

## The Writer's Job Comes First

### STUDENT LEARNING OBJECTIVE

Students will read a prompt carefully and name the writer's job before beginning to write.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the prompt slowly.
- I will name what the prompt asks me to do.
- I will find the key task word.
- I will plan before I write.

## I CAN...

- I can read a prompt carefully.
- I can name the writer's job.
- I can find the key task word.
- I can plan before writing.



## NOTICE, Foundational

### TASK

Every prompt has a task word. **Find the word that tells the writer's job.**

### MATERIAL

Prompt A: Explain why people came to the gathering.

Prompt B: Describe the scene at the memorial.



### YOUR TURN

Underline the task word in each.



## CHOOSE, Emergent

### TASK

Task words name the job. **Match the task word to the job.**

### MATERIAL

explain = tell why or how

describe = tell what it is like

compare = tell how two things are alike or different



### YOUR TURN

Match each task word to its job.



## SHOW, Visible

### TASK

Read a prompt and name the job. **Write what the prompt asks you to do.**

### MATERIAL

Prompt: Explain why the narrator's mother was crying.

The writer's job: \_\_\_\_\_



### YOUR TURN

Write the writer's job.



## OWN, Independent

### TASK

For a new prompt, name the writer's job on your own.

### MATERIAL

Prompt: Why did people come to the gathering?  
Name the job before you write.



### YOUR TURN

Write the writer's job on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at the job you named. **Explain how knowing the job helps you write.**

### MATERIAL

The job: \_\_\_\_\_

How it helps: \_\_\_\_\_



### YOUR TURN

Defend your plan.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 1



## NOTICE

Foundational

A: explain. B: describe. Each word tells a different writer's job.



## CHOOSE

Emergent

Explain means tell why or how, describe means tell what it is like, and compare means tell how things are alike or different.



## SHOW

Visible

The job is to explain why, by giving a reason with evidence.



## OWN

Independent

Model: The job is to explain why people came, using a reason and evidence from the passage.



## DEFEND

Reflective

Sample: Knowing the job is to explain why tells me to give a reason and evidence, not just retell.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Prepare • Module 1

## YOUR WRITING TASK

**Read the prompt: Why did people come to the gathering at the Lincoln Memorial? Name the writer's job, then write a response that does that job.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Prepare • Module 1

## MODEL ANSWER

*The writer's job is to explain why. People came to the gathering because they believed the country could become better. The passage says, "They want everyone to have opportunities, kindness, fairness, and freedom." This explains the reason they came.*



### NOTICE

Foundational

Writes without reading the prompt.



### CHOOSE

Emergent

Names the topic but not the job.



### SHOW

Visible

Names the writer's job.



### OWN

Independent

Names the job and plans to do it.



### DEFEND

Reflective

Names the job and defends the plan.

## The Same Idea, Many Jobs, Purpose

### STUDENT LEARNING OBJECTIVE

Students will see that the same topic can be written for different purposes: to inform, to explain, or to persuade.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
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| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will name my purpose for writing.
- I will match my writing to the purpose.
- I will use words that fit the purpose.
- I will keep my central idea clear.

## I CAN...

- I can name a purpose.
- I can match writing to a purpose.
- I can use fitting words.
- I can keep my idea clear.



## NOTICE, Foundational

### TASK

Writing has a purpose. **Match each sentence to inform, explain, or persuade.**

### MATERIAL

A informs: Kennedy became president in 1961.

B explains: Kennedy wanted service because he believed citizens could help.

C persuades: Everyone should serve their community.



### YOUR TURN

Match each sentence to its purpose.

# Choose the Explaining Sentence

Slide 4 of 10

CHOOSE • Emergent thinking

Prepare • Module 2



## CHOOSE, Emergent

### TASK

Explaining tells why or how. **Choose the sentence written to explain.**

### MATERIAL

A: Kennedy gave a speech.

B: Kennedy asked for service because he believed people could make a difference.



### YOUR TURN

Choose the explaining sentence.



## SHOW, Visible

### TASK

Pick the purpose to explain. **Write one sentence that explains.**

### MATERIAL

Topic: Kennedy's message about service.

Explaining sentence: \_\_\_\_\_



### YOUR TURN

Write to explain.



## OWN, Independent

### TASK

For the prompt, write to explain on your own.

