journey, he gave away large amounts of gold to people in need.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "He made sure traders could move safely, which brought more people and goods into Mali.", An action that grew the wealth, keeping traders safe brought more trade., "During this journey, he gave away large amounts of gold to people in need.", An action, but it shows his generosity, not why Mali became wealthy.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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CHOOSE

PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

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

Grading Wednesday's two A, Actions pieces

"He made sure traders could move safely, which brought more people and goods into Mali." 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 (safe traders brought more trade), and leads to the idea that good leadership can grow a kingdom's wealth.

"During this journey, he gave away large amounts of gold to people in need."

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

Connects to Mansa Musa, but it shows his generosity, not why Mali became wealthy, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'During this journey, he gave away large amounts of gold to people in need.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to Mansa Musa, but it shows his generosity, not why Mali became wealthy, so it does not support the thesis."

"Now the second piece: 'He made sure traders could move safely, which brought more people and goods into Mali.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (safe traders brought more trade), and leads to the idea that good leadership can grow a kingdom's wealth."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "He made sure traders could move safely, which brought more people and goods into Mali." (all three CSI checks pass) over "During this journey, he gave away large amounts of gold to people in need." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Mali became wealthy because it controlled important trade routes."

"He made sure traders could move safely, which brought more people and goods into Mali."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Mali became wealthy because it controlled important trade routes.' and 'He made sure traders could move safely, which brought more people and goods into Mali.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Mali became wealthy because it controlled important trade routes." and "He made sure traders could move safely, which brought more people and goods into Mali." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 17 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

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 Wealth of Mansa Musa" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

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

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why did Mali become a wealthy kingdom?

THESIS
Mali became a wealthy kingdom because it controlled important trade routes and Mansa Musa made smart choices that helped trade grow, which brought more people and goods into Mali.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Timbuktu was also known for learning, where people studied subjects like math, science, and religion."

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

True, and it shows Timbuktu was important, but it describes learning, not why Mali became wealthy.

"Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable." BEST EVIDENCE

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

Connects directly and supports the thesis (valuable gold and salt trade built the wealth), and leads to the idea that valuable goods can make a kingdom rich.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Timbuktu was also known for learning, where people studied subjects like math, science, and religion.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows Timbuktu was important, but it describes learning, not why Mali became wealthy."

"And this second: 'Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (valuable gold and salt trade built the wealth), and leads to the idea that valuable goods can make a kingdom rich."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable." (passes all three CSI checks) over "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 17 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains why Mali grew richer over time?

A **"During this journey, he gave away large amounts of gold to people in need."**

B **"He made sure traders could move safely, which brought more people and goods into Mali."**

C **"People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow."**

D **"His actions made many people notice how wealthy Mali was."**

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

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best explains why Mali grew richer over time?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'During this journey, he gave away large amounts of gold to people in need.' B: 'He made sure traders could move safely, which brought more people and goods into Mali.' C: 'People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow.' D: 'His actions made many people notice how wealthy Mali was.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best explains why Mali grew richer over time?

A **"During this journey, he gave away large amounts of gold to people in need."**
TRUE BUT WRONG
True, but it shows his generosity, not why the kingdom grew richer.

B **"He made sure traders could move safely, which brought more people and goods into Mali."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, safe travel brought more people and goods, which grew Mali's wealth.

C **"People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow."**
WRONG TIMELINE POINT
True, but it describes people today, not how Mali grew richer back then.

D **"His actions made many people notice how wealthy Mali was."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about people noticing the wealth, so a reader would have to assume it explains why Mali grew richer.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'He made sure traders could move safely, which brought more people and goods into Mali.' This proves the exact claim, safe travel brought more people and goods, which grew Mali's wealth."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'During this journey, he gave away large amounts of gold to people in need.', True But Wrong. True, but it shows his generosity, not why the kingdom grew richer."

"C: 'People still talk about Mansa Musa today when they learn about African history and how trade and education helped kingdoms grow.', Wrong Timeline Point. True, but it describes people today, not how Mali grew richer back then."

"D: 'His actions made many people notice how wealthy Mali was.', Plausible But Requires An Assumption. True, but it is about people noticing the wealth, so a reader would have to assume it explains why Mali grew richer."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "He made sure traders could move safely, which brought more people and goods into Mali.", This proves the exact claim, safe travel brought more people and goods, which grew Mali's wealth.

TEKS 7(C) · Evidence · Sheet 17 of 36 · Cluster 4 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

LOCATE THE PASSAGE
"Four Regions, One Big Adventure" (Fiction)

THIS WEEK'S PROMPT (WHY)
How are the regions of Texas different from one another?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Four Regions, One Big Adventure" (Fiction), and one job: answer the question, how are the regions of Texas different from one another?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Four Regions, One Big Adventure" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ""Four Regions, One Big Adventure" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"His parents told him that every region had its own landforms, climate, plants, and jobs."

States the main idea, each region has its own features.

"They were driving across Texas to learn about its different regions."

Sets up the trip, but does not show how the regions differ.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "His parents told him that every region had its own landforms, climate, plants, and jobs." and "They were driving across Texas to learn about its different regions.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "His parents told him that every region had its own landforms, climate, plants, and jobs.", States the main idea, each region has its own features., "They were driving across Texas to learn about its different regions.", Sets up the trip, but does not show how the regions differ.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

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

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

"His parents told him that every region had its own landforms, climate, plants, and jobs." 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 (each region has its own features), and leads to the idea that one state can hold many different places.

"They were driving across Texas to learn about its different regions."

- ✓ 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 is the setup for the trip, not how the regions differ, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'They were driving across Texas to learn about its different regions.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 is the setup for the trip, not how the regions differ, so it does not support the thesis."

"Now the second piece: 'His parents told him that every region had its own landforms, climate, plants, and jobs.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (each region has its own features), and leads to the idea that one state can hold many different places."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "His parents told him that every region had its own landforms, climate, plants, and jobs." (all three CSI checks pass) over "They were driving across Texas to learn about its different regions." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Scenery/Sensory**.

DIRECTIONS

- Reread ""Four Regions, One Big Adventure" (Fiction)."
- Underline TWO places that show **Scenery/Sensory**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: S, Scenery/Sensory

"Zavier noticed tall, rocky mountains and dry land."

Describes the West Texas landforms and climate, a distinct feature.

"Next, they traveled to the Great Plains."

A travel transition, not a description of how the region differs.

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

~4 min

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

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

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

"I can find two pieces of evidence in the passage that show Scenery/Sensory."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Scenery/Sensory using their S lens, then copy each one word-for-word onto their tracking sheet.*

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Zavier noticed tall, rocky mountains and dry land." and "Next, they traveled to the Great Plains.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two S (Scenery/Sensory) pieces from the passage: "Zavier noticed tall, rocky mountains and dry land.", Describes the West Texas landforms and climate, a distinct feature., "Next, they traveled to the Great Plains.", A travel transition, not a description of how the region differs.

CHECK FOR UNDERSTANDING

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

COMMON MISCONCEPTION

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

POSSIBLE STUDENT QUESTION

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

RPLD EVIDENCE & ADVICE

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

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

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

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PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

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

Grading Wednesday's two S, Scenery/Sensory pieces

"Zavier noticed tall, rocky mountains and dry land." 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 (West Texas has dry, rocky landforms), and leads to the idea that landforms help make each region special.

"Next, they traveled to the Great Plains."

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

Connects to the trip, but it is a travel transition, not a description of how the region differs, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two S (Scenery/Sensory) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Next, they traveled to the Great Plains.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects to the trip, but it is a travel transition, not a description of how the region differs, so it does not support the thesis."

"Now the second piece: 'Zavier noticed tall, rocky mountains and dry land.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (West Texas has dry, rocky landforms), and leads to the idea that landforms help make each region special."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Zavier noticed tall, rocky mountains and dry land." (all three CSI checks pass) over "Next, they traveled to the Great Plains." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 18 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"His parents told him that every region had its own landforms, climate, plants, and jobs."

"Zavier noticed tall, rocky mountains and dry land."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'His parents told him that every region had its own landforms, climate, plants, and jobs.' and 'Zavier noticed tall, rocky mountains and dry land.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "His parents told him that every region had its own landforms, climate, plants, and jobs." and "Zavier noticed tall, rocky mountains and dry land." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 18 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

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 ""Four Regions, One Big Adventure" (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 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How are the regions of Texas different from one another?

THESIS
The regions of Texas are different from one another because each one has its own landforms, climate, and jobs, such as the dry, rocky mountains of West Texas and the wide, flat land of the Great Plains.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"His dad nodded and added that farming is also common here."

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

True, and it names a job in one region, but on its own it does not show how the regions are different from one another.

"His mom explained that people in this region often work in mining and oil because of the natural resources found underground." BEST EVIDENCE

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

Connects directly and supports the thesis (West Texas jobs are mining and oil), and leads to the idea that a region's resources shape the work people do.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'His dad nodded and added that farming is also common here.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it names a job in one region, but on its own it does not show how the regions are different from one another."

"And this second: 'His mom explained that people in this region often work in mining and oil because of the natural resources found underground.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (West Texas jobs are mining and oil), and leads to the idea that a region's resources shape the work people do."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "His mom explained that people in this region often work in mining and oil because of the natural resources found underground." (passes all three CSI checks) over "His dad nodded and added that farming is also common here."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

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

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 18 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows that different regions of Texas have different kinds of work?

A **"They were driving across Texas to learn about its different regions."**

B **"His mom explained that people in this region often work in mining and oil because of the natural resources found underground."**

C **"Next, they traveled to the Great Plains."**

D **"The land looked wide and flat with rolling hills."**

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows that different regions of Texas have different kinds of work?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'They were driving across Texas to learn about its different regions.' B: 'His mom explained that people in this region often work in mining and oil because of the natural resources found underground.' C: 'Next, they traveled to the Great Plains.' D: 'The land looked wide and flat with rolling hills.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows that different regions of Texas have different kinds of work?

A **"They were driving across Texas to learn about its different regions."**
TRUE BUT WRONG
True, but it sets up the trip, not the kinds of work in each region.

B **"His mom explained that people in this region often work in mining and oil because of the natural resources found underground."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, mining and oil are the jobs in West Texas, showing work differs by region.

C **"Next, they traveled to the Great Plains."**
WRONG TIMELINE POINT
True, but it describes traveling to the next region, not the kinds of work there.

D **"The land looked wide and flat with rolling hills."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes landforms, so a reader would have to assume it shows different kinds of work.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'His mom explained that people in this region often work in mining and oil because of the natural resources found underground.' This proves the exact claim, mining and oil are the jobs in West Texas, showing work differs by region."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'They were driving across Texas to learn about its different regions.', True But Wrong. True, but it sets up the trip, not the kinds of work in each region."

"C: 'Next, they traveled to the Great Plains.', Wrong Timeline Point. True, but it describes traveling to the next region, not the kinds of work there."

"D: 'The land looked wide and flat with rolling hills.', Plausible But Requires An Assumption. True, but it describes landforms, so a reader would have to assume it shows different kinds of work."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "His mom explained that people in this region often work in mining and oil because of the natural resources found underground.", This proves the exact claim, mining and oil are the jobs in West Texas, showing work differs by region.

TEKS 7(C) · Evidence · Sheet 18 of 36 · Cluster 4 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

LOCATE THE PASSAGE
"The Wealth of Mansa Musa" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Wealth of Mansa Musa" (Nonfiction), and one job: answer the question, why was trading gold and salt useful for the people of Mali?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Wealth of Mansa Musa" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Wealth of Mansa Musa" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Some places had plenty of gold but little salt, while other places had salt but not much gold."
Shows why trading was useful, different places had different resources.

"Gold was one of Mali's greatest natural resources."
Names a resource, but not why trading gold and salt was useful.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Some places had plenty of gold but little salt, while other places had salt but not much gold." and "Gold was one of Mali's greatest natural resources.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Some places had plenty of gold but little salt, while other places had salt but not much gold.", Shows why trading was useful, different places had different resources., "Gold was one of Mali's greatest natural resources.", Names a resource, but not why trading gold and salt was useful.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 19 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

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

Grading Monday's two K, Key Knowledge pieces

"Some places had plenty of gold but little salt, while other places had salt but not much gold." 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 (places had different resources), and leads to the idea that trading helps people share what they lack.

"Gold was one of Mali's greatest natural resources."

- ✓ 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 a resource, not why trading gold and salt was useful, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Gold was one of Mali's greatest natural resources.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 a resource, not why trading gold and salt was useful, so it does not support the thesis."

"Now the second piece: 'Some places had plenty of gold but little salt, while other places had salt but not much gold.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (places had different resources), and leads to the idea that trading helps people share what they lack."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Some places had plenty of gold but little salt, while other places had salt but not much gold." (all three CSI checks pass) over "Gold was one of Mali's greatest natural resources." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 19 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""The Wealth of Mansa Musa" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"This made trading useful for everyone."
States the result, trading helped everyone get what they needed.

"Camels were helpful because they could carry heavy loads and travel long distances with very little water."
About how merchants traveled, not why trading gold and salt was useful.

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

~4 min

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

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

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "This made trading useful for everyone." and "Camels were helpful because they could carry heavy loads and travel long distances with very little water.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "This made trading useful for everyone.", States the result, trading helped everyone get what they needed., "Camels were helpful because they could carry heavy loads and travel long distances with very little water.", About how merchants traveled, not why trading gold and salt was useful.

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

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

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

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

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

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

Grading Wednesday's two R, Reactions pieces

"This made trading useful for everyone." 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 (trading helped everyone), and leads to the idea that fair trade benefits both sides.

"Camels were helpful because they could carry heavy loads and travel long distances with very little water."

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

Describes how merchants traveled, but it does not show why trading gold and salt was useful, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

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

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Camels were helpful because they could carry heavy loads and travel long distances with very little water.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes how merchants traveled, but it does not show why trading gold and salt was useful, so it does not support the thesis."

"Now the second piece: 'This made trading useful for everyone.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (trading helped everyone), and leads to the idea that fair trade benefits both sides."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "This made trading useful for everyone." (all three CSI checks pass) over "Camels were helpful because they could carry heavy loads and travel long distances with very little water." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Some places had plenty of gold but little salt, while other places had salt but not much gold."

"This made trading useful for everyone."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

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

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Some places had plenty of gold but little salt, while other places had salt but not much gold.' and 'This made trading useful for everyone.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Some places had plenty of gold but little salt, while other places had salt but not much gold." and "This made trading useful for everyone." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

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

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 19 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

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 Wealth of Mansa Musa" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

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

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why was trading gold and salt useful for the people of Mali?

THESIS
Trading gold and salt was useful for the people of Mali because some places had gold but little salt, while others had salt but little gold, so trading let everyone get what they needed.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"People wanted gold because it could be made into coins, jewelry, and decorations."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it explains why gold was wanted, but it does not show why trading gold and salt together was useful for everyone.

"Salt was just as important because it helped preserve food and keep people healthy." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (salt was needed too, so trading both helped everyone), and leads to the idea that people trade for the things they cannot make themselves.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

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

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'People wanted gold because it could be made into coins, jewelry, and decorations.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it explains why gold was wanted, but it does not show why trading gold and salt together was useful for everyone."

"And this second: 'Salt was just as important because it helped preserve food and keep people healthy.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (salt was needed too, so trading both helped everyone), and leads to the idea that people trade for the things they cannot make themselves."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Salt was just as important because it helped preserve food and keep people healthy." (passes all three CSI checks) over "People wanted gold because it could be made into coins, jewelry, and decorations."

CHECK FOR UNDERSTANDING
Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION
Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION
"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE
Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)
Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 19 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains why people in different places needed to trade?