### MATERIAL

Prompt: What did President Kennedy want Americans to do, and why?  
Write to explain by telling why.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your writing. **Explain how it matches your purpose.**

### MATERIAL

My purpose: \_\_\_\_\_

How my writing matches: \_\_\_\_\_



### YOUR TURN

Defend your purpose.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 2



## NOTICE

Foundational

A informs, B explains, and C persuades.



## CHOOSE

Emergent

B explains why, because it gives a reason. A only informs.



## SHOW

Visible

Sample: Kennedy wanted Americans to serve because he believed ordinary people could improve their country.



## OWN

Independent

Model: Kennedy wanted Americans to serve others. He believed people should not wait for others to fix the world. The passage says he wanted people to think about “what we could give.”



## DEFEND

Reflective

Sample: My purpose was to explain, so I gave a reason and evidence, not just facts.

Write your response, keep it short

Prepare • Module 2

## YOUR WRITING TASK

**What did President Kennedy want Americans to do, and why? Write to explain, using a reason and evidence.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Prepare • Module 2

## MODEL ANSWER

*President Kennedy wanted Americans to serve others. He believed people should not wait for someone else to improve the world. The passage says he wanted us to think about “what we could give.” This explains that his purpose was to inspire people to help their country.*



### NOTICE

Foundational

No clear purpose.



### CHOOSE

Emergent

Purpose is unclear.



### SHOW

Visible

Matches one purpose.



### OWN

Independent

Matches the purpose with fitting words.



### DEFEND

Reflective

Matches the purpose and defends it.

## Choose the Route and the Planning Tool

### STUDENT LEARNING OBJECTIVE

Students will choose a planning tool (like a list or a web) and make a simple plan before writing.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
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### ELPS Breakouts

- |                 |                                                                                |
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| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will choose a planning tool.
- I will list my thesis and reasons.
- I will put my ideas in order.
- I will use my plan to write.

## I CAN...

- I can choose a planning tool.
- I can list a thesis and reasons.
- I can order my ideas.
- I can use a plan.



## NOTICE, Foundational

### TASK

Writers plan first. **Match the tool to the job.**

### MATERIAL

A list puts ideas in order.

A web connects a central idea to details.

A chart compares two things.



### YOUR TURN

Match each tool to its job.



## CHOOSE, Emergent

### TASK

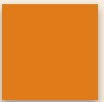
Different prompts need different tools. **Choose the tool that fits a WHY prompt.**

### MATERIAL

Prompt: Why did the narrator remember the day?

A: a compare chart

B: a web with the central idea and reasons



### YOUR TURN

Choose the fitting tool.



## SHOW, Visible

### TASK

Plan before you write. **List a thesis and two reasons.**

### MATERIAL

Thesis: \_\_\_\_\_

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_



### YOUR TURN

Write a quick plan.



## OWN, Independent

### TASK

For the prompt, make a plan on your own.

### MATERIAL

Prompt: Why did the narrator remember the gathering?

Thesis plus two reasons in order.



### YOUR TURN

Write your plan on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your plan. **Explain how the plan will help you write.**

### MATERIAL

My plan: \_\_\_\_\_

How it helps: \_\_\_\_\_



### YOUR TURN

Defend your plan.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 3



## NOTICE

Foundational

A list orders ideas, a web connects a central idea to details, and a chart compares two things.



## CHOOSE

Emergent

B fits, because a web connects the central idea to the reasons. A compare chart is for comparing.



## SHOW

Visible

Sample thesis: The narrator remembered the day because it gave her hope. Reasons: the speech was about children; people cheered and hugged.



## OWN

Independent

Model: Thesis: she remembered it because it felt full of hope. Reason 1: the speech was about children like her. Reason 2: people cheered and hugged at the end.



## DEFEND

Reflective

Sample: My plan lists my thesis and reasons in order, so I can write each part clearly.

Write your response, keep it short

Prepare • Module 3

## YOUR WRITING TASK

**Why did the narrator remember the gathering? Choose a planning tool, make a quick plan, then write your response.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Prepare • Module 3

## MODEL ANSWER

*The narrator remembered the gathering because it felt full of hope. The speech was about children like her, and at the end people cheered and hugged. The passage says, “When the speech ended, people cheered and hugged one another.” This shows why the day stayed in her memory.*



### NOTICE

Foundational

Writes with no plan.