A **"Gold was one of Mali's greatest natural resources."**

B **"Some places had plenty of gold but little salt, while other places had salt but not much gold."**

C **"These trips could last for weeks or even months."**

D **"Merchants also traded cloth, tools, leather, spices, pottery, and other goods that people needed in their daily lives."**

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

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

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

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best explains why people in different places needed to trade?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Gold was one of Mali's greatest natural resources.' B: 'Some places had plenty of gold but little salt, while other places had salt but not much gold.' C: 'These trips could last for weeks or even months.' D: 'Merchants also traded cloth, tools, leather, spices, pottery, and other goods that people needed in their daily lives.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

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

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best explains why people in different places needed to trade?

A **"Gold was one of Mali's greatest natural resources."**
TRUE BUT WRONG
True, but it names a resource, not why people in different places needed to trade.

B **"Some places had plenty of gold but little salt, while other places had salt but not much gold."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, places had different resources, so they needed to trade to get what they lacked.

C **"These trips could last for weeks or even months."**
WRONG TIMELINE POINT
True, but it describes how long the trips took, not why people needed to trade.

D **"Merchants also traded cloth, tools, leather, spices, pottery, and other goods that people needed in their daily lives."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it lists other goods, so a reader would have to assume it explains why different places needed to trade.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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

"Here's the payoff: the correct answer is B, 'Some places had plenty of gold but little salt, while other places had salt but not much gold.' This proves the exact claim, places had different resources, so they needed to trade to get what they lacked."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Gold was one of Mali's greatest natural resources.', True But Wrong. True, but it names a resource, not why people in different places needed to trade."

"C: 'These trips could last for weeks or even months.', Wrong Timeline Point. True, but it describes how long the trips took, not why people needed to trade."

"D: 'Merchants also traded cloth, tools, leather, spices, pottery, and other goods that people needed in their daily lives.', Plausible But Requires An Assumption. True, but it lists other goods, so a reader would have to assume it explains why different places needed to trade."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Some places had plenty of gold but little salt, while other places had salt but not much gold.", This proves the exact claim, places had different resources, so they needed to trade to get what they lacked.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

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

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

LOCATE THE PASSAGE
"Four Regions, One Big Adventure" (Fiction)

THIS WEEK'S PROMPT (WHY)
Why can the land and weather change so much across Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

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

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Four Regions, One Big Adventure" (Fiction), and one job: answer the question, why can the land and weather change so much across Texas?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Four Regions, One Big Adventure" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

Collect the Evidence (7Ci), TRACKS

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

DIRECTIONS
- Reread ""Four Regions, One Big Adventure" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Texas is one of the largest states in the country."
Names the reason, Texas is very large.

"He traced their route with his finger and smiled."
An action while planning the trip, not the reason the land changes.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

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

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

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

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

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

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

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Texas is one of the largest states in the country." and "He traced their route with his finger and smiled.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Texas is one of the largest states in the country.", Names the reason, Texas is very large., "He traced their route with his finger and smiled.", An action while planning the trip, not the reason the land changes.

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

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

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

Grading Monday's two K, Key Knowledge pieces

"Texas is one of the largest states in the country." 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 (its large size is the reason), and leads to the idea that a bigger place can hold more variety.

"He traced their route with his finger and smiled."

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

An action while planning the trip, but it does not explain why the land and weather change, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

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

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'He traced their route with his finger and smiled.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) An action while planning the trip, but it does not explain why the land and weather change, so it does not support the thesis."

"Now the second piece: 'Texas is one of the largest states in the country.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (its large size is the reason), and leads to the idea that a bigger place can hold more variety."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Texas is one of the largest states in the country." (all three CSI checks pass) over "He traced their route with his finger and smiled." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

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

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Scenery/Sensory**.

DIRECTIONS
- Reread ""Four Regions, One Big Adventure" (Fiction)."
- Underline TWO places that show **Scenery/Sensory**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: S, Scenery/Sensory

"That means the land, weather, and resources can change a lot from one place to another."
Explains the effect of the size, land and weather change from place to place.

"At first he saw neighborhoods, farms, and trees."
Describes one scene, but not why the land changes so much.

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

~4 min

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

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: S for Scenery/Sensory."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Scenery/Sensory."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Scenery/Sensory using their S lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "That means the land, weather, and resources can change a lot from one place to another." and "At first he saw neighborhoods, farms, and trees.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two S (Scenery/Sensory) pieces from the passage: "That means the land, weather, and resources can change a lot from one place to another.", Explains the effect of the size, land and weather change from place to place., "At first he saw neighborhoods, farms, and trees.", Describes one scene, but not why the land changes so much.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Scenery/Sensory pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION
Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Scenery/Sensory specifically.

POSSIBLE STUDENT QUESTION
"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (S) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two **S, Scenery/Sensory** pieces

"That means the land, weather, and resources can change a lot from one place to another." 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 (the size causes the land and weather to change), and leads to the idea that size and variety go together.

"At first he saw neighborhoods, farms, and trees."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Describes one scene along the way, but it does not explain why the land changes so much, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two S (Scenery/Sensory) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'At first he saw neighborhoods, farms, and trees.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes one scene along the way, but it does not explain why the land changes so much, so it does not support the thesis."

"Now the second piece: 'That means the land, weather, and resources can change a lot from one place to another.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the size causes the land and weather to change), and leads to the idea that size and variety go together."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "That means the land, weather, and resources can change a lot from one place to another." (all three CSI checks pass) over "At first he saw neighborhoods, farms, and trees." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Texas is one of the largest states in the country."
- "That means the land, weather, and resources can change a lot from one place to another."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Texas is one of the largest states in the country.' and 'That means the land, weather, and resources can change a lot from one place to another.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Texas is one of the largest states in the country." and "That means the land, weather, and resources can change a lot from one place to another." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 20 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

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 ""Four Regions, One Big Adventure" (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 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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why can the land and weather change so much across Texas?

THESIS
The land and weather can change so much across Texas because Texas is one of the largest states in the country, so its land, weather, and resources can change a lot from one place to another.

Answer Key, One Strong Model

Model TRACKS category: S, Scenery/Sensory

"After several hours, the trees became fewer, the ground looked drier, and rocky hills appeared in the distance."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows the land changing along the way, but it does not explain why one state has so much variety.

"It's hard to believe one state can have so many different places," BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (one large state holds many different places), and leads to the idea that size allows for many landforms and climates.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's S (Scenery/Sensory) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'After several hours, the trees became fewer, the ground looked drier, and rocky hills appeared in the distance.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows the land changing along the way, but it does not explain why one state has so much variety."

"And this second: 'It's hard to believe one state can have so many different places,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (one large state holds many different places), and leads to the idea that size allows for many landforms and climates."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "It's hard to believe one state can have so many different places," (passes all three CSI checks) over "After several hours, the trees became fewer, the ground looked drier, and rocky hills appeared in the distance."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 20 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains why Texas has so much variety in its land and weather?

A **"He packed a notebook so he could write down interesting facts and compare what made each place special."**

B **"That means the land, weather, and resources can change a lot from one place to another."**

C **"As they drove west, Zavier watched the scenery outside the window slowly change."**

D **"The state looked enormous."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best explains why Texas has so much variety in its land and weather?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'He packed a notebook so he could write down interesting facts and compare what made each place special.' B: 'That means the land, weather, and resources can change a lot from one place to another.' C: 'As they drove west, Zavier watched the scenery outside the window slowly change.' D: 'The state looked enormous.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best explains why Texas has so much variety in its land and weather?

A **"He packed a notebook so he could write down interesting facts and compare what made each place special."**
TRUE BUT WRONG
True, but it describes Zavier getting ready, not why Texas has so much variety.

B **"That means the land, weather, and resources can change a lot from one place to another."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the large size means the land, weather, and resources change from place to place.

C **"As they drove west, Zavier watched the scenery outside the window slowly change."**
WRONG TIMELINE POINT
True, but it describes the drive, not the reason Texas has so much variety.

D **"The state looked enormous."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it only says the state is big, so a reader would have to assume its size explains the variety.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'That means the land, weather, and resources can change a lot from one place to another.' This proves the exact claim, the large size means the land, weather, and resources change from place to place."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'He packed a notebook so he could write down interesting facts and compare what made each place special.', True But Wrong. True, but it describes Zavier getting ready, not why Texas has so much variety."

"C: 'As they drove west, Zavier watched the scenery outside the window slowly change.', Wrong Timeline Point. True, but it describes the drive, not the reason Texas has so much variety."

"D: 'The state looked enormous.', Plausible But Requires An Assumption. True, but it only says the state is big, so a reader would have to assume its size explains the variety."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "That means the land, weather, and resources can change a lot from one place to another.", This proves the exact claim, the large size means the land, weather, and resources change from place to place.

TEKS 7(C) · Evidence · Sheet 20 of 36 · Cluster 4 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

LOCATE THE PASSAGE
"Looking Back to Move Forward" (Fiction)

THIS WEEK'S PROMPT (WHY)
How did the Renaissance change the way people thought?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Looking Back to Move Forward" (Fiction), and one job: answer the question, how did the Renaissance change the way people thought?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Looking Back to Move Forward" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""Looking Back to Move Forward" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"During the Renaissance, people began to study their ideas again."

Names what started the change, people studied the old ideas again.

"It was called The School of Athens by Raphael."

Names the painting, but not how the Renaissance changed thinking.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "During the Renaissance, people began to study their ideas again." and "It was called The School of Athens by Raphael.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "During the Renaissance, people began to study their ideas again.", Names what started the change, people studied the old ideas again., "It was called The School of Athens by Raphael.", Names the painting, but not how the Renaissance changed thinking.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge **pieces**

"During the Renaissance, people began to study their ideas again." 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 (studying old ideas started the change), and leads to the idea that looking to the past can spark new thinking.

"It was called The School of Athens by Raphael."

- ✓ 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 painting, not how the Renaissance changed thinking, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'It was called The School of Athens by Raphael.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"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 painting, not how the Renaissance changed thinking, so it does not support the thesis."

"Now the second piece: 'During the Renaissance, people began to study their ideas again.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (studying old ideas started the change), and leads to the idea that looking to the past can spark new thinking."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "During the Renaissance, people began to study their ideas again." (all three CSI checks pass) over "It was called The School of Athens by Raphael." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""Looking Back to Move Forward" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"They began to believe that citizens should have a voice."

An effect on how people thought about government, citizens should have a voice.

"Ava leaned forward as her teacher showed a painting on the board."

Sets the classroom scene, but not the change in thinking.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "They began to believe that citizens should have a voice." and "Ava leaned forward as her teacher showed a painting on the board.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "They began to believe that citizens should have a voice.", An effect on how people thought about government, citizens should have a voice., "Ava leaned forward as her teacher showed a painting on the board.", Sets the classroom scene, but not the change in thinking.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"They began to believe that citizens should have a voice." 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 (people came to believe citizens should have a voice), and leads to the idea that new ideas can change how people see power.

"Ava leaned forward as her teacher showed a painting on the board."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Sets the classroom scene, but it does not show how the Renaissance changed the way people thought, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Ava leaned forward as her teacher showed a painting on the board.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Sets the classroom scene, but it does not show how the Renaissance changed the way people thought, so it does not support the thesis."

"Now the second piece: 'They began to believe that citizens should have a voice.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (people came to believe citizens should have a voice), and leads to the idea that new ideas can change how people see power."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "They began to believe that citizens should have a voice." (all three CSI checks pass) over "Ava leaned forward as her teacher showed a painting on the board." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "During the Renaissance, people began to study their ideas again."
- "They began to believe that citizens should have a voice."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'During the Renaissance, people began to study their ideas again.' and 'They began to believe that citizens should have a voice.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "During the Renaissance, people began to study their ideas again." and "They began to believe that citizens should have a voice." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 21 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

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 ""Looking Back to Move Forward" (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 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 21 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
How did the Renaissance change the way people thought?

THESIS
The Renaissance changed the way people thought because they studied ideas from Greece and Rome, which led artists to make their work look real and led people to believe that citizens should have a voice.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"At that time, kings still held most of the power."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it describes the past, but it does not show how the Renaissance changed the way people thought.

"Some people began to think in new ways about government and fairness." INDEPENDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (new thinking about government and fairness), and leads to the idea that ideas can reshape government.

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Grade 4 • Cluster 5 • Evidence • ANSWER KEY

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'At that time, kings still held most of the power.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it describes the past, but it does not show how the Renaissance changed the way people thought."

"And this second: 'Some people began to think in new ways about government and fairness.' Same three checks."
"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (new thinking about government and fairness), and leads to the idea that ideas can reshape government."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Some people began to think in new ways about government and fairness." (passes all three CSI checks) over "At that time, kings still held most of the power."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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PROVE IT

Comprehension Question, Prove It

QUESTION

Which sentence from the passage best shows that Renaissance art tried to show people realistically?

A **"Some people were reading."**

B **"Artists like Raphael wanted their work to look real."**

C **"At that time, kings still held most of the power."**

D **"Art showed people thinking and learning."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows that Renaissance art tried to show people realistically?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Some people were reading.' B: 'Artists like Raphael wanted their work to look real.' C: 'At that time, kings still held most of the power.' D: 'Art showed people thinking and learning.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 21 of 36 · Cluster 5 · Module 1 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows that Renaissance art tried to show people realistically?

A **"Some people were reading."**
TRUE BUT WRONG
True, but it describes what the painting shows, not that art tried to look real.

B **"Artists like Raphael wanted their work to look real."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, artists wanted their work to look real.

C **"At that time, kings still held most of the power."**
WRONG TIMELINE POINT
True, but it describes government in the past, not Renaissance art.

D **"Art showed people thinking and learning."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about what art showed, so a reader would have to assume it means art tried to look real.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Artists like Raphael wanted their work to look real.' This proves the exact claim, artists wanted their work to look real."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Some people were reading.', True But Wrong. True, but it describes what the painting shows, not that art tried to look real."

"C: 'At that time, kings still held most of the power.', Wrong Timeline Point. True, but it describes government in the past, not Renaissance art."

"D: 'Art showed people thinking and learning.', Plausible But Requires An Assumption. True, but it is about what art showed, so a reader would have to assume it means art tried to look real."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Artists like Raphael wanted their work to look real.", This proves the exact claim, artists wanted their work to look real.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

LOCATE THE PASSAGE
"Voices That Shaped Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Voices That Shaped Texas" (Nonfiction), and one job: answer the question, how did musicians like Lydia Mendoza shape Texas culture?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Voices That Shaped Texas" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

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RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS
- Reread ""Voices That Shaped Texas" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."
Shows what Mendoza did, sang in Spanish about everyday life.

"Around the same time, Chelo Silva became known for her powerful voice and emotional songs."
About a different artist, not how Mendoza shaped culture.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life." and "Around the same time, Chelo Silva became known for her powerful voice and emotional songs.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.", Shows what Mendoza did, sang in Spanish about everyday life., "Around the same time, Chelo Silva became known for her powerful voice and emotional songs.", About a different artist, not how Mendoza shaped culture.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

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RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday 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, supports the thesis (she sang about people's real lives), and leads to the idea that art can grow out of everyday experiences.

"Around the same time, Chelo Silva became known for her powerful voice and emotional songs."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

This is about a different artist, so it does not show how Mendoza shaped culture and does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Around the same time, Chelo Silva became known for her powerful voice and emotional songs.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) This is about a different artist, so it does not show how Mendoza shaped culture and does not support the thesis."

"Now the second piece: 'She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (she sang about people's real lives), and leads to the idea that art can grow out of everyday experiences."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life." (all three CSI checks pass) over "Around the same time, Chelo Silva became known for her powerful voice and emotional songs." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""Voices That Shaped Texas" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Many families heard her music and felt proud of their language, history, and traditions."

The effect on people, families felt proud of their culture.

"Texas has always been a place where different groups of people have lived, worked, and shared ideas."

Background about Texas, not Mendoza's effect.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Many families heard her music and felt proud of their language, history, and traditions." and "Texas has always been a place where different groups of people have lived, worked, and shared ideas.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Many families heard her music and felt proud of their language, history, and traditions.", The effect on people, families felt proud of their culture., "Texas has always been a place where different groups of people have lived, worked, and shared ideas.", Background about Texas, not Mendoza's effect.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"Many families heard her music and felt proud of their language, history, and traditions." 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 (her music made families feel proud of their culture), and leads to the idea that music can strengthen a community's identity.

"Texas has always been a place where different groups of people have lived, worked, and shared ideas."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Background about Texas, but it does not show Mendoza's effect on culture, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Texas has always been a place where different groups of people have lived, worked, and shared ideas.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Background about Texas, but it does not show Mendoza's effect on culture, so it does not support the thesis."

"Now the second piece: 'Many families heard her music and felt proud of their language, history, and traditions.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (her music made families feel proud of their culture), and leads to the idea that music can strengthen a community's identity."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Many families heard her music and felt proud of their language, history, and traditions." (all three CSI checks pass) over "Texas has always been a place where different groups of people have lived, worked, and shared ideas." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

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RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life."

"Many families heard her music and felt proud of their language, history, and traditions."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life.' and 'Many families heard her music and felt proud of their language, history, and traditions.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "She grew up in a Mexican American family and sang songs in Spanish about hard work, love, and everyday life." and "Many families heard her music and felt proud of their language, history, and traditions." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

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PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

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 ""Voices That Shaped Texas" (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 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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did musicians like Lydia Mendoza shape Texas culture?

THESIS
Musicians like Lydia Mendoza shaped Texas culture by singing about people's real lives, which helped others feel connected and proud of their language, history, and traditions.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Music became one way people could tell about their lives."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows what music did in general, but it does not show specifically how Mendoza shaped Texas culture.

"People felt connected to her music because it sounded like their own experiences." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (people connected because her songs sounded like their own lives), and leads to the idea that art matters most when people see themselves in it.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Music became one way people could tell about their lives.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows what music did in general, but it does not show specifically how Mendoza shaped Texas culture."

"And this second: 'People felt connected to her music because it sounded like their own experiences.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (people connected because her songs sounded like their own lives), and leads to the idea that art matters most when people see themselves in it."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "People felt connected to her music because it sounded like their own experiences." (passes all three CSI checks) over "Music became one way people could tell about their lives."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that Lydia Mendoza's music was important to Texas culture?

A **"Around the same time, Chelo Silva became known for her powerful voice and emotional songs."**

B **"She helped show that songs in Spanish had an important place in Texas culture."**

C **"Texas has always been a place where different groups of people have lived, worked, and shared ideas."**

D **"Her songs were often simple, but they were powerful because they told real stories."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that Lydia Mendoza's music was important to Texas culture?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Around the same time, Chelo Silva became known for her powerful voice and emotional songs.' B: 'She helped show that songs in Spanish had an important place in Texas culture.' C: 'Texas has always been a place where different groups of people have lived, worked, and shared ideas.' D: 'Her songs were often simple, but they were powerful because they told real stories.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that Lydia Mendoza's music was important to Texas culture?

A **"Around the same time, Chelo Silva became known for her powerful voice and emotional songs."**
TRUE BUT WRONG
True, but it is about a different artist, not Mendoza's importance to Texas culture.

B **"She helped show that songs in Spanish had an important place in Texas culture."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, she showed that Spanish songs had an important place in Texas culture.

C **"Texas has always been a place where different groups of people have lived, worked, and shared ideas."**
WRONG TIMELINE POINT
True, but it describes Texas over time, not Mendoza's importance to its culture.

D **"Her songs were often simple, but they were powerful because they told real stories."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes her songs' quality, so a reader would have to assume it shows her importance to Texas culture.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'She helped show that songs in Spanish had an important place in Texas culture.' This proves the exact claim, she showed that Spanish songs had an important place in Texas culture."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Around the same time, Chelo Silva became known for her powerful voice and emotional songs.', True But Wrong. True, but it is about a different artist, not Mendoza's importance to Texas culture."

"C: 'Texas has always been a place where different groups of people have lived, worked, and shared ideas.', Wrong Timeline Point. True, but it describes Texas over time, not Mendoza's importance to its culture."

"D: 'Her songs were often simple, but they were powerful because they told real stories.', Plausible But Requires An Assumption. True, but it describes her songs' quality, so a reader would have to assume it shows her importance to Texas culture."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "She helped show that songs in Spanish had an important place in Texas culture.", This proves the exact claim, she showed that Spanish songs had an important place in Texas culture.

TEKS 7(C) · Evidence · Sheet 22 of 36 · Cluster 5 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

LOCATE THE PASSAGE
"Looking Back to Move Forward" (Fiction)

THIS WEEK'S PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Looking Back to Move Forward" (Fiction), and one job: answer the question, how did Renaissance art look different from the art that came before it?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Looking Back to Move Forward" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS

- Reread ""Looking Back to Move Forward" (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"During the Renaissance, artists studied the human body, light, and space."

Shows what Renaissance artists did differently, they studied the body, light, and space.

"Ava leaned forward as her teacher showed a painting on the board."

Sets the classroom scene, but not how the art looked different.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "During the Renaissance, artists studied the human body, light, and space." and "Ava leaned forward as her teacher showed a painting on the board.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "During the Renaissance, artists studied the human body, light, and space.", Shows what Renaissance artists did differently, they studied the body, light, and space., "Ava leaned forward as her teacher showed a painting on the board.", Sets the classroom scene, but not how the art looked different.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"During the Renaissance, artists studied the human body, light, and space." 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 (studying the body, light, and space made the art different), and leads to the idea that study can change what art can do.

"Ava leaned forward as her teacher showed a painting on the board."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Sets the scene, but it does not show how the art looked different, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Ava leaned forward as her teacher showed a painting on the board.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Sets the scene, but it does not show how the art looked different, so it does not support the thesis."

"Now the second piece: 'During the Renaissance, artists studied the human body, light, and space.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (studying the body, light, and space made the art different), and leads to the idea that study can change what art can do."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "During the Renaissance, artists studied the human body, light, and space." (all three CSI checks pass) over "Ava leaned forward as her teacher showed a painting on the board." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS
- Reread ""Looking Back to Move Forward" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"The people in the painting looked active and alive."
The effect of the new methods, the people looked alive.

"Some people were reading."
Describes what the painting shows, not the difference in style.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "The people in the painting looked active and alive." and "Some people were reading.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "The people in the painting looked active and alive.", The effect of the new methods, the people looked alive., "Some people were reading.", Describes what the painting shows, not the difference in style.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION
Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION
"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"The people in the painting looked active and alive." 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 (the figures looked alive, not flat), and leads to the idea that new methods can make art feel real.

"Some people were reading."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Describes what the painting shows, but it does not show the difference in style, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Some people were reading.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes what the painting shows, but it does not show the difference in style, so it does not support the thesis."

"Now the second piece: 'The people in the painting looked active and alive.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the figures looked alive, not flat), and leads to the idea that new methods can make art feel real."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The people in the painting looked active and alive." (all three CSI checks pass) over "Some people were reading." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 23 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "During the Renaissance, artists studied the human body, light, and space."
- "The people in the painting looked active and alive."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'During the Renaissance, artists studied the human body, light, and space.' and 'The people in the painting looked active and alive.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "During the Renaissance, artists studied the human body, light, and space." and "The people in the painting looked active and alive." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 23 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

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 ""Looking Back to Move Forward" (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 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How did Renaissance art look different from the art that came before it?

THESIS
Renaissance art looked different from earlier art because earlier paintings looked flat or simple, while Renaissance artists studied the human body, light, and space to make people look as if they could move, speak, or think.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"Artists often painted people in ways that did not look very lifelike."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it describes older art, but by itself it does not show how Renaissance art looked different.

"They wanted people in paintings to look as if they could move, speak, or think." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (Renaissance artists wanted lifelike figures), and leads to the idea that a clear goal shapes how art is made.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Artists often painted people in ways that did not look very lifelike.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it describes older art, but by itself it does not show how Renaissance art looked different."

"And this second: 'They wanted people in paintings to look as if they could move, speak, or think.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (Renaissance artists wanted lifelike figures), and leads to the idea that a clear goal shapes how art is made."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "They wanted people in paintings to look as if they could move, speak, or think." (passes all three CSI checks) over "Artists often painted people in ways that did not look very lifelike."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 23 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows how paintings looked before the Renaissance?

A **"During the Renaissance, artists studied the human body, light, and space."**

B **"Before the Renaissance, many paintings looked flat or simple."**

C **"The people in the painting looked active and alive."**

D **"Raphael also used math and careful planning,"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows how paintings looked before the Renaissance?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'During the Renaissance, artists studied the human body, light, and space.' B: 'Before the Renaissance, many paintings looked flat or simple.' C: 'The people in the painting looked active and alive.' D: 'Raphael also used math and careful planning,'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 23 of 36 · Cluster 5 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best shows how paintings looked before the Renaissance?

A **"During the Renaissance, artists studied the human body, light, and space."**
TRUE BUT WRONG
True, but it describes the Renaissance, not how paintings looked before it.

B **"Before the Renaissance, many paintings looked flat or simple."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, before the Renaissance many paintings looked flat or simple.

C **"The people in the painting looked active and alive."**
WRONG TIMELINE POINT
True, but it describes the Renaissance painting, not paintings before it.

D **"Raphael also used math and careful planning,"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about Raphael's methods, so a reader would have to assume it shows how art looked before the Renaissance.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Before the Renaissance, many paintings looked flat or simple.' This proves the exact claim, before the Renaissance many paintings looked flat or simple."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'During the Renaissance, artists studied the human body, light, and space.', True But Wrong. True, but it describes the Renaissance, not how paintings looked before it."

"C: 'The people in the painting looked active and alive.', Wrong Timeline Point. True, but it describes the Renaissance painting, not paintings before it."

"D: 'Raphael also used math and careful planning,', Plausible But Requires An Assumption. True, but it is about Raphael's methods, so a reader would have to assume it shows how art looked before the Renaissance."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Before the Renaissance, many paintings looked flat or simple.", This proves the exact claim, before the Renaissance many paintings looked flat or simple.

TEKS 7(C) · Evidence · Sheet 23 of 36 · Cluster 5 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it.

LOCATE THE PASSAGE
"Voices That Shaped Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

⏱ ~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Voices That Shaped Texas" (Nonfiction), and one job: answer the question, why is music a powerful way to connect people in Texas?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Voices That Shaped Texas" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 24 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS
- Reread ""Voices That Shaped Texas" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"In Texas, music has often been a bridge between people."
States that music connects people, it has been a bridge.

"Texas is a large state with many different groups of people."
Background about Texas, not why music connects people.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "In Texas, music has often been a bridge between people." and "Texas is a large state with many different groups of people.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "In Texas, music has often been a bridge between people.", States that music connects people, it has been a bridge., "Texas is a large state with many different groups of people.", Background about Texas, not why music connects people.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Reactions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two R, Reactions pieces

"In Texas, music has often been a bridge between 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, supports the thesis (music has connected people), and leads to the idea that shared art can bring a community together.

"Texas is a large state with many different groups of people."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Background about Texas, but it does not explain why music connects people, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Texas is a large state with many different groups of people.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Background about Texas, but it does not explain why music connects people, so it does not support the thesis."

"Now the second piece: 'In Texas, music has often been a bridge between people.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (music has connected people), and leads to the idea that shared art can bring a community together."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "In Texas, music has often been a bridge between people." (all three CSI checks pass) over "Texas is a large state with many different groups of people." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""Voices That Shaped Texas" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Even when listeners came from different backgrounds, they could understand the feelings behind a song."

Explains why music connects people, shared feelings cross backgrounds.

"A song can tell a story in only a few minutes."

A fact about songs, but not why they connect people.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Even when listeners came from different backgrounds, they could understand the feelings behind a song." and "A song can tell a story in only a few minutes.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Even when listeners came from different backgrounds, they could understand the feelings behind a song.", Explains why music connects people, shared feelings cross backgrounds., "A song can tell a story in only a few minutes.", A fact about songs, but not why they connect people.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Key Knowledge specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Even when listeners came from different backgrounds, they could understand the feelings behind a song." 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 (shared feelings cross different backgrounds), and leads to the idea that emotion is a language everyone understands.

"A song can tell a story in only a few minutes."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A fact about songs, but it does not explain why music connects people, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A song can tell a story in only a few minutes.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A fact about songs, but it does not explain why music connects people, so it does not support the thesis."

"Now the second piece: 'Even when listeners came from different backgrounds, they could understand the feelings behind a song.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (shared feelings cross different backgrounds), and leads to the idea that emotion is a language everyone understands."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Even when listeners came from different backgrounds, they could understand the feelings behind a song." (all three CSI checks pass) over "A song can tell a story in only a few minutes." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 24 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"In Texas, music has often been a bridge between people."

"Even when listeners came from different backgrounds, they could understand the feelings behind a song."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'In Texas, music has often been a bridge between people.' and 'Even when listeners came from different backgrounds, they could understand the feelings behind a song.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "In Texas, music has often been a bridge between people." and "Even when listeners came from different backgrounds, they could understand the feelings behind a song." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 24 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind 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 ""Voices That Shaped Texas" (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 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
Why is music a powerful way to connect people in Texas?

THESIS
Music is a powerful way to connect people in Texas because a song can share feelings like hope and pride, so even people from different backgrounds can understand the feelings behind it.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"It can describe hard work, love, sadness, hope, pride, or loss."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it lists what songs can describe, but it does not show why music connects people.

"Other times, it helps a whole community feel 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 and supports the thesis (music can make a whole community feel proud together), and leads to the idea that shared feeling builds belonging.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'It can describe hard work, love, sadness, hope, pride, or loss.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it lists what songs can describe, but it does not show why music connects people."

"And this second: 'Other times, it helps a whole community feel proud.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (music can make a whole community feel proud together), and leads to the idea that shared feeling builds belonging."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Other times, it helps a whole community feel proud." (passes all three CSI checks) over "It can describe hard work, love, sadness, hope, pride, or loss."

CHECK FOR UNDERSTANDING
Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION
Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION
"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE
Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)
Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 24 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that music can bring different people together?

A **"A song can tell a story in only a few minutes."**

B **"Even when listeners came from different backgrounds, they could understand the feelings behind a song."**

C **"Texas is a large state with many different groups of people."**

D **"It can describe hard work, love, sadness, hope, pride, or loss."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that music can bring different people together?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'A song can tell a story in only a few minutes.' B: 'Even when listeners came from different backgrounds, they could understand the feelings behind a song.' C: 'Texas is a large state with many different groups of people.' D: 'It can describe hard work, love, sadness, hope, pride, or loss.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that music can bring different people together?

A **"A song can tell a story in only a few minutes."**
TRUE BUT WRONG
True, but it describes how quickly a song tells a story, not that music brings people together.

B **"Even when listeners came from different backgrounds, they could understand the feelings behind a song."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, people from different backgrounds could share the feelings in a song.

C **"Texas is a large state with many different groups of people."**
WRONG TIMELINE POINT
True, but it describes Texas, not how music brings its people together.

D **"It can describe hard work, love, sadness, hope, pride, or loss."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it lists what songs describe, so a reader would have to assume it shows music brings people together.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Even when listeners came from different backgrounds, they could understand the feelings behind a song.' This proves the exact claim, people from different backgrounds could share the feelings in a song."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'A song can tell a story in only a few minutes.', True But Wrong. True, but it describes how quickly a song tells a story, not that music brings people together."

"C: 'Texas is a large state with many different groups of people.', Wrong Timeline Point. True, but it describes Texas, not how music brings its people together."

"D: 'It can describe hard work, love, sadness, hope, pride, or loss.', Plausible But Requires An Assumption. True, but it lists what songs describe, so a reader would have to assume it shows music brings people together."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Even when listeners came from different backgrounds, they could understand the feelings behind a song.", This proves the exact claim, people from different backgrounds could share the feelings in a song.