### CHOOSE

Emergent

Makes a weak or unordered plan.



### SHOW

Visible

Makes a plan with thesis and reasons.



### OWN

Independent

Makes an ordered plan and uses it.



### DEFEND

Reflective

Makes a strong plan and defends it.

## Independent Genre Decision and Response

### STUDENT LEARNING OBJECTIVE

Students will decide the genre a prompt calls for and write an independent response in that genre.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will decide the genre the prompt calls for.
- I will plan a response in that genre.
- I will write the response independently.
- I will check my response against the prompt.

## I CAN...

- I can decide the genre.
- I can plan in that genre.
- I can write independently.
- I can check my response.



## NOTICE, Foundational

### TASK

Prompts call for different genres. **Match the prompt to its genre.**

### MATERIAL

A calls for explanation: Explain why service matters.

B calls for argument: Should everyone serve? Convince a reader.



### YOUR TURN

Match each prompt to its genre.



## CHOOSE, Emergent

### TASK

Genre cues are in the prompt. **Choose the word that signals argument.**

### MATERIAL

Prompt: Should students serve their community? Convince a reader.

A: explain

B: convince



### YOUR TURN

Choose the genre cue.



## SHOW, Visible

### TASK

Plan the right genre. **Write the claim or thesis your genre needs.**

### MATERIAL

Prompt: Should students serve their community?

Claim: \_\_\_\_\_



### YOUR TURN

Write your claim.



## OWN, Independent

### TASK

For the prompt, decide the genre and write a full response on your own.

### MATERIAL

Prompt: Should students serve their community? Convince a reader.  
Decide the genre, then write.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how it fits the genre the prompt called for.**

### MATERIAL

My genre: \_\_\_\_\_

How my response fits: \_\_\_\_\_



### YOUR TURN

Defend your genre choice.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Prepare • Module 4



## NOTICE

Foundational

A calls for an explanatory response; B calls for an argumentative one.



## CHOOSE

Emergent

B (convince) signals an argument. Explain would signal an explanatory response.



## SHOW

Visible

Sample: Students should serve their community because it helps others and teaches responsibility.



## OWN

Independent

Model: Students should serve their community. Service helps people in need and teaches responsibility. As President Kennedy hoped, people should think about “what we could give,” not only what they could receive.



## DEFEND

Reflective

Sample: The prompt asked me to convince, so I wrote an argument with a claim and reasons.

Write your response, keep it short

Prepare • Module 4

## YOUR WRITING TASK

**Should students serve their community? Decide the genre the prompt calls for, then write a full response in that genre.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Prepare • Module 4

## MODEL ANSWER

*Students should serve their community. Service helps people in need, and it teaches young people responsibility. As President Kennedy hoped, people should think about “what we could give.” For these reasons, serving the community is worth every student's effort.*



### NOTICE

Foundational

Writes in the wrong genre.



### CHOOSE

Emergent

Genre is unclear.



### SHOW

Visible

Writes in the right genre.



### OWN

Independent

Writes a full response in the right genre.



### DEFEND

Reflective

Writes in the right genre and defends the choice.

## Short Constructed Response, Building a Thesis with Evidence

### STUDENT LEARNING OBJECTIVE

Students will write a Short Constructed Response with a clear thesis (central idea), one piece of exact evidence, and an explanation that tells what the evidence proves.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the passage and decide on my thesis (central idea).
- I will choose one piece of exact evidence from the passage.
- I will explain what my evidence proves, not just what it says.
- I will upgrade at least one word on purpose to show stronger thinking.

## I CAN...

- I can state a clear thesis (central idea) that answers the prompt.
- I can add one piece of exact evidence from the passage.
- I can explain what the evidence proves.
- I can choose precise words that make my response stronger.



## NOTICE, Foundational

### TASK

Read the passage and the prompt. **Find the sentence that answers the prompt (the thesis), and one detail that supports it (the evidence).**

### MATERIAL

Prompt: Why did the barons want the king to follow rules?

Passage: “The barons wanted the king to follow rules. They believed even the king should not have complete power. The king collected heavy taxes and made unfair decisions.”



### YOUR TURN

Underline the thesis. Circle one piece of evidence.



## CHOOSE, Emergent

### TASK

Two responses say the same thing. **Choose the one with the stronger, more exact word.**

### MATERIAL

A: “The barons did not like the king's choices.”