TEKS 7(C) · Evidence · Sheet 24 of 36 · Cluster 5 · Module 4 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

LOCATE THE PASSAGE
"A Day That Changed" (Fiction)

THIS WEEK'S PROMPT (WHY)
What is the difference between weather and climate?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Day That Changed" (Fiction), and one job: answer the question, what is the difference between weather and climate?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Day That Changed" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""A Day That Changed" (Fiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Weather describes the condition of the atmosphere at a certain time and place."

Defines weather, the condition of the atmosphere at a certain time and place.

"By mid-morning, students were outside running races and playing games."

A narrative detail about the day, not a definition of weather or climate.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Weather describes the condition of the atmosphere at a certain time and place." and "By mid-morning, students were outside running races and playing games.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Weather describes the condition of the atmosphere at a certain time and place.", Defines weather, the condition of the atmosphere at a certain time and place., "By mid-morning, students were outside running races and playing games.", A narrative detail about the day, not a definition of weather or climate.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Weather describes the condition of the atmosphere at a certain time and 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, supports the thesis (this is the definition of weather), and leads to the idea that clear definitions help us compare ideas.

"By mid-morning, students were outside running races and playing games."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A narrative detail about the day, but it does not define weather or climate, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'By mid-morning, students were outside running races and playing games.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A narrative detail about the day, but it does not define weather or climate, so it does not support the thesis."

"Now the second piece: 'Weather describes the condition of the atmosphere at a certain time and place.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (this is the definition of weather), and leads to the idea that clear definitions help us compare ideas."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Weather describes the condition of the atmosphere at a certain time and place." (all three CSI checks pass) over "By mid-morning, students were outside running races and playing games." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""A Day That Changed" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"It can change quickly, even within a few hours."

Shows a key trait of weather, it can change quickly.

"Jayden woke up early, excited for field day."

The narrative opening, not about weather versus climate.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "It can change quickly, even within a few hours." and "Jayden woke up early, excited for field day.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "It can change quickly, even within a few hours.", Shows a key trait of weather, it can change quickly., "Jayden woke up early, excited for field day.", The narrative opening, not about weather versus climate.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"It can change quickly, even within a few hours." 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 (weather changes quickly, unlike climate), and leads to the idea that one detail can capture a big difference.

"Jayden woke up early, excited for field day."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

The narrative opening, but it does not show the difference between weather and climate, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Jayden woke up early, excited for field day.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) The narrative opening, but it does not show the difference between weather and climate, so it does not support the thesis."

"Now the second piece: 'It can change quickly, even within a few hours.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (weather changes quickly, unlike climate), and leads to the idea that one detail can capture a big difference."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "It can change quickly, even within a few hours." (all three CSI checks pass) over "Jayden woke up early, excited for field day." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Weather describes the condition of the atmosphere at a certain time and place."

"It can change quickly, even within a few hours."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Weather describes the condition of the atmosphere at a certain time and place.' and 'It can change quickly, even within a few hours.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Weather describes the condition of the atmosphere at a certain time and place." and "It can change quickly, even within a few hours." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 25 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

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 Day That Changed" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
What is the difference between weather and climate?

THESIS
Weather and climate are different because weather is the condition of the atmosphere at a certain time and can change quickly, while climate is the usual weather patterns of a place over a long period of time.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The temperature dropped, and the air felt cooler against his skin."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows the weather changing, but it does not explain the difference between weather and climate.

"describes the usual weather patterns of a place over a long period of time." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (this defines climate, the long-term side of the difference), and leads to the idea that climate is measured over years, not hours.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'The temperature dropped, and the air felt cooler against his skin.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows the weather changing, but it does not explain the difference between weather and climate."

"And this second: 'describes the usual weather patterns of a place over a long period of time.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (this defines climate, the long-term side of the difference), and leads to the idea that climate is measured over years, not hours."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "describes the usual weather patterns of a place over a long period of time." (passes all three CSI checks) over "The temperature dropped, and the air felt cooler against his skin."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 25 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains what climate means?

A **"Weather describes the condition of the atmosphere at a certain time and place."**

B **"Even though today became rainy and cool, our area is still known for having mostly hot summers."**

C **"But just before lunch, the conditions began to change."**

D **"It can change quickly, even within a few hours."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best explains what climate means?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Weather describes the condition of the atmosphere at a certain time and place.' B: 'Even though today became rainy and cool, our area is still known for having mostly hot summers.' C: 'But just before lunch, the conditions began to change.' D: 'It can change quickly, even within a few hours.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best explains what climate means?

A **"Weather describes the condition of the atmosphere at a certain time and place."**
TRUE BUT WRONG
True, but it defines weather, not climate.

B **"Even though today became rainy and cool, our area is still known for having mostly hot summers."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, climate is the usual long-term pattern, like the area's mostly hot summers.

C **"But just before lunch, the conditions began to change."**
WRONG TIMELINE POINT
True, but it describes a single day's weather change, not climate.

D **"It can change quickly, even within a few hours."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes weather changing quickly, so a reader would have to assume it explains climate.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Even though today became rainy and cool, our area is still known for having mostly hot summers.' This proves the exact claim, climate is the usual long-term pattern, like the area's mostly hot summers."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Weather describes the condition of the atmosphere at a certain time and place.', True But Wrong. True, but it defines weather, not climate."

"C: 'But just before lunch, the conditions began to change.', Wrong Timeline Point. True, but it describes a single day's weather change, not climate."

"D: 'It can change quickly, even within a few hours.', Plausible But Requires An Assumption. True, but it describes weather changing quickly, so a reader would have to assume it explains climate."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Even though today became rainy and cool, our area is still known for having mostly hot summers.", This proves the exact claim, climate is the usual long-term pattern, like the area's mostly hot summers.

TEKS 7(C) · Evidence · Sheet 25 of 36 · Cluster 6 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

LOCATE THE PASSAGE
"Understanding the Texas Regions" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Understanding the Texas Regions" (Nonfiction), and one job: answer the question, why is the Coastal Plains a good region for farming and business?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Understanding the Texas Regions" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""Understanding the Texas Regions" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"The climate has warmth and humidity, with frequent rainfall."

Names the climate that helps crops grow.

"The Coastal Plains is the largest region and stretches along the Gulf of Mexico."

Describes the size and location, not why it is good for farming and business.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "The climate has warmth and humidity, with frequent rainfall." and "The Coastal Plains is the largest region and stretches along the Gulf of Mexico.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "The climate has warmth and humidity, with frequent rainfall.", Names the climate that helps crops grow., "The Coastal Plains is the largest region and stretches along the Gulf of Mexico.", Describes the size and location, not why it is good for farming and business.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"The climate has warmth and humidity, with frequent rainfall." 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 (the warm, wet climate helps crops), and leads to the idea that climate shapes what a region can produce.

"The Coastal Plains is the largest region and stretches along the Gulf of Mexico."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Describes the size and location, but it does not explain why the region is good for farming and business, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The Coastal Plains is the largest region and stretches along the Gulf of Mexico.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes the size and location, but it does not explain why the region is good for farming and business, so it does not support the thesis."

"Now the second piece: 'The climate has warmth and humidity, with frequent rainfall.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the warm, wet climate helps crops), and leads to the idea that climate shapes what a region can produce."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The climate has warmth and humidity, with frequent rainfall." (all three CSI checks pass) over "The Coastal Plains is the largest region and stretches along the Gulf of Mexico." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""Understanding the Texas Regions" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"This makes the region well suited for farming crops like cotton and corn."

The effect of the climate, the region is well suited for farming.

"It includes flat land, many rivers, and thick forests."

Describes the land features, not directly why it is good for farming and business.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "This makes the region well suited for farming crops like cotton and corn." and "It includes flat land, many rivers, and thick forests.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "This makes the region well suited for farming crops like cotton and corn.", The effect of the climate, the region is well suited for farming., "It includes flat land, many rivers, and thick forests.", Describes the land features, not directly why it is good for farming and business.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 26 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"This makes the region well suited for farming crops like cotton and corn." 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 (the climate makes it good for farming), and leads to the idea that natural conditions shape a region's economy.

"It includes flat land, many rivers, and thick forests."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Describes the land features, but it does not state why the region is good for farming and business, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'It includes flat land, many rivers, and thick forests.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes the land features, but it does not state why the region is good for farming and business, so it does not support the thesis."

"Now the second piece: 'This makes the region well suited for farming crops like cotton and corn.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the climate makes it good for farming), and leads to the idea that natural conditions shape a region's economy."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "This makes the region well suited for farming crops like cotton and corn." (all three CSI checks pass) over "It includes flat land, many rivers, and thick forests." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "The climate has warmth and humidity, with frequent rainfall."
- "This makes the region well suited for farming crops like cotton and corn."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'The climate has warmth and humidity, with frequent rainfall.' and 'This makes the region well suited for farming crops like cotton and corn.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "The climate has warmth and humidity, with frequent rainfall." and "This makes the region well suited for farming crops like cotton and corn." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 26 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

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 ""Understanding the Texas Regions" (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 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
Why is the Coastal Plains a good region for farming and business?

THESIS
The Coastal Plains is a good region for farming and business because it has warm, humid weather with frequent rainfall for growing crops, and large cities that connect Texas to other places through trade.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Many people live in this region because the land and water support different kinds of work."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows people live there for work, but it does not name why the region is good for farming and business.

"These cities help connect Texas to other places through trade, transportation, and business." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (the cities make it good for business by connecting Texas through trade), and leads to the idea that big cities help a region's economy grow.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Many people live in this region because the land and water support different kinds of work.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows people live there for work, but it does not name why the region is good for farming and business."

"And this second: 'These cities help connect Texas to other places through trade, transportation, and business.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (the cities make it good for business by connecting Texas through trade), and leads to the idea that big cities help a region's economy grow."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "These cities help connect Texas to other places through trade, transportation, and business." (passes all three CSI checks) over "Many people live in this region because the land and water support different kinds of work."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 26 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains why crops grow well in the Coastal Plains?

A **"Cities such as Houston and Corpus Christi are located in the Coastal Plains."**

B **"The climate has warmth and humidity, with frequent rainfall."**

C **"The Coastal Plains is the largest region and stretches along the Gulf of Mexico."**

D **"It includes flat land, many rivers, and thick forests."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best explains why crops grow well in the Coastal Plains?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Cities such as Houston and Corpus Christi are located in the Coastal Plains.' B: 'The climate has warmth and humidity, with frequent rainfall.' C: 'The Coastal Plains is the largest region and stretches along the Gulf of Mexico.' D: 'It includes flat land, many rivers, and thick forests.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best explains why crops grow well in the Coastal Plains?

A **"Cities such as Houston and Corpus Christi are located in the Coastal Plains."**
TRUE BUT WRONG
True, but it names cities, not why crops grow well.

B **"The climate has warmth and humidity, with frequent rainfall."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the warm, humid climate with rain helps crops grow.

C **"The Coastal Plains is the largest region and stretches along the Gulf of Mexico."**
WRONG TIMELINE POINT
True, but it describes the region's size and location, not why crops grow well.

D **"It includes flat land, many rivers, and thick forests."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes the land, so a reader would have to assume it explains why crops grow well.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'The climate has warmth and humidity, with frequent rainfall.' This proves the exact claim, the warm, humid climate with rain helps crops grow."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Cities such as Houston and Corpus Christi are located in the Coastal Plains.', True But Wrong. True, but it names cities, not why crops grow well."

"C: 'The Coastal Plains is the largest region and stretches along the Gulf of Mexico.', Wrong Timeline Point. True, but it describes the region's size and location, not why crops grow well."

"D: 'It includes flat land, many rivers, and thick forests.', Plausible But Requires An Assumption. True, but it describes the land, so a reader would have to assume it explains why crops grow well."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "The climate has warmth and humidity, with frequent rainfall.", This proves the exact claim, the warm, humid climate with rain helps crops grow.

TEKS 7(C) · Evidence · Sheet 26 of 36 · Cluster 6 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

LOCATE THE PASSAGE
"A Day That Changed" (Fiction)

THIS WEEK'S PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "A Day That Changed" (Fiction), and one job: answer the question, how did Jayden learn that weather and climate are not the same?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "A Day That Changed" (Fiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 27 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS
- Reread ""A Day That Changed" (Fiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"But just before lunch, the conditions began to change."
Shows the event that led to the lesson, the weather began to change.

"Jayden woke up early, excited for field day."
The narrative opening, not how he learned the lesson.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "But just before lunch, the conditions began to change." and "Jayden woke up early, excited for field day.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "But just before lunch, the conditions began to change.", Shows the event that led to the lesson, the weather began to change., "Jayden woke up early, excited for field day.", The narrative opening, not how he learned the lesson.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"But just before lunch, the conditions began to change." 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 (the changing weather set up the lesson), and leads to the idea that real experiences can teach big ideas.

"Jayden woke up early, excited for field day."

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

The narrative opening, but it does not show how Jayden learned the difference, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Jayden woke up early, excited for field day.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) The narrative opening, but it does not show how Jayden learned the difference, so it does not support the thesis."

"Now the second piece: 'But just before lunch, the conditions began to change.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the changing weather set up the lesson), and leads to the idea that real experiences can teach big ideas."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "But just before lunch, the conditions began to change." (all three CSI checks pass) over "Jayden woke up early, excited for field day." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 27 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS
- Reread ""A Day That Changed" (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."
Directly states what Jayden learned, weather changed but climate stayed the same.

"After school, the clouds cleared, and the sun returned."
A weather detail, not the lesson Jayden learned.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time." and "After school, the clouds cleared, and the sun returned.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.", Directly states what Jayden learned, weather changed but climate stayed the same., "After school, the clouds cleared, and the sun returned.", A weather detail, not the lesson Jayden learned.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION
Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION
"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

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 (this is exactly what Jayden learned), and leads to the idea that one day of weather does not change the climate.

"After school, the clouds cleared, and the sun returned."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A weather detail, but it does not show the lesson about weather and climate, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'After school, the clouds cleared, and the sun returned.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A weather detail, but it does not show the lesson about weather and climate, so it does not support the thesis."

"Now the second piece: 'Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (this is exactly what Jayden learned), and leads to the idea that one day of weather does not change the climate."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time." (all three CSI checks pass) over "After school, the clouds cleared, and the sun returned." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"But just before lunch, the conditions began to change."

"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'But just before lunch, the conditions began to change.' and 'Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "But just before lunch, the conditions began to change." and "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 27 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

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 Day That Changed" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did Jayden learn that weather and climate are not the same?

THESIS
Jayden learned that weather and climate are not the same when the sunny morning turned rainy, because Ms. Rios explained that weather can change quickly while the climate stays the same over time.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Jayden misjudged the weather and assumed the day would continue like this."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows he did not expect the change, but it does not show what he learned about weather and climate.

"Even though today became rainy and cool, our area is still known for having mostly hot summers." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (climate stays the same even when the weather changes), and leads to the idea that climate is the long-term pattern.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Jayden misjudged the weather and assumed the day would continue like this.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows he did not expect the change, but it does not show what he learned about weather and climate."

"And this second: 'Even though today became rainy and cool, our area is still known for having mostly hot summers.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (climate stays the same even when the weather changes), and leads to the idea that climate is the long-term pattern."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Even though today became rainy and cool, our area is still known for having mostly hot summers." (passes all three CSI checks) over "Jayden misjudged the weather and assumed the day would continue like this."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 27 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best shows what Jayden learned by the end of the day?

A **"Jayden woke up early, excited for field day."**

B **"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."**

C **"But just before lunch, the conditions began to change."**

D **"It can change quickly, even within a few hours."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best shows what Jayden learned by the end of the day?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Jayden woke up early, excited for field day.' B: 'Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.' C: 'But just before lunch, the conditions began to change.' D: 'It can change quickly, even within a few hours.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best shows what Jayden learned by the end of the day?

A **"Jayden woke up early, excited for field day."**
TRUE BUT WRONG
True, but it is the opening of the story, not what Jayden learned.

B **"Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, Jayden learned that weather changes but climate stays the same.

C **"But just before lunch, the conditions began to change."**
WRONG TIMELINE POINT
True, but it describes an event during the day, not the lesson Jayden learned by the end.

D **"It can change quickly, even within a few hours."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a fact about weather, so a reader would have to assume it shows what Jayden learned.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.' This proves the exact claim, Jayden learned that weather changes but climate stays the same."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Jayden woke up early, excited for field day.', True But Wrong. True, but it is the opening of the story, not what Jayden learned."

"C: 'But just before lunch, the conditions began to change.', Wrong Timeline Point. True, but it describes an event during the day, not the lesson Jayden learned by the end."

"D: 'It can change quickly, even within a few hours.', Plausible But Requires An Assumption. True, but it is a fact about weather, so a reader would have to assume it shows what Jayden learned."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Jayden realized that while the weather had changed throughout the day, the climate where he lived stayed consistent over time.", This proves the exact claim, Jayden learned that weather changes but climate stays the same.

TEKS 7(C) · Evidence · Sheet 27 of 36 · Cluster 6 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

LOCATE THE PASSAGE
"Understanding the Texas Regions" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "Understanding the Texas Regions" (Nonfiction), and one job: answer the question, why do people live and work differently in different parts of Texas?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "Understanding the Texas Regions" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""Understanding the Texas Regions" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"These differences are important because people often choose where to live based on the land, climate, and resources around them."

States the reason, people choose where to live based on land, climate, and resources.

"A region is an area that has certain features in common."

A definition, not why people live and work differently.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "These differences are important because people often choose where to live based on the land, climate, and resources around them." and "A region is an area that has certain features in common.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "These differences are important because people often choose where to live based on the land, climate, and resources around them.", States the reason, people choose where to live based on land, climate, and resources., "A region is an area that has certain features in common.", A definition, not why people live and work differently.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge **pieces**

"These differences are important because people often choose where to live based on the land, climate, and resources around 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 to the prompt, supports the thesis (people choose based on land, climate, and resources), and leads to the idea that geography shapes people's choices.

"A region is an area that has certain features in common."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A definition of a region, but it does not explain why people live and work differently, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A region is an area that has certain features in common.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A definition of a region, but it does not explain why people live and work differently, so it does not support the thesis."

"Now the second piece: 'These differences are important because people often choose where to live based on the land, climate, and resources around them.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (people choose based on land, climate, and resources), and leads to the idea that geography shapes people's choices."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "These differences are important because people often choose where to live based on the land, climate, and resources around them." (all three CSI checks pass) over "A region is an area that has certain features in common." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS
- Reread ""Understanding the Texas Regions" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals."
Shows how different kinds of work grew in different places.

"Texas is a very large state, and its land varies from one area to another."
Background about the state's size, not the reason people live and work differently.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals." and "Texas is a very large state, and its land varies from one area to another.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals.", Shows how different kinds of work grew in different places., "Texas is a very large state, and its land varies from one area to another.", Background about the state's size, not the reason people live and work differently.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Actions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (A) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals." 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 (different resources led to different work), and leads to the idea that the land shapes how communities make a living.

"Texas is a very large state, and its land varies from one area to another."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Background about the state's size, but it does not explain why people live and work differently, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Texas is a very large state, and its land varies from one area to another.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Background about the state's size, but it does not explain why people live and work differently, so it does not support the thesis."

"Now the second piece: 'Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (different resources led to different work), and leads to the idea that the land shapes how communities make a living."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals." (all three CSI checks pass) over "Texas is a very large state, and its land varies from one area to another." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"These differences are important because people often choose where to live based on the land, climate, and resources around them."

"Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'These differences are important because people often choose where to live based on the land, climate, and resources around them.' and 'Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "These differences are important because people often choose where to live based on the land, climate, and resources around them." and "Other communities grew because people could raise cattle, ship goods, drill for oil, or mine minerals." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 28 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

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 ""Understanding the Texas Regions" (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 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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

Sheet 28 of 36
RPLD Evidence Deck · Slide 8 of 10

PROMPT (WHY)
Why do people live and work differently in different parts of Texas?

THESIS
People live and work differently in different parts of Texas because each region has its own land, climate, and resources, so people often choose where to live based on what the land around them can provide.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"Geography affects daily life in many ways."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it introduces the idea, but it does not explain why people live and work differently.

"Some communities grew because the land was good for farming." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (good farmland shaped where farming communities grew), and leads to the idea that resources decide the kind of work a place supports.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Geography affects daily life in many ways.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it introduces the idea, but it does not explain why people live and work differently."

"And this second: 'Some communities grew because the land was good for farming.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (good farmland shaped where farming communities grew), and leads to the idea that resources decide the kind of work a place supports."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Some communities grew because the land was good for farming." (passes all three CSI checks) over "Geography affects daily life in many ways."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 28 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best explains why life is not the same in every part of Texas?

A **"A region is an area that has certain features in common."**

B **"These differences are important because people often choose where to live based on the land, climate, and resources around them."**

C **"Texas is a very large state, and its land varies from one area to another."**

D **"Geography affects daily life in many ways."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best explains why life is not the same in every part of Texas?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'A region is an area that has certain features in common.' B: 'These differences are important because people often choose where to live based on the land, climate, and resources around them.' C: 'Texas is a very large state, and its land varies from one area to another.' D: 'Geography affects daily life in many ways.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 28 of 36 · Cluster 6 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best explains why life is not the same in every part of Texas?

A **"A region is an area that has certain features in common."**
TRUE BUT WRONG
True, but it defines a region, not why life differs across Texas.

B **"These differences are important because people often choose where to live based on the land, climate, and resources around them."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, people choose where to live based on the land, climate, and resources, so life differs.

C **"Texas is a very large state, and its land varies from one area to another."**
WRONG TIMELINE POINT
True, but it describes the size and variety, not why people live differently.

D **"Geography affects daily life in many ways."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a general statement, so a reader would have to assume it explains why life is not the same everywhere.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'These differences are important because people often choose where to live based on the land, climate, and resources around them.' This proves the exact claim, people choose where to live based on the land, climate, and resources, so life differs."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'A region is an area that has certain features in common.', True But Wrong. True, but it defines a region, not why life differs across Texas."

"C: 'Texas is a very large state, and its land varies from one area to another.', Wrong Timeline Point. True, but it describes the size and variety, not why people live differently."

"D: 'Geography affects daily life in many ways.', Plausible But Requires An Assumption. True, but it is a general statement, so a reader would have to assume it explains why life is not the same everywhere."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "These differences are important because people often choose where to live based on the land, climate, and resources around them.", This proves the exact claim, people choose where to live based on the land, climate, and resources, so life differs.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

LOCATE THE PASSAGE
"The Roads Between Us" (Poetry)

THIS WEEK'S PROMPT (WHY)
How does the poem show that roads do more than move goods?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Roads Between Us" (Poetry), and one job: answer the question, how does the poem show that roads do more than move goods?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Roads Between Us" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 29 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS
- Reread ""The Roads Between Us" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"New thoughts can travel with our feet."
Shows roads carry ideas, not just goods.

"Along the rivers, canoes glide,"
Describes travel, but not that roads do more than move goods.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "New thoughts can travel with our feet." and "Along the rivers, canoes glide,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "New thoughts can travel with our feet.", Shows roads carry ideas, not just goods., "Along the rivers, canoes glide,", Describes travel, but not that roads do more than move goods.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 29 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"New thoughts can travel with our feet." 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 (roads carry ideas, not only goods), and leads to the idea that meeting people can spread new thinking.

"Along the rivers, canoes glide,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Describes travel along the river, but it does not show that roads do more than move goods, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Along the rivers, canoes glide,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes travel along the river, but it does not show that roads do more than move goods, so it does not support the thesis."

"Now the second piece: 'New thoughts can travel with our feet.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (roads carry ideas, not only goods), and leads to the idea that meeting people can spread new thinking."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "New thoughts can travel with our feet." (all three CSI checks pass) over "Along the rivers, canoes glide," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS
- Reread ""The Roads Between Us" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"And friendships grow because they cared."
Shows an effect beyond goods, friendships grow when people meet.

"They carry salt and precious gold,"
About carrying goods, the ordinary use of a road, not something more.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "And friendships grow because they cared." and "They carry salt and precious gold,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "And friendships grow because they cared.", Shows an effect beyond goods, friendships grow when people meet., "They carry salt and precious gold,", About carrying goods, the ordinary use of a road, not something more.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION
Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION
"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 29 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"And friendships grow because they cared." 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 (roads help people build friendships, not just trade goods), and leads to the idea that connection matters as much as trade.

"They carry salt and precious gold,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

About carrying goods, the ordinary use of a road, so it does not show the something more the poem means and does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'They carry salt and precious gold,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) About carrying goods, the ordinary use of a road, so it does not show the something more the poem means and does not support the thesis."

"Now the second piece: 'And friendships grow because they cared.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (roads help people build friendships, not just trade goods), and leads to the idea that connection matters as much as trade."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "And friendships grow because they cared." (all three CSI checks pass) over "They carry salt and precious gold," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 29 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "New thoughts can travel with our feet."
- "And friendships grow because they cared."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'New thoughts can travel with our feet.' and 'And friendships grow because they cared.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "New thoughts can travel with our feet." and "And friendships grow because they cared." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 29 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

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 Roads Between Us" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How does the poem show that roads do more than move goods?

THESIS
The poem shows that roads do more than move goods because they also carry ideas and help people meet, so new thoughts can travel when two different pathways meet.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"With food and pottery tucked inside."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows what the canoes carry, but that is goods, not the something more the poem means.

"And news of places yet untold." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (roads also carry news and ideas, not only goods), and leads to the idea that travel spreads knowledge.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'With food and pottery tucked inside.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows what the canoes carry, but that is goods, not the something more the poem means."

"And this second: 'And news of places yet untold.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (roads also carry news and ideas, not only goods), and leads to the idea that travel spreads knowledge."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "And news of places yet untold." (passes all three CSI checks) over "With food and pottery tucked inside."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 29 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best shows that roads carry more than just goods?

A **"They carry salt and precious gold,"**

B **"New thoughts can travel with our feet."**

C **"Along the rivers, canoes glide,"**

D **"A road is more than dirt or stone;"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the poem best shows that roads carry more than just goods?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'They carry salt and precious gold,' B: 'New thoughts can travel with our feet.' C: 'Along the rivers, canoes glide,' D: 'A road is more than dirt or stone;'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best shows that roads carry more than just goods?

A **"They carry salt and precious gold,"**
TRUE BUT WRONG
True, but it names goods being carried, not something more than goods.

B **"New thoughts can travel with our feet."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, roads carry new thoughts and ideas, not only goods.

C **"Along the rivers, canoes glide,"**
WRONG TIMELINE POINT
True, but it describes travel, not what more the roads carry.

D **"A road is more than dirt or stone;"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it says a road is more than its material, so a reader would have to assume it means roads carry ideas.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'New thoughts can travel with our feet.' This proves the exact claim, roads carry new thoughts and ideas, not only goods."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'They carry salt and precious gold,', True But Wrong. True, but it names goods being carried, not something more than goods."

"C: 'Along the rivers, canoes glide,', Wrong Timeline Point. True, but it describes travel, not what more the roads carry."

"D: 'A road is more than dirt or stone;', Plausible But Requires An Assumption. True, but it says a road is more than its material, so a reader would have to assume it means roads carry ideas."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "New thoughts can travel with our feet.", This proves the exact claim, roads carry new thoughts and ideas, not only goods.

TEKS 7(C) · Evidence · Sheet 29 of 36 · Cluster 7 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

LOCATE THE PASSAGE
"What We Carry Forward" (Poetry)

THIS WEEK'S PROMPT (WHY)
How does the poem show that ideas can last through time?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "What We Carry Forward" (Poetry), and one job: answer the question, how does the poem show that ideas can last through time?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "What We Carry Forward" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 30 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS
- Reread ""What We Carry Forward" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"New hands can carry what is old."
Shows people pass old ideas on to new hands.

"A song is sung, a story told;"
Describes telling a song or story in the moment, not lasting through time.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "New hands can carry what is old." and "A song is sung, a story told;", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "New hands can carry what is old.", Shows people pass old ideas on to new hands., "A song is sung, a story told;", Describes telling a song or story in the moment, not lasting through time.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 30 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"New hands can carry what is old." 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 (new people carry old ideas forward), and leads to the idea that each generation keeps ideas alive.

"A song is sung, a story told;"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Describes telling a song or story in the moment, but it does not show that ideas last through time, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A song is sung, a story told;' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes telling a song or story in the moment, but it does not show that ideas last through time, so it does not support the thesis."

"Now the second piece: 'New hands can carry what is old.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (new people carry old ideas forward), and leads to the idea that each generation keeps ideas alive."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "New hands can carry what is old." (all three CSI checks pass) over "A song is sung, a story told;" (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""What We Carry Forward" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Can still make modern viewers ask why."
Shows an old work still affects people today.

"A rule is written, strong and clear,"
Describes a rule being written, not that ideas last through time.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Can still make modern viewers ask why." and "A rule is written, strong and clear,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Can still make modern viewers ask why.", Shows an old work still affects people today., "A rule is written, strong and clear,", Describes a rule being written, not that ideas last through time.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 30 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"Can still make modern viewers ask why." 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 (an old work still makes people today think), and leads to the idea that good ideas keep their power over time.

"A rule is written, strong and clear,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Describes a rule being written, but it does not show that ideas last through time, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'A rule is written, strong and clear,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes a rule being written, but it does not show that ideas last through time, so it does not support the thesis."

"Now the second piece: 'Can still make modern viewers ask why.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (an old work still makes people today think), and leads to the idea that good ideas keep their power over time."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Can still make modern viewers ask why." (all three CSI checks pass) over "A rule is written, strong and clear," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "New hands can carry what is old."
- "Can still make modern viewers ask why."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'New hands can carry what is old.' and 'Can still make modern viewers ask why.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "New hands can carry what is old." and "Can still make modern viewers ask why." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 30 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

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 We Carry Forward" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How does the poem show that ideas can last through time?

THESIS
The poem shows that ideas can last through time because people pass on rules, stories, and lessons, so good ideas can still remain even when years pass and times change.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"A Texas song can carry pride,"
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows a song carrying pride, but on its own it does not show that ideas last through many years.

"Its meaning travels year to year." BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (a rule's meaning travels from year to year), and leads to the idea that an idea can outlast the moment it began.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'A Texas song can carry pride,' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows a song carrying pride, but on its own it does not show that ideas last through many years."

"And this second: 'Its meaning travels year to year.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (a rule's meaning travels from year to year), and leads to the idea that an idea can outlast the moment it began."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Its meaning travels year to year." (passes all three CSI checks) over "A Texas song can carry pride,"

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 30 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best shows that ideas can last through many years?

A **"A song is sung, a story told;"**

B **"Its meaning travels year to year."**

C **"Children watched, then learned to do"**

D **"One generation starts a flame;"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the poem best shows that ideas can last through many years?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'A song is sung, a story told;' B: 'Its meaning travels year to year.' C: 'Children watched, then learned to do' D: 'One generation starts a flame;'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line from the poem best shows that ideas can last through many years?

A **"A song is sung, a story told;"**
TRUE BUT WRONG
True, but it describes telling a song or story, not lasting through many years.

B **"Its meaning travels year to year."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the idea's meaning travels from year to year through time.

C **"Children watched, then learned to do"**
WRONG TIMELINE POINT
True, but it describes one moment of learning, not lasting through many years.

D **"One generation starts a flame;"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is a metaphor about starting, so a reader would have to assume it shows ideas last through many years.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Its meaning travels year to year.' This proves the exact claim, the idea's meaning travels from year to year through time."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'A song is sung, a story told;', True But Wrong. True, but it describes telling a song or story, not lasting through many years."