B: “The barons believed the king's unfair choices gave him too much power.”



### YOUR TURN

Point to the exact words that show stronger thinking.



## SHOW, Visible

### TASK

Put the three parts together. **Write a thesis, add the evidence, then explain what it proves.**

### MATERIAL

Thesis: The barons wanted the king to follow rules because he used his power unfairly.

Evidence: “The king collected heavy taxes and made unfair decisions.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write one sentence of explanation that tells what the evidence proves.



## OWN, Independent

### TASK

Now write a full Short Constructed Response on your own. **Include a thesis, one piece of exact evidence, and an explanation.**

### MATERIAL

Prompt: Why did the barons want the king to follow rules?

Remember: thesis (central idea), then evidence, then explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Read your response again. **Upgrade one word to show stronger thinking, then explain why the new word is better.**

### MATERIAL

Before: “The king made bad choices.”

After: \_\_\_\_\_



### YOUR TURN

Rewrite the sentence with a stronger word, then defend your choice.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 1



## NOTICE

Foundational

Thesis: the barons wanted the king to follow rules because he had too much power. Evidence: “The king collected heavy taxes and made unfair decisions.”



## CHOOSE

Emergent

B. It uses exact words (“unfair choices,” “too much power”) and explains the larger idea, not just that they did not like it.



## SHOW

Visible

Explanation sample: This shows the king treated people unfairly, so the barons wanted rules to limit his power.



## OWN

Independent

Model: The barons wanted the king to follow rules because he had too much power. The passage says, “The king collected heavy taxes and made unfair decisions.” This proves the king treated people unfairly, so the barons wanted fair rules that even the king had to obey.



## DEFEND

Reflective

After sample: “The king made unfair, harmful choices.” The words “unfair” and “harmful” tell the reader exactly how the choices affected people, which shows stronger thinking.

Write your response, keep it short

Cluster 1 • Module 1

## YOUR WRITING TASK

**Why did the barons want the king to follow rules? Write a Short Constructed Response with a thesis (central idea), one piece of exact evidence from the passage, and an explanation of what it proves.**

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### MODEL ANSWER

*The barons wanted the king to follow rules because he had too much power. The passage says, “The king collected heavy taxes and made unfair decisions.” This proves the king treated people unfairly, so the barons wanted fair rules that even the king had to obey.*



### NOTICE

Foundational

Retells a fact from the passage without answering the prompt.



### CHOOSE

Emergent

States an idea but gives no evidence, or evidence with no explanation.



### SHOW

Visible

States a thesis and gives one piece of evidence, with a simple explanation.



### OWN

Independent

States a clear thesis, gives exact evidence, and explains what it proves.



### DEFEND

Reflective

States a precise thesis, gives exact evidence, explains what it proves, and upgrades word choice on purpose.

## Build a Strong Thesis (Central Idea)

### STUDENT LEARNING OBJECTIVE

Students will build a strong thesis (central idea) that clearly answers the prompt and sets up the rest of the response.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
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## I WILL...

- I will read the prompt and turn it into a clear thesis.
- I will make my thesis answer the whole prompt, not just part.
- I will use a strong reason word or method word to sharpen my thesis.
- I will check that my thesis states one clear central idea.

## I CAN...

- I can write a thesis that answers the prompt.
- I can make my thesis clear and complete.
- I can use a reason word (because, since) to strengthen a WHY thesis.
- I can tell a strong thesis from a weak one.



## NOTICE, Foundational

### TASK

A thesis is the sentence that answers the prompt. **Find the sentence that could be a thesis.**

### MATERIAL

Prompt: Why did the barons force the king to sign the Magna Carta?

A: “The barons met the king at Runnymede.”

B: “The barons forced the king to sign because they believed his power was unfair.”



### YOUR TURN

Point to the sentence that answers the prompt.



## CHOOSE, Emergent

### TASK

Both answer the prompt. **Choose the one that states a clear, complete central idea.**

### MATERIAL

A: “The barons were mad.”

B: “The barons forced the king to sign because they wanted fair rules that limited his power.”



### YOUR TURN

Choose the stronger thesis and name why.



## SHOW, Visible

### TASK

Sharpen a WHY thesis. **Add a reason word (because, since) to make the central idea clear.**

### MATERIAL

Weak: “The barons wanted the king to agree to it.”

Stronger: “The barons wanted the king to agree to it \_\_\_\_\_.”



### YOUR TURN

Finish the thesis with a reason.



## OWN, Independent

### TASK

Write a strong thesis for the prompt on your own. **Answer the whole prompt with one clear central idea.**

### MATERIAL

Prompt: Why did the barons force the king to sign the Magna Carta?  
Use a reason word to make it strong.



### YOUR TURN

Write your thesis on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your thesis again. **Upgrade one word to make the central idea sharper, then explain why.**

### MATERIAL

Before: “The barons wanted change.”

After: \_\_\_\_\_



### YOUR TURN

Rewrite with a sharper word and defend it.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 2



## NOTICE

Foundational

B answers the prompt. A only tells where they met, so it is not a thesis.



## CHOOSE

Emergent

B. It gives a clear reason (fair rules that limited his power) and answers the whole prompt.



## SHOW

Visible

Sample: “The barons wanted the king to agree to it because they believed his power should be limited by law.”



## OWN

Independent

Model: The barons forced the king to sign the Magna Carta because they believed even a king should have to follow fair laws.



## DEFEND

Reflective

After sample: “The barons demanded fair limits on the king's power.” “Demanded” and “fair limits” make the central idea sharper and more exact.

Write your response, keep it short

Cluster 1 • Module 2

## YOUR WRITING TASK

**Why did the barons force the king to sign the Magna Carta? Write a strong thesis (central idea) that answers the whole prompt, then add one piece of evidence and an explanation.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 1 • Module 2

## MODEL ANSWER

*The barons forced the king to sign the Magna Carta because they believed even a king should follow fair laws. The passage says, “They believed even the king should not have complete power.” This proves the barons wanted rules that limited the king, so his power could not be unfair.*



### NOTICE

Foundational

Writes a sentence that does not answer the prompt.



### CHOOSE

Emergent

Answers part of the prompt with a vague thesis.



### SHOW

Visible

States a clear thesis that answers the prompt.



### OWN

Independent

States a clear, complete thesis with a reason word.



### DEFEND

Reflective

States a precise, complete thesis and upgrades word choice on purpose.

## Prove It with Strong Evidence

### STUDENT LEARNING OBJECTIVE

Students will choose strong text evidence that connects to the thesis and supports the central idea, not just any detail.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
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### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will find evidence that connects to my thesis.
- I will use the CSI test to check that my evidence is strong.
- I will quote the exact words from the passage.
- I will skip details that do not support my central idea.

## I CAN...

- I can choose evidence that supports my thesis.
- I can tell strong evidence from weak evidence.
- I can quote exact words from the passage.
- I can explain why my evidence is strong.



## NOTICE, Foundational

### TASK

Not every detail supports the thesis. **Find the detail that connects to the central idea.**

### MATERIAL

Thesis: The Magna Carta limited the king's power.

A: “King John ruled England.”

B: “It said that the king had to follow the law, just like everyone else.”



### YOUR TURN

Circle the evidence that supports the thesis.



## CHOOSE, Emergent

### TASK

Check evidence with CSI: does it Connect, Support, and lead to an Idea? **Choose the stronger evidence.**

### MATERIAL

A: “The Magna Carta was written in 1215.”

B: “It said that the king had to follow the law, just like everyone else.”



### YOUR TURN

Choose the evidence that passes the CSI test.



## SHOW, Visible

### TASK

Strong evidence uses the exact words. **Write the evidence sentence with quotation marks.**

### MATERIAL

Thesis: The Magna Carta limited the king's power.

Evidence: \_\_\_\_\_



### YOUR TURN

Write the exact quote from the passage.



## OWN, Independent

### TASK

For the prompt, choose one strong piece of evidence on your own. **Make sure it passes the CSI test.**

### MATERIAL

Prompt: How did the Magna Carta limit the king's power?  
Quote the exact words that prove it.



### YOUR TURN

Write your thesis and your evidence on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your evidence. **Explain why it is strong using the CSI test.**

### MATERIAL

My evidence: \_\_\_\_\_

Why it is strong: \_\_\_\_\_



### YOUR TURN

Defend your choice with Connect, Support, Idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 3



## NOTICE

Foundational

B supports the thesis (the king had to follow the law). A only names the king, so it does not prove the point.