"C: 'Children watched, then learned to do', Wrong Timeline Point. True, but it describes one moment of learning, not lasting through many years."

"D: 'One generation starts a flame;', Plausible But Requires An Assumption. True, but it is a metaphor about starting, so a reader would have to assume it shows ideas last through many years."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Its meaning travels year to year.", This proves the exact claim, the idea's meaning travels from year to year through time.

TEKS 7(C) · Evidence · Sheet 30 of 36 · Cluster 7 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas.

LOCATE THE PASSAGE
"The Roads Between Us" (Poetry)

THIS WEEK'S PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Roads Between Us" (Poetry), and one job: answer the question, how did trade routes help ideas and knowledge spread?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Roads Between Us" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 31 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS
- Reread ""The Roads Between Us" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"Then leave with knowledge someone shared."
Shows a merchant leaving with knowledge, not just goods.

"Camels carried precious gold,"
About carrying goods, not spreading knowledge.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Then leave with knowledge someone shared." and "Camels carried precious gold,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "Then leave with knowledge someone shared.", Shows a merchant leaving with knowledge, not just goods., "Camels carried precious gold,", About carrying goods, not spreading knowledge.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two A, Actions pieces

"Then leave with knowledge someone shared." 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 (a merchant left with knowledge, not only goods), and leads to the idea that trade also traded ideas.

"Camels carried precious gold,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

About carrying goods across the desert, but it does not show ideas or knowledge spreading, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Camels carried precious gold,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) About carrying goods across the desert, but it does not show ideas or knowledge spreading, so it does not support the thesis."

"Now the second piece: 'Then leave with knowledge someone shared.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (a merchant left with knowledge, not only goods), and leads to the idea that trade also traded ideas."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Then leave with knowledge someone shared." (all three CSI checks pass) over "Camels carried precious gold," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""The Roads Between Us" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"Then carry home ideas in turn."

Shows a scholar carrying ideas home from the trade routes.

"And blocks of salt were bought and sold."

About buying and selling goods, not spreading ideas.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Then carry home ideas in turn." and "And blocks of salt were bought and sold.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "Then carry home ideas in turn.", Shows a scholar carrying ideas home from the trade routes., "And blocks of salt were bought and sold.", About buying and selling goods, not spreading ideas.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"Then carry home ideas in turn." 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 (a scholar carried ideas home), and leads to the idea that learning traveled the same routes as goods.

"And blocks of salt were bought and sold."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

About buying and selling goods, but it does not show ideas spreading, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'And blocks of salt were bought and sold.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) About buying and selling goods, but it does not show ideas spreading, so it does not support the thesis."

"Now the second piece: 'Then carry home ideas in turn.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (a scholar carried ideas home), and leads to the idea that learning traveled the same routes as goods."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Then carry home ideas in turn." (all three CSI checks pass) over "And blocks of salt were bought and sold." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Then leave with knowledge someone shared."
- "Then carry home ideas in turn."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Then leave with knowledge someone shared.' and 'Then carry home ideas in turn.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Then leave with knowledge someone shared." and "Then carry home ideas in turn." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 31 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home 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 ""The Roads Between Us" (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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How did trade routes help ideas and knowledge spread?

THESIS
Trade routes helped ideas and knowledge spread because travelers carried more than goods, so a merchant might leave with new knowledge and a scholar might carry home ideas.

Answer Key, One Strong Model

Model TRACKS category: A, Actions

"The roads helped Mali's cities grow,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows roads helped cities grow, but it does not show ideas and knowledge spreading.

"Could meet wherever books were brought." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (trade and thought met where books were brought), and leads to the idea that places of trade became places of learning.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's A (Actions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'The roads helped Mali's cities grow,' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows roads helped cities grow, but it does not show ideas and knowledge spreading."

"And this second: 'Could meet wherever books were brought.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (trade and thought met where books were brought), and leads to the idea that places of trade became places of learning."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Could meet wherever books were brought." (passes all three CSI checks) over "The roads helped Mali's cities grow,"

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 31 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best shows that knowledge traveled along the trade routes?

A **"Camels carried precious gold,"**

B **"Then leave with knowledge someone shared."**

C **"They crossed the plains and followed streams,"**

D **"In Timbuktu, both trade and thought"**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the poem best shows that knowledge traveled along the trade routes?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Camels carried precious gold,' B: 'Then leave with knowledge someone shared.' C: 'They crossed the plains and followed streams,' D: 'In Timbuktu, both trade and thought'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line from the poem best shows that knowledge traveled along the trade routes?

A **"Camels carried precious gold,"**
TRUE BUT WRONG
True, but it names goods being carried, not knowledge traveling.

B **"Then leave with knowledge someone shared."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, a traveler left the trade route carrying new knowledge.

C **"They crossed the plains and followed streams,"**
WRONG TIMELINE POINT
True, but it describes travel, not knowledge spreading.

D **"In Timbuktu, both trade and thought"**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it only names trade and thought together, so a reader would have to assume it shows knowledge traveled the routes.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Then leave with knowledge someone shared.' This proves the exact claim, a traveler left the trade route carrying new knowledge."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Camels carried precious gold,', True But Wrong. True, but it names goods being carried, not knowledge traveling."

"C: 'They crossed the plains and followed streams,', Wrong Timeline Point. True, but it describes travel, not knowledge spreading."

"D: 'In Timbuktu, both trade and thought', Plausible But Requires An Assumption. True, but it only names trade and thought together, so a reader would have to assume it shows knowledge traveled the routes."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Then leave with knowledge someone shared.", This proves the exact claim, a traveler left the trade route carrying new knowledge.

TEKS 7(C) · Evidence · Sheet 31 of 36 · Cluster 7 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

LOCATE THE PASSAGE
"What We Carry Forward" (Poetry)

THIS WEEK'S PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "What We Carry Forward" (Poetry), and one job: answer the question, how does the poem show that the idea of fair laws grew over time?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "What We Carry Forward" (Poetry) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 32 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS
- Reread ""What We Carry Forward" (Poetry)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"A question: Where should power end?"
Shows the Magna Carta began a question about a ruler's power.

"At Runnymede, in long-past days,"
Sets when and where it began, but not how the idea grew.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "A question: Where should power end?" and "At Runnymede, in long-past days,", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "A question: Where should power end?", Shows the Magna Carta began a question about a ruler's power., "At Runnymede, in long-past days,", Sets when and where it began, but not how the idea grew.

CHECK FOR UNDERSTANDING
Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION
Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION
"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Actions; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE
Collecting evidence with a named TRACKS lens (A) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)
Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 32 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two **A, Actions** pieces

"A question: Where should power end?" 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 (the Magna Carta began a question about power), and leads to the idea that big changes can start with one question.

"At Runnymede, in long-past days,"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

Sets the time and place, but it does not show how the idea grew over time, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'At Runnymede, in long-past days,' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Sets the time and place, but it does not show how the idea grew over time, so it does not support the thesis."

"Now the second piece: 'A question: Where should power end?' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (the Magna Carta began a question about power), and leads to the idea that big changes can start with one question."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "A question: Where should power end?" (all three CSI checks pass) over "At Runnymede, in long-past days," (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

Collect the Evidence (7Ci), TRACKS

I CAN
I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS
- Reread ""What We Carry Forward" (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"That leaders must obey the law each day."
Shows the idea grew into what later governments said.

"It did not give all people rights;"
Describes a limit of the Magna Carta, not how the idea grew.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "That leaders must obey the law each day." and "It did not give all people rights;", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "That leaders must obey the law each day.", Shows the idea grew into what later governments said., "It did not give all people rights;", Describes a limit of the Magna Carta, not how the idea grew.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"That leaders must obey the law each 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, supports the thesis (later governments said leaders must obey the law), and leads to the idea that a small beginning can become a lasting rule.

"It did not give all people rights;"

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Describes a limit of the Magna Carta, but it does not show how the idea grew over time, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'It did not give all people rights;' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Describes a limit of the Magna Carta, but it does not show how the idea grew over time, so it does not support the thesis."

"Now the second piece: 'That leaders must obey the law each day.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (later governments said leaders must obey the law), and leads to the idea that a small beginning can become a lasting rule."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "That leaders must obey the law each day." (all three CSI checks pass) over "It did not give all people rights;" (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 32 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "A question: Where should power end?"
- "That leaders must obey the law each day."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'A question: Where should power end?' and 'That leaders must obey the law each day.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "A question: Where should power end?" and "That leaders must obey the law each day." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 32 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

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 We Carry Forward" (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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How does the poem show that the idea of fair laws grew over time?

THESIS
The poem shows that the idea of fair laws grew over time because the Magna Carta began a question about a ruler's power, and later governments came to say that leaders must obey the law.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"People challenged a ruler's ways."
- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows people challenged the ruler, but it does not show the idea growing over time.

"That thought kept traveling through the years," BEST EVIDENCE
- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (the thought kept traveling through the years), and leads to the idea that a strong idea keeps spreading long after it begins.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'People challenged a ruler's ways.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows people challenged the ruler, but it does not show the idea growing over time."

"And this second: 'That thought kept traveling through the years,' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (the thought kept traveling through the years), and leads to the idea that a strong idea keeps spreading long after it begins."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "That thought kept traveling through the years," (passes all three CSI checks) over "People challenged a ruler's ways."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 32 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which line from the poem best shows that the idea from the Magna Carta continued to grow?

A **"At Runnymede, in long-past days,"**

B **"An early thought may still expand"**

C **"People challenged a ruler's ways."**

D **"It did not end all unfair fights."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which line from the poem best shows that the idea from the Magna Carta continued to grow?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'At Runnymede, in long-past days,' B: 'An early thought may still expand' C: 'People challenged a ruler's ways.' D: 'It did not end all unfair fights.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which line from the poem best shows that the idea from the Magna Carta continued to grow?

A **"At Runnymede, in long-past days,"**
TRUE BUT WRONG
True, but it sets when and where the idea began, not that it continued to grow.

B **"An early thought may still expand"**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, an early thought can still expand and grow over time.

C **"People challenged a ruler's ways."**
WRONG TIMELINE POINT
True, but it describes the first event, not the idea's continued growth.

D **"It did not end all unfair fights."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it describes a limit of the Magna Carta, so a reader would have to assume it shows the idea grew.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'An early thought may still expand' This proves the exact claim, an early thought can still expand and grow over time."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'At Runnymede, in long-past days,', True But Wrong. True, but it sets when and where the idea began, not that it continued to grow."

"C: 'People challenged a ruler's ways.', Wrong Timeline Point. True, but it describes the first event, not the idea's continued growth."

"D: 'It did not end all unfair fights.', Plausible But Requires An Assumption. True, but it describes a limit of the Magna Carta, so a reader would have to assume it shows the idea grew."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "An early thought may still expand", This proves the exact claim, an early thought can still expand and grow over time.

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

LOCATE THE PASSAGE
"What Shapes a Society? Place, Resources, and Connection" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How does geography affect the way a society develops?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "What Shapes a Society? Place, Resources, and Connection" (Nonfiction), and one job: answer the question, how does geography affect the way a society develops?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "What Shapes a Society? Place, Resources, and Connection" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""What Shapes a Society? Place, Resources, and Connection" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"However, geography can create opportunities and challenges that influence how a society develops."

States the main idea, geography influences how a society develops.

"Every society begins somewhere."

A general opening statement, not how geography affects development.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "However, geography can create opportunities and challenges that influence how a society develops." and "Every society begins somewhere.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "However, geography can create opportunities and challenges that influence how a society develops.", States the main idea, geography influences how a society develops., "Every society begins somewhere.", A general opening statement, not how geography affects development.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"However, geography can create opportunities and challenges that influence how a society develops." 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 (geography shapes how a society develops), and leads to the idea that the land can open or limit a community's choices.

"Every society begins somewhere."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A general opening statement, but it does not show how geography affects development, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Every society begins somewhere.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A general opening statement, but it does not show how geography affects development, so it does not support the thesis."

"Now the second piece: 'However, geography can create opportunities and challenges that influence how a society develops.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (geography shapes how a society develops), and leads to the idea that the land can open or limit a community's choices."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "However, geography can create opportunities and challenges that influence how a society develops." (all three CSI checks pass) over "Every society begins somewhere." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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NOTICE

PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Actions**.

DIRECTIONS

- Reread ""What Shapes a Society? Place, Resources, and Connection" (Nonfiction)."
- Underline TWO places that show **Actions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: A, Actions

"The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel."

Lists what a society's location can affect.

"Geography describes more than where a place is located on a map."

Defines geography, not how it affects a society's development.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: A for Actions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Actions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Actions using their A lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel." and "Geography describes more than where a place is located on a map.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two A (Actions) pieces from the passage: "The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel.", Lists what a society's location can affect., "Geography describes more than where a place is located on a map.", Defines geography, not how it affects a society's development.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Actions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Actions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (A) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two A, Actions pieces

"The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel." 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 (location affects food, homes, and work), and leads to the idea that daily life grows out of the land around people.

"Geography describes more than where a place is located on a map."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Defines geography, but it does not show how geography affects a society's development, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two A (Actions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Geography describes more than where a place is located on a map.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Defines geography, but it does not show how geography affects a society's development, so it does not support the thesis."

"Now the second piece: 'The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (location affects food, homes, and work), and leads to the idea that daily life grows out of the land around people."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel." (all three CSI checks pass) over "Geography describes more than where a place is located on a map." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 33 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"However, geography can create opportunities and challenges that influence how a society develops."

"The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'However, geography can create opportunities and challenges that influence how a society develops.' and 'The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "However, geography can create opportunities and challenges that influence how a society develops." and "The location of a society can affect the food people grow, the homes they build, the work they do, the resources they use, and the ways they travel." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 33 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

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 Shapes a Society? Place, Resources, and Connection" (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 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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
How does geography affect the way a society develops?

THESIS
Geography affects the way a society develops because the land creates opportunities and challenges, so it can influence the food people grow, the homes they build, and the work they do.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"The land around them does not decide everything that will happen."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it notes the land does not decide everything, but it does not show how geography affects development.

"Different environments provide different possibilities." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (different environments create different possibilities for a society), and leads to the idea that a place shapes what a society can do.

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TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'The land around them does not decide everything that will happen.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it notes the land does not decide everything, but it does not show how geography affects development."

"And this second: 'Different environments provide different possibilities.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (different environments create different possibilities for a society), and leads to the idea that a place shapes what a society can do."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Different environments provide different possibilities." (passes all three CSI checks) over "The land around them does not decide everything that will happen."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 33 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that the land offers different resources in different places?

A **"Every society begins somewhere."**

B **"Coastal areas can provide fish and places for ships to travel."**

C **"Geography describes more than where a place is located on a map."**

D **"The land around them does not decide everything that will happen."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that the land offers different resources in different places?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Every society begins somewhere.' B: 'Coastal areas can provide fish and places for ships to travel.' C: 'Geography describes more than where a place is located on a map.' D: 'The land around them does not decide everything that will happen.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that the land offers different resources in different places?

A **"Every society begins somewhere."**
TRUE BUT WRONG
True, but it is a general statement, not about different resources in different places.

B **"Coastal areas can provide fish and places for ships to travel."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, a coastal place offers resources that other places do not.

C **"Geography describes more than where a place is located on a map."**
WRONG TIMELINE POINT
True, but it defines geography, not the different resources places offer.

D **"The land around them does not decide everything that will happen."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about the land not deciding everything, so a reader would have to assume it shows different places offer different resources.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Coastal areas can provide fish and places for ships to travel.' This proves the exact claim, a coastal place offers resources that other places do not."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Every society begins somewhere.', True But Wrong. True, but it is a general statement, not about different resources in different places."

"C: 'Geography describes more than where a place is located on a map.', Wrong Timeline Point. True, but it defines geography, not the different resources places offer."

"D: 'The land around them does not decide everything that will happen.', Plausible But Requires An Assumption. True, but it is about the land not deciding everything, so a reader would have to assume it shows different places offer different resources."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Coastal areas can provide fish and places for ships to travel.", This proves the exact claim, a coastal place offers resources that other places do not.

TEKS 7(C) · Evidence · Sheet 33 of 36 · Cluster 8 · Module 1 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

LOCATE THE PASSAGE
"What Shapes a Society? Ideas, Choices, and Culture" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How can ideas change a society?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

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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TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "What Shapes a Society? Ideas, Choices, and Culture" (Nonfiction), and one job: answer the question, how can ideas change a society?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "What Shapes a Society? Ideas, Choices, and Culture" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""What Shapes a Society? Ideas, Choices, and Culture" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography."

States the main idea, ideas can change societies as powerfully as geography.

"Ideas do not have mountains."

A figurative statement, not how ideas change a society.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography." and "Ideas do not have mountains.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.", States the main idea, ideas can change societies as powerfully as geography., "Ideas do not have mountains.", A figurative statement, not how ideas change a society.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography." 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 (ideas can change societies as powerfully as geography), and leads to the idea that what people think can shape the world.

"Ideas do not have mountains."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A figurative statement comparing ideas to land, but it does not show how ideas change a society, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Ideas do not have mountains.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A figurative statement comparing ideas to land, but it does not show how ideas change a society, so it does not support the thesis."

"Now the second piece: 'Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (ideas can change societies as powerfully as geography), and leads to the idea that what people think can shape the world."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography." (all three CSI checks pass) over "Ideas do not have mountains." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""What Shapes a Society? Ideas, Choices, and Culture" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"A new idea about government can influence people centuries later."

Shows an effect, an idea can influence people for centuries.

"The Magna Carta did not create modern democracy."

States a limit of the Magna Carta, not how ideas change a society.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "A new idea about government can influence people centuries later." and "The Magna Carta did not create modern democracy.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "A new idea about government can influence people centuries later.", Shows an effect, an idea can influence people for centuries., "The Magna Carta did not create modern democracy.", States a limit of the Magna Carta, not how ideas change a society.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"A new idea about government can influence people centuries later." 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 (an idea can influence people for centuries), and leads to the idea that a single idea can outlast its own time.

"The Magna Carta did not create modern democracy."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States a limit of the Magna Carta, but it does not show how ideas change a society, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The Magna Carta did not create modern democracy.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States a limit of the Magna Carta, but it does not show how ideas change a society, so it does not support the thesis."

"Now the second piece: 'A new idea about government can influence people centuries later.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (an idea can influence people for centuries), and leads to the idea that a single idea can outlast its own time."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "A new idea about government can influence people centuries later." (all three CSI checks pass) over "The Magna Carta did not create modern democracy." (fails at least one CSI check)

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 34 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

"Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography."

"A new idea about government can influence people centuries later."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.' and 'A new idea about government can influence people centuries later.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography." and "A new idea about government can influence people centuries later." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 34 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

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 Shapes a Society? Ideas, Choices, and Culture" (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 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.

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TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING

Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION

Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION

"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE

The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)

For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How can ideas change a society?

THESIS
Ideas can change a society because ideas, decisions, beliefs, and laws can be as powerful as geography, so a new idea about government can influence people centuries later.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"A song can preserve a culture."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows one thing ideas and art can do, but on its own it does not fully show how ideas change a society.

"Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (ideas about law eventually shaped later political systems), and leads to the idea that ideas can build the rules a society lives by.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'A song can preserve a culture.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows one thing ideas and art can do, but on its own it does not fully show how ideas change a society."

"And this second: 'Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (ideas about law eventually shaped later political systems), and leads to the idea that ideas can build the rules a society lives by."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Ideas about rule of law, fair legal processes, and limits on government eventually influenced later political systems." (passes all three CSI checks) over "A song can preserve a culture."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 34 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that ideas can be as powerful as geography?

A **"Ideas do not have mountains."**

B **"Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography."**

C **"The Magna Carta did not create modern democracy."**

D **"A song can preserve a culture."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

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TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that ideas can be as powerful as geography?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Ideas do not have mountains.' B: 'Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.' C: 'The Magna Carta did not create modern democracy.' D: 'A song can preserve a culture.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that ideas can be as powerful as geography?

A **"Ideas do not have mountains."**
TRUE BUT WRONG
True, but it is a figurative contrast, not proof that ideas are as powerful as geography.

B **"Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, ideas can change societies just as powerfully as geography.

C **"The Magna Carta did not create modern democracy."**
WRONG TIMELINE POINT
True, but it states a limit of one idea, not the power of ideas in general.

D **"A song can preserve a culture."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is one example, so a reader would have to assume it shows ideas are as powerful as geography.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.' This proves the exact claim, ideas can change societies just as powerfully as geography."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Ideas do not have mountains.', True But Wrong. True, but it is a figurative contrast, not proof that ideas are as powerful as geography."

"C: 'The Magna Carta did not create modern democracy.', Wrong Timeline Point. True, but it states a limit of one idea, not the power of ideas in general."

"D: 'A song can preserve a culture.', Plausible But Requires An Assumption. True, but it is one example, so a reader would have to assume it shows ideas are as powerful as geography."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "Yet ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.", This proves the exact claim, ideas can change societies just as powerfully as geography.

TEKS 7(C) · Evidence · Sheet 34 of 36 · Cluster 8 · Module 2 · slide 10 of 10

CHECK FOR UNDERSTANDING
Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION
Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION
"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE
A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)
Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence together.

LOCATE THE PASSAGE
"The Evidence Room: What Did They Leave Behind?" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
How do historians learn about the past?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence 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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Evidence Room: What Did They Leave Behind?" (Nonfiction), and one job: answer the question, how do historians learn about the past?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence together."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Evidence Room: What Did They Leave Behind?" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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TEKS 7(C)
MONDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 35 of 36
RPLD Evidence Deck · Slide 2 of 10

PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence 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 Evidence Room: What Did They Leave Behind?" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Instead, they study evidence."
Names how historians learn about the past, they study evidence.

"Historians cannot travel back in time."
States the problem historians face, not how they learn.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Instead, they study evidence." and "Historians cannot travel back in time.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Instead, they study evidence.", Names how historians learn about the past, they study evidence., "Historians cannot travel back in time.", States the problem historians face, not how they learn.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Instead, they study evidence." 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 (historians study evidence to learn the past), and leads to the idea that the past leaves clues we can read.

"Historians cannot travel back in time."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

States the problem historians face, but it does not show how they learn, so it does not support the thesis on its own.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Historians cannot travel back in time.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) States the problem historians face, but it does not show how they learn, so it does not support the thesis on its own."

"Now the second piece: 'Instead, they study evidence.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (historians study evidence to learn the past), and leads to the idea that the past leaves clues we can read."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Instead, they study evidence." (all three CSI checks pass) over "Historians cannot travel back in time." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence together.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Reactions**.

DIRECTIONS

- Reread ""The Evidence Room: What Did They Leave Behind?" (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: R, Reactions

"One source rarely tells the whole story."
Explains why historians need many sources, one is not enough.

"The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship."
One artifact example, not the point about needing many sources.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: R for Reactions."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Reactions."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Reactions using their R lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "One source rarely tells the whole story." and "The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two R (Reactions) pieces from the passage: "One source rarely tells the whole story.", Explains why historians need many sources, one is not enough., "The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.", One artifact example, not the point about needing many sources.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Reactions pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Reactions specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (R) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
THURSDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 35 of 36
RPLD Evidence Deck · Slide 5 of 10

PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence together.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two R, Reactions pieces

"One source rarely tells the whole story." 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 (one source is not enough), and leads to the idea that a fuller picture needs many kinds of evidence.

"The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

One artifact example, but it does not show the point about needing many sources, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two R (Reactions) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) One artifact example, but it does not show the point about needing many sources, so it does not support the thesis."

"Now the second piece: 'One source rarely tells the whole story.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (one source is not enough), and leads to the idea that a fuller picture needs many kinds of evidence."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "One source rarely tells the whole story." (all three CSI checks pass) over "The pottery can provide evidence that Caddo people developed skilled forms of art and craftsmanship." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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OWN + DEFEND

PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence together.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Instead, they study evidence."
- "One source rarely tells the whole story."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Instead, they study evidence.' and 'One source rarely tells the whole story.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Instead, they study evidence." and "One source rarely tells the whole story." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 35 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence 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 Evidence Room: What Did They Leave Behind?" (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 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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ANSWER KEY

PROMPT (WHY)
How do historians learn about the past?

THESIS
Historians learn about the past by studying evidence like artifacts and documents, but one source rarely tells the whole story, so they need many kinds of evidence together.

Answer Key, One Strong Model

Model TRACKS category: R, Reactions

"Each piece of evidence can reveal something about the past."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it shows evidence reveals the past, but it does not show why historians need many kinds of evidence.

"Researchers need other evidence, including historical records, archaeological findings, and information from Caddo 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 and supports the thesis (they need many kinds of evidence together), and leads to the idea that combining sources gives a fuller picture.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's R (Reactions) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Each piece of evidence can reveal something about the past.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it shows evidence reveals the past, but it does not show why historians need many kinds of evidence."

"And this second: 'Researchers need other evidence, including historical records, archaeological findings, and information from Caddo people.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (they need many kinds of evidence together), and leads to the idea that combining sources gives a fuller picture."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Researchers need other evidence, including historical records, archaeological findings, and information from Caddo people." (passes all three CSI checks) over "Each piece of evidence can reveal something about the past."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 35 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that one artifact is not enough to understand the past?

A **"Instead, they study evidence."**

B **"The bowl cannot explain every part of Caddo culture."**

C **"Historians cannot travel back in time."**

D **"Each piece of evidence can reveal something about the past."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that one artifact is not enough to understand the past?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Instead, they study evidence.' B: 'The bowl cannot explain every part of Caddo culture.' C: 'Historians cannot travel back in time.' D: 'Each piece of evidence can reveal something about the past.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that one artifact is not enough to understand the past?

A **"Instead, they study evidence."**
TRUE BUT WRONG
True, but it says historians study evidence, not that one artifact is not enough.

B **"The bowl cannot explain every part of Caddo culture."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, one artifact cannot explain the whole culture.

C **"Historians cannot travel back in time."**
WRONG TIMELINE POINT
True, but it states the problem historians face, not that one artifact is not enough.

D **"Each piece of evidence can reveal something about the past."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is about what evidence can reveal, so a reader would have to assume it shows one artifact is not enough.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's the payoff: the correct answer is B, 'The bowl cannot explain every part of Caddo culture.' This proves the exact claim, one artifact cannot explain the whole culture."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Instead, they study evidence.', True But Wrong. True, but it says historians study evidence, not that one artifact is not enough."

"C: 'Historians cannot travel back in time.', Wrong Timeline Point. True, but it states the problem historians face, not that one artifact is not enough."

"D: 'Each piece of evidence can reveal something about the past.', Plausible But Requires An Assumption. True, but it is about what evidence can reveal, so a reader would have to assume it shows one artifact is not enough."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "The bowl cannot explain every part of Caddo culture.", This proves the exact claim, one artifact cannot explain the whole culture.

TEKS 7(C) · Evidence · Sheet 35 of 36 · Cluster 8 · Module 3 · slide 10 of 10

CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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EVIDENCE

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

LOCATE THE PASSAGE
"The Change Atlas: Five Forces That Shape a Society" (Nonfiction)

THIS WEEK'S PROMPT (WHY)
What are some of the forces that can change a society?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

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.

TEACHER SAYS & DOES · SLIDE 1 OF 10 · Overview · Collecting & Using Text Evidence

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about the last time you had to prove you were right about something, to a friend, a sibling, or even a referee. You didn't just say 'trust me', you pointed to something real. That's exactly what strong writers do with evidence."

▸ *Display the passage title and this week's prompt. Give students a moment to read both before you continue.*

"This week we are detectives working with one passage, "The Change Atlas: Five Forces That Shape a Society" (Nonfiction), and one job: answer the question, what are some of the forces that can change a society?"

▸ *Read the thesis statement aloud, tracking with your finger so students see it is one complete claim, not a list.*

"Our thesis, our answer, is this: A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes."

▸ *Preview the week using the flow on the slide: two rounds of NOTICE and CHOOSE, then Friday's OWN + DEFEND. Point out that every day still points back to this same prompt and thesis.*

"Every day this week, we will hunt for evidence in the passage, grade it like detectives using CSI, and by Friday you will be able to defend the two strongest pieces we found."

NOTE: This week: collecting and using text evidence (TEKS 7(C)), see the prompt, thesis, and five-day roadmap above.

PREP & MATERIALS: the EVIDENCE slide deck · a class or student copy of "The Change Atlas: Five Forces That Shape a Society" (Nonfiction) · student Evidence Tracking Sheets · highlighters or colored pencils for underlining evidence.

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NOTICE

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""The Change Atlas: Five Forces That Shape a Society" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Sometimes resources create opportunities."
Names one force that can change a society, resources.

"Welcome to The Change Atlas!"
A greeting that opens the passage, not a force that changes a society.

TEACHER SAYS & DOES · SLIDE 2 OF 10 · Monday · NOTICE · Foundational (Beginning)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Real evidence detectives don't grab the first sentence they see, they hunt for the sentence that actually proves something. Today our hunting lens is K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Sometimes resources create opportunities." and "Welcome to The Change Atlas!", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Sometimes resources create opportunities.", Names one force that can change a society, resources., "Welcome to The Change Atlas!", A greeting that opens the passage, not a force that changes a society.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may summarize the idea in their own words instead of copying the exact sentence, remind them evidence must be the author's own words, quoted directly.

POSSIBLE STUDENT QUESTION

"What if I find more than two?" Great instinct, have them jot every candidate, then circle the two that best show Key Knowledge; we will grade for strength tomorrow.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Foundational (Beginning) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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TEKS 7(C)
TUESDAY · CHOOSE
EVIDENCE · TRACKS + CSI

CHOOSE

Sheet 36 of 36
RPLD Evidence Deck · Slide 3 of 10

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Monday's two K, Key Knowledge pieces

"Sometimes resources create opportunities." 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 (resources are one force of change), and leads to the idea that what a place has can shape its future.

"Welcome to The Change Atlas!"

- ✗ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✗ I, Leads to Ideas / Inference (not a dead end)

A greeting that opens the passage, but it does not name a force that changes a society, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 3 OF 10 · Tuesday · CHOOSE · Emergent (Developing)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Not every true sentence in a passage is good evidence. Today we put on our CSI badge and grade what we found yesterday like real detectives, true isn't enough; it has to prove the case."

▸ *Display yesterday's (Monday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Welcome to The Change Atlas!' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A greeting that opens the passage, but it does not name a force that changes a society, so it does not support the thesis."

"Now the second piece: 'Sometimes resources create opportunities.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (resources are one force of change), and leads to the idea that what a place has can shape its future."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Sometimes resources create opportunities." (all three CSI checks pass) over "Welcome to The Change Atlas!" (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may think a sentence is strong evidence just because it is true or interesting, true and interesting are not the same as connecting to THIS prompt and supporting THIS thesis.

POSSIBLE STUDENT QUESTION

"What if a piece passes C and S but not I?" It's still weaker, all three checks have to pass for evidence to count as our best.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Emergent (Developing) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward the next TRACKS category, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
WEDNESDAY · NOTICE
EVIDENCE · TRACKS + CSI

NOTICE

Sheet 36 of 36
RPLD Evidence Deck · Slide 4 of 10

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

Collect the Evidence (7Ci), TRACKS

I CAN

I can find two pieces of evidence in the passage that show **Key Knowledge**.

DIRECTIONS

- Reread ""The Change Atlas: Five Forces That Shape a Society" (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"Sometimes a powerful idea changes the way people think."

Names another force, a powerful idea.

"Mali was known for its gold."

A specific fact about Mali, not a general force that changes a society.