## CHOOSE

Emergent

B. It connects to the thesis, supports the central idea (limited power), and leads to the idea of fairness. A is only a date.



## SHOW

Visible

Sample: The passage says, “It said that the king had to follow the law, just like everyone else.”



## OWN

Independent

Model: The Magna Carta limited the king's power. The passage says, “It said that the king had to follow the law, just like everyone else.”



## DEFEND

Reflective

Sample: My evidence connects to the thesis, supports the idea that the king's power was limited, and leads to the bigger idea that laws apply to everyone.

Write your response, keep it short

Cluster 1 • Module 3

## YOUR WRITING TASK

**How did the Magna Carta limit the king's power? Write a thesis (central idea), choose one strong piece of exact evidence, and get ready to explain it.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 1 • Module 3

## MODEL ANSWER

*The Magna Carta limited the king's power by making him follow the law. The passage says, "It said that the king had to follow the law, just like everyone else." This evidence connects to the thesis and supports the central idea that even the king had to obey the rules.*



### NOTICE

Foundational

Uses a detail that does not support the thesis.



### CHOOSE

Emergent

Uses a detail that only partly supports the thesis.



### SHOW

Visible

Uses evidence that connects to the thesis.



### OWN

Independent

Uses strong, exact evidence that passes the CSI test.



### DEFEND

Reflective

Uses strong, exact evidence and defends it with the CSI test.

## Make the Evidence Mean Something

### STUDENT LEARNING OBJECTIVE

Students will write the explanation sentence that tells what the evidence proves and why it matters, completing a full Short Constructed Response.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will add an explanation sentence after my evidence.
- I will tell what the evidence proves, not just repeat it.
- I will connect the explanation back to my thesis.
- I will put all three parts together into one full response.

## I CAN...

- I can write an explanation that tells what the evidence proves.
- I can connect my explanation to my thesis.
- I can avoid just repeating the quote.
- I can write a full response with thesis, evidence, and explanation.



## NOTICE, Foundational

### TASK

The explanation tells what the evidence proves. **Find the sentence that explains, not just repeats.**

### MATERIAL

Evidence: “It said that the king had to follow the law, just like everyone else.”

A: “The king had to follow the law.”

B: “This proves that even a king was not above the rules, so power had limits.”



### YOUR TURN

Point to the explanation sentence.



## CHOOSE, Emergent

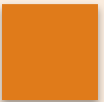
### TASK

One choice repeats, one explains. **Choose the sentence that tells what the evidence proves.**

### MATERIAL

A: “The king followed the law.”

B: “This shows the Magna Carta limited the king, so no ruler was above the law.”



### YOUR TURN

Choose the explanation and name why.



## SHOW, Visible

### TASK

Add an explanation after the evidence. **Tell what it proves and why it matters.**

### MATERIAL

Evidence: “It said that the king had to follow the law, just like everyone else.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write one explanation sentence.



## OWN, Independent

### TASK

Put all three parts together. **Write a full response with thesis, evidence, and explanation.**

### MATERIAL

Prompt: Why was the Magna Carta an important document?

Thesis, then evidence, then explanation.



### YOUR TURN

Write your full response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Read your explanation again. **Upgrade one word to show stronger thinking, then defend it.**

### MATERIAL

Before: “This shows it was good.”

After: \_\_\_\_\_



### YOUR TURN

Rewrite with a stronger word and defend it.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 1 • Module 4



## NOTICE

Foundational

B explains what the evidence proves. A just repeats the quote in different words.



## CHOOSE

Emergent

B. It tells what the evidence proves and connects to the central idea. A only restates the quote.



## SHOW

Visible

Sample: This proves the Magna Carta limited the king's power, because even a ruler had to obey the same laws as everyone else.



## OWN

Independent

Model: The Magna Carta was important because it limited the king's power. The passage says, "It said that the king had to follow the law, just like everyone else." This proves that even a ruler had to obey the law, which shows people long ago cared about fairness.



## DEFEND

Reflective

After sample: "This proves the document protected fairness for everyone." "Proves" and "protected fairness" show exactly what the evidence means, which is stronger thinking.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 1 • Module 4

## YOUR WRITING TASK

**Why was the Magna Carta an important document? Write a full Short Constructed Response with a thesis (central idea), one piece of exact evidence, and an explanation of what it proves.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 1 • Module 4

## MODEL ANSWER

*The Magna Carta was important because it limited the king's power. The passage says, "It said that the king had to follow the law, just like everyone else." This proves that even a ruler had to obey the law, which shows people long ago cared about fairness and justice.*



### NOTICE

Foundational

Repeats the evidence without explaining it.