TEACHER SAYS & DOES · SLIDE 4 OF 10 · Wednesday · NOTICE · Visible (Engaging)

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Yesterday's evidence answered part of our question. But one strong clue is never enough for a real case, today we go back into the same passage with a brand-new lens: K for Key Knowledge."

▸ *Display the prompt and thesis, then read today's I CAN statement aloud.*

"I can find two pieces of evidence in the passage that show Key Knowledge."

▸ *Reread the passage together (or have students reread independently). Have students underline TWO places that show Key Knowledge using their K lens, then copy each one word-for-word onto their tracking sheet.*

"Remember, copy the evidence exactly the way the author wrote it. Word-for-word is what makes it evidence and not just your own idea."

▸ *Cold-call or take volunteers for the two pieces students found. Confirm (or redirect toward) these two: "Sometimes a powerful idea changes the way people think." and "Mali was known for its gold.", but do NOT grade them yet. Today is only about finding, not judging.*

ANSWER KEY: Two K (Key Knowledge) pieces from the passage: "Sometimes a powerful idea changes the way people think.", Names another force, a powerful idea., "Mali was known for its gold.", A specific fact about Mali, not a general force that changes a society.

CHECK FOR UNDERSTANDING

Ask a student to point to or read back their two Key Knowledge pieces. Expected: both are copied word-for-word from the passage, not summarized or paraphrased.

COMMON MISCONCEPTION

Students may reuse Monday's evidence because it still relates to the passage, redirect them to hunt for something NEW that shows Key Knowledge specifically.

POSSIBLE STUDENT QUESTION

"Can my evidence be close to the passage but not exact?" No, evidence has to match the passage word-for-word, or it cannot be checked or trusted.

RPLD EVIDENCE & ADVICE

Collecting evidence with a named TRACKS lens (K) and a prompt is Visible (Engaging) evidence. Keep the demand at noticing and copying; save judging the evidence for CHOOSE.

RAISE THE THINKING → (move one level to the right)

Ask a student to predict, before tomorrow's lesson, which of their two pieces they think is stronger and why, that primes them to move toward CHOOSE.

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CHOOSE

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

Choose the Best Evidence (7Cii), CSI: Be the Detective

Grading Wednesday's two K, Key Knowledge pieces

"Sometimes a powerful idea changes the way people think." 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 (ideas are one force of change), and leads to the idea that thoughts can be as strong as any resource.

"Mali was known for its gold."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

A specific fact about Mali, but it does not name a general force that changes a society, so it does not support the thesis.

TEACHER SAYS & DOES · SLIDE 5 OF 10 · Thursday · CHOOSE · Independent (Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"You already know the CSI test from Tuesday, today you use it again, on your own new evidence, a little faster and a little more independently."

▸ *Display yesterday's (Wednesday's) two K (Key Knowledge) pieces of evidence and the prompt/thesis. Introduce or review the CSI test: C, Connects directly to the prompt, S, Supports the thesis statement, I, Leads to Ideas or Inference (it isn't a dead end).*

"Let's grade the first piece: 'Mali was known for its gold.' Does it Connect, does it Support, does it lead to more Ideas?"

▸ *Walk the class through the three CSI letters for this piece, marking each with a check or an X on the board as you go.*

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) A specific fact about Mali, but it does not name a general force that changes a society, so it does not support the thesis."

"Now the second piece: 'Sometimes a powerful idea changes the way people think.' Let's run the same three checks."

▸ *Walk the class through C, S, and I for the second piece the same way.*

"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 (ideas are one force of change), and leads to the idea that thoughts can be as strong as any resource."

"That is our BEST EVIDENCE for today, it earns all three checks, and that is what goes on to our final two winners."

ANSWER KEY: Best evidence: "Sometimes a powerful idea changes the way people think." (all three CSI checks pass) over "Mali was known for its gold." (fails at least one CSI check).

CHECK FOR UNDERSTANDING

Ask a student to name which of the two pieces passed all three CSI checks and to say which letter (C, S, or I) the weaker piece failed.

COMMON MISCONCEPTION

Students may keep evidence that is exciting or dramatic even when it fails the CSI test, remind them CSI outranks drama every time.

POSSIBLE STUDENT QUESTION

"Can a piece from a different TRACKS category be my best evidence?" Yes, CSI grades the evidence itself, not which TRACKS lens found it.

RPLD EVIDENCE & ADVICE

Grading with the CSI test using a visible three-part scaffold is Independent (Independent) evidence. Keep the C-S-I checklist visible as the support.

RAISE THE THINKING → (move one level to the right)

To move toward OWN + DEFEND, ask the student to explain in their own words why the weaker piece failed CSI, not just which piece won.

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TEKS 7(C)
FRIDAY · OWN + DEFEND
EVIDENCE · TRACKS + CSI

OWN + DEFEND

Sheet 36 of 36
RPLD Evidence Deck · Slide 6 of 10

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

- "Sometimes resources create opportunities."
- "Sometimes a powerful idea changes the way people think."

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.

TEACHER SAYS & DOES · SLIDE 6 OF 10 · Friday · OWN + DEFEND · Reflective (Highly Independent)

~5 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Think about a time you had to explain to someone not just WHAT you decided, but WHY it mattered. That's the last job of a real evidence detective, defending the case, not just closing it."

▸ *Display this week's two winning pieces of evidence (from Tuesday and Thursday) side by side, along with the prompt and thesis.*

"This week we collected evidence, graded it with CSI, and landed on our two strongest pieces: 'Sometimes resources create opportunities.' and 'Sometimes a powerful idea changes the way people think.' Today's job: I can reflect on why my best evidence matters, using a sentence stem."

▸ *Read the sentence stems aloud so students hear the options before choosing.*

"Choose one stem for each piece of evidence: This matters because…; To me, this means…; This shows us that…; This is important because…; This teaches us that…; Ultimately, everyone can see that…"

▸ *Have students pick ONE stem per piece and finish the sentence in writing, explaining why each piece matters to our thesis. Circulate and listen for reasoning that ties back to the thesis, not just a restatement of the evidence.*

ANSWER KEY: Both finished reflections should tie "Sometimes resources create opportunities." and "Sometimes a powerful idea changes the way people think." back to the thesis, using any of the six stems.

CHECK FOR UNDERSTANDING

Have a few students read their finished sentence stem aloud. Expected: the reason connects the evidence back to the thesis, not just to the passage in general.

COMMON MISCONCEPTION

Students may restate the evidence instead of explaining why it matters, push them from 'what it says' to 'why it proves our thesis.'

POSSIBLE STUDENT QUESTION

"Can I use the same stem for both pieces?" Yes, the stem is just a starter; the reasoning that follows is what we are grading.

RPLD EVIDENCE & ADVICE

Justifying two pieces of evidence and tying each to the thesis is Reflective (Highly Independent) evidence, the top of this week's ladder. Look for reasoning, not just a restated quote.

RAISE THE THINKING → (move one level to the right)

This is the top of the ladder, stretch by having a student defend their reasoning out loud to a partner, or apply the same OWN + DEFEND thinking to a brand-new passage.

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TEKS 7(C)
INDEPENDENT PRACTICE
EVIDENCE · INDEPENDENT PRACTICE

YOUR TURN

Sheet 36 of 36
RPLD Evidence Deck · Slide 7 of 10

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

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 Change Atlas: Five Forces That Shape a Society" (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 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.

TEACHER SAYS & DOES · SLIDE 7 OF 10 · Independent Practice · YOUR TURN

~7 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Now it's your turn to run the whole case on your own, find the evidence, and prove it's strong."

▸ *Students choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept), reread the passage, and collect TWO pieces of evidence on their own Evidence Tracking Sheet. They then grade both pieces with CSI (Connects, Supports, Ideas) and circle their BEST evidence. Circulate as they work, this is your quick read on where each student sits on the NOTICE-to-CHOOSE climb without your support.*

ANSWER KEY: Student's own two pieces should share a TRACKS lens not yet used this week and both should be checked against CSI, with the strongest one circled.

CHECK FOR UNDERSTANDING
Collect the tracking-sheet row as evidence: both pieces should be copied word-for-word and CSI-graded, with the stronger one circled and a reason given.

COMMON MISCONCEPTION
Students may reuse a TRACKS category already used this week instead of trying a new one, remind them the goal is transferring the skill, not repeating it.

POSSIBLE STUDENT QUESTION
"What if both of my pieces pass all three CSI checks?" Wonderful, have them circle the one that connects most directly to the exact wording of the prompt.

RPLD EVIDENCE & ADVICE
The tracking sheet records each student's cognitive address for this skill, collecting AND grading evidence with no prompt is Independent-level work; use it to plan tomorrow's small groups.

RAISE THE THINKING → (move one level to the right)
For students ready for more, ask them to write one sentence defending their circled evidence for a partner to check.

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TEKS 7(C)
MODEL ANSWER FOR YOUR TURN
EVIDENCE · INDEPENDENT PRACTICE

ANSWER KEY

PROMPT (WHY)
What are some of the forces that can change a society?

THESIS
A society can change because of several forces, since where people live, the resources they have, and powerful ideas can all shape how a community grows and changes.

Answer Key, One Strong Model

Model TRACKS category: K, Key Knowledge

"Because no place had everything people wanted or needed, merchants traveled long distances to trade."

- ✓ C, Connects directly to the prompt
- ✗ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

True, and it explains trade in Mali, but it is one example, not a general force that changes a society.

"Sometimes where people live makes a difference." BEST EVIDENCE

- ✓ C, Connects directly to the prompt
- ✓ S, Supports the thesis statement
- ✓ I, Leads to Ideas / Inference (not a dead end)

Connects directly and supports the thesis (place is one of the forces that shape a society), and leads to the idea that geography is a starting point for change.

TEACHER SAYS & DOES · SLIDE 8 OF 10 · Model Answer · Independent Practice

~4 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Let's compare your independent work to one strong model, so you can check your own thinking, not to see if you matched it exactly."

▸ *Display the model's K (Key Knowledge) TRACKS category and its two pieces of evidence, along with the prompt and thesis.*

"The model found this first: 'Because no place had everything people wanted or needed, merchants traveled long distances to trade.' Let's CSI-grade it together."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) True, and it explains trade in Mali, but it is one example, not a general force that changes a society."

"And this second: 'Sometimes where people live makes a difference.' Same three checks."

"C, Connects directly to the prompt S, Supports the thesis statement I, Leads to Ideas / Inference (not a dead end) Connects directly and supports the thesis (place is one of the forces that shape a society), and leads to the idea that geography is a starting point for change."

▸ *Have students compare their own two pieces and CSI grades to the model. They do not need to have chosen the same TRACKS category or the same sentences, only the same quality of reasoning.*

ANSWER KEY: Best evidence in the model: "Sometimes where people live makes a difference." (passes all three CSI checks) over "Because no place had everything people wanted or needed, merchants traveled long distances to trade."

CHECK FOR UNDERSTANDING

Have students self-check: did their circled evidence pass the same three CSI checks as the model's best piece?

COMMON MISCONCEPTION

Students may think they did it wrong because their evidence is different from the model's, remind them any TRACKS category and any evidence that passes CSI is correct.

POSSIBLE STUDENT QUESTION

"What if my reasoning is different from the model's but still makes sense?" That's fine, accept any explanation that correctly applies all three CSI checks.

RPLD EVIDENCE & ADVICE

Comparing independent work to a model and self-correcting is Visible-level evidence, students make their own reasoning observable.

RAISE THE THINKING → (move one level to the right)

Ask a student who self-corrected to explain what changed their thinking after seeing the model.

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TEKS 7(C)
COMPREHENSION QUESTION
EVIDENCE · INDEPENDENT PRACTICE

PROVE IT

Sheet 36 of 36
RPLD Evidence Deck · Slide 9 of 10

Comprehension Question, Prove It

QUESTION
Which sentence from the passage best supports the idea that a society can change in more than one way?

A **"Mali was known for its gold."**

B **"And sometimes individual people help change a community or culture."**

C **"Welcome to The Change Atlas!"**

D **"Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities."**

Choose ONE sentence that proves the exact claim, not just a sentence that is true.

TEACHER SAYS & DOES · SLIDE 9 OF 10 · Prove It · Comprehension Question

~3 min

" " = say word-for-word · ▸ = teacher direction (do not read aloud)

"Here's a question shaped just like the ones on a real test, and once you can prove your answer with evidence, you're in control. Which sentence from the passage best supports the idea that a society can change in more than one way?"

▸ *Display all four answer choices. Give quiet think time for students to choose on their own before taking any answers.*

"A: 'Mali was known for its gold.' B: 'And sometimes individual people help change a community or culture.' C: 'Welcome to The Change Atlas!' D: 'Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities.'"

▸ *Do not reveal the answer yet, this shows independent application of finding and using evidence to prove a claim.*

NOTE: Revealed on the next slide.

TEKS 7(C) · Evidence · Sheet 36 of 36 · Cluster 8 · Module 4 · slide 9 of 10

CHECK FOR UNDERSTANDING

Have students commit to an answer choice before the reveal.

COMMON MISCONCEPTION

Students may pick a choice just because it is TRUE, even when it does not prove the exact claim in the question, true is not the same as proof.

POSSIBLE STUDENT QUESTION

"What if more than one choice sounds true?" More than one CAN be true, only one proves the exact claim the question is asking about.

RPLD EVIDENCE & ADVICE

This item shows independent transfer of the evidence skill to a test format. Let students choose without prompting.

RAISE THE THINKING → (move one level to the right)

After the reveal, have students explain why each wrong choice is true-but-not-proof, that pushes toward Reflective.

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ANSWER + WHY

Answer + Why, Correct Answer: B

QUESTION
Which sentence from the passage best supports the idea that a society can change in more than one way?

A **"Mali was known for its gold."**
TRUE BUT WRONG
True, but it is a single fact about Mali, not about the many ways a society can change.

B **"And sometimes individual people help change a community or culture."**
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, it names another force, showing a society can change in more than one way.

C **"Welcome to The Change Atlas!"**
WRONG TIMELINE POINT
True, but it is only a greeting, not about the ways a society changes.

D **"Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities."**
PLAUSIBLE BUT REQUIRES AN ASSUMPTION
True, but it is one example of connection, so a reader would have to assume it shows a society can change in more than one way.

TEACHER SAYS & DOES · SLIDE 10 OF 10 · Answer + Why · Comprehension Question

~3 min

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"Here's the payoff: the correct answer is B, 'And sometimes individual people help change a community or culture.' This proves the exact claim, it names another force, showing a society can change in more than one way."

▸ *Walk through why each of the other choices is true but does not prove the exact claim.*

"A: 'Mali was known for its gold.', True But Wrong. True, but it is a single fact about Mali, not about the many ways a society can change."

"C: 'Welcome to The Change Atlas!', Wrong Timeline Point. True, but it is only a greeting, not about the ways a society changes."

"D: 'Trade routes crossed the Sahara Desert and connected the kingdom of Mali with distant communities.', Plausible But Requires An Assumption. True, but it is one example of connection, so a reader would have to assume it shows a society can change in more than one way."

"Remember this all week: strong evidence has to prove the EXACT claim, not just be true somewhere near it."

ANSWER KEY: B, "And sometimes individual people help change a community or culture.", This proves the exact claim, it names another force, showing a society can change in more than one way.

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CHECK FOR UNDERSTANDING

Confirm the correct choice and the reason together as a class.

COMMON MISCONCEPTION

Students may remember the letter but not the reason, always tie it back to whether the sentence proves the EXACT claim.

POSSIBLE STUDENT QUESTION

"Will the test always ask about proving an exact claim like this?" Not in these exact words, but this is the same evidence-proving skill every time.

RPLD EVIDENCE & ADVICE

A correct answer with a clear evidence-based reason is strong evidence of transfer. Note who still needed the reveal.

RAISE THE THINKING → (move one level to the right)

Extension: have students write their own true-but-not-proof distractor for a partner to catch.

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