### CHOOSE

Emergent

Gives a weak explanation that restates the quote.



### SHOW

Visible

Explains what the evidence proves.



### OWN

Independent

Explains what the evidence proves and connects it to the thesis.



### DEFEND

Reflective

Explains clearly, connects to the thesis, and upgrades word choice on purpose.

## Growing the Tree

### STUDENT LEARNING OBJECTIVE

Students will build the parts of an informative response like a tree: a trunk (thesis), branches (reasons), and leaves (evidence).

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will name the parts of the writing tree.
- I will match the trunk to the thesis and the leaves to the evidence.
- I will plan my response with a trunk, branches, and leaves.
- I will keep every part connected to the central idea.

## I CAN...

- I can name the trunk, branches, and leaves of a response.
- I can match each part to thesis, reasons, and evidence.
- I can plan a response with all the parts.
- I can keep my parts connected.



## NOTICE, Foundational

### TASK

The writing tree has a trunk (thesis), branches (reasons), and leaves (evidence). **Match each part to the writing it names.**

### MATERIAL

Trunk = the thesis, the central idea.

Branches = the reasons or ways.

Leaves = the evidence from the passage.



### YOUR TURN

Match trunk, branches, and leaves to thesis, reasons, evidence.



## CHOOSE, Emergent

### TASK

The trunk holds up the whole tree. **Choose the sentence that could be the trunk (thesis).**

### MATERIAL

Prompt: Why are renewable resources helpful?

A: “Wind turbines spin in the wind.”

B: “Renewable resources are helpful because they are clean and can be replaced.”



### YOUR TURN

Choose the trunk and name why.



## SHOW, Visible

### TASK

A branch is a reason; a leaf is the evidence. **Add one branch and one leaf to the trunk.**

### MATERIAL

Trunk: Renewable resources are helpful.

Branch (reason): \_\_\_\_\_

Leaf (evidence): \_\_\_\_\_



### YOUR TURN

Write one reason and one piece of evidence.



## OWN, Independent

### TASK

Plan a full response like a tree on your own. **Write a trunk, one branch, and one leaf.**

### MATERIAL

Prompt: Why are renewable resources helpful?

Trunk, then branch, then leaf.



### YOUR TURN

Plan your tree on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your plan. **Check that every branch and leaf connects to the trunk, then fix one that does not.**

### MATERIAL

My trunk: \_\_\_\_\_

A part that does not fit: \_\_\_\_\_



### YOUR TURN

Prune any part that does not connect to the central idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 1



## NOTICE

Foundational

Trunk is the thesis, branches are the reasons or ways, and leaves are the evidence.



## CHOOSE

Emergent

B is the trunk. It states the central idea. A is only one detail, so it is a leaf.



## SHOW

Visible

Branch: they cause less pollution. Leaf: the passage says renewable sources can help protect the environment while still providing energy.



## OWN

Independent

Model trunk: Renewable resources are helpful because they are clean. Branch: they produce less pollution. Leaf: the passage says solar panels and wind turbines make electricity without burning fuel.



## DEFEND

Reflective

Sample: I removed a leaf about how wind feels, because it did not support my trunk about renewable resources being helpful.

Write your response, keep it short

Cluster 2 • Module 1

## YOUR WRITING TASK

**Why are renewable resources helpful? Plan and write an informative response with a trunk (thesis), a branch (reason), and a leaf (evidence).**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 2 • Module 1

## MODEL ANSWER

*Renewable resources are helpful because they are clean and can be replaced. They produce less pollution. The passage says, “Solar panels and wind turbines generate electricity without burning fuel.” This shows renewable resources can power our lives while protecting the environment.*



### NOTICE

Foundational

Lists parts with no thesis.



### CHOOSE

Emergent

Has a thesis but reasons or evidence do not connect.



### SHOW

Visible

Builds a trunk with one branch and one leaf.



### OWN

Independent

Builds a clear trunk with connected branches and leaves.



### DEFEND

Reflective

Builds a clear tree and prunes parts that do not connect.

## Writing Thesis (Central Idea)

### STUDENT LEARNING OBJECTIVE

Students will write a clear thesis (central idea) that names the topic and the writer's point for an informative response.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will name the topic in my thesis.
- I will add my point about the topic.
- I will keep my thesis to one clear central idea.
- I will make sure my thesis answers the prompt.

## I CAN...

- I can name the topic in a thesis.
- I can add a clear point.
- I can write one central idea.
- I can match my thesis to the prompt.



## NOTICE, Foundational

### TASK

A thesis names a topic AND a point. **Find the topic and the point in the thesis.**

### MATERIAL

Thesis: Columbus's voyage was important because it connected Europe and the Americas.

Topic: \_\_\_\_\_

Point: \_\_\_\_\_



### YOUR TURN

Underline the topic; circle the point.



## CHOOSE, Emergent

### TASK

Both name the topic. **Choose the one with a clear point.**

### MATERIAL

A: “Columbus sailed a long way.”

B: “Columbus's voyage was important because it connected two parts of the world.”



### YOUR TURN

Choose the clearer thesis and name why.



## SHOW, Visible

### TASK

Turn a topic into a thesis. **Add a point that answers the prompt.**

### MATERIAL

Topic only: “Columbus's voyage.”

Thesis: “Columbus's voyage \_\_\_\_\_.”



### YOUR TURN

Finish the thesis with a clear point.



## OWN, Independent

### TASK

Write a thesis for the prompt on your own. **Name the topic and add your point.**

### MATERIAL

Prompt: Why was Columbus's voyage important?

Topic + point = thesis.



### YOUR TURN

Write your thesis on your Writing Sheet.



## DEFEND, Reflective

### TASK

Read your thesis again. **Upgrade one word to sharpen the point, then defend it.**

### MATERIAL

Before: “Columbus's voyage was a big deal.”

After: \_\_\_\_\_



### YOUR TURN

Rewrite with a sharper word and defend it.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 2



## NOTICE

Foundational

Topic: Columbus's voyage. Point: it was important because it connected Europe and the Americas.



## CHOOSE

Emergent

B. It names the topic AND a clear point (it connected two parts of the world).



## SHOW

Visible

Sample: "Columbus's voyage was important because it opened trade between Europe and the Americas."



## OWN

Independent

Model: Columbus's voyage was important because it connected Europe and the Americas and led to new trade.



## DEFEND

Reflective

After sample: "Columbus's voyage changed history because it linked two parts of the world."  
"Changed history" and "linked" sharpen the point.

Write your response, keep it short

Cluster 2 • Module 2

## YOUR WRITING TASK

**Why was Columbus's voyage important? Write a clear thesis (central idea) that names the topic and your point, then add one piece of evidence and an explanation.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 2 • Module 2

## MODEL ANSWER

*Columbus's voyage was important because it connected Europe and the Americas. The passage says, "Ships traveled back and forth across the Atlantic Ocean carrying people, goods, and ideas." This proves the voyage linked two parts of the world and opened new trade.*



### NOTICE

Foundational

Names a topic with no point.



### CHOOSE

Emergent

Gives a vague point.



### SHOW

Visible

Names the topic and a clear point.



### OWN

Independent

Names the topic and a sharp, clear point.



### DEFEND

Reflective

Writes a sharp thesis and upgrades word choice on purpose.

## Organizing Reasons and Ways

### STUDENT LEARNING OBJECTIVE

Students will organize two reasons or ways that support the thesis in an order that makes sense.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will list reasons or ways that support my thesis.
- I will put my reasons in an order that makes sense.
- I will use an order word to connect them.
- I will keep each reason tied to the central idea.

## I CAN...

- I can list reasons that support my thesis.
- I can order my reasons.
- I can use order words (first, also, finally).
- I can connect reasons to the central idea.



## NOTICE, Foundational

### TASK

Reasons and ways support the thesis. **Find two reasons that support the thesis.**

### MATERIAL

Thesis: Renewable resources are helpful.

Reason A: they are clean.

Reason B: they can be replaced.



### YOUR TURN

List two reasons that support the thesis.



## CHOOSE, Emergent

### TASK

Order helps the reader follow. **Choose the clearer order of two reasons.**

### MATERIAL

A: “Finally, they are clean. First, they can be replaced.”

B: “First, they are clean. Also, they can be replaced.”



### YOUR TURN

Choose the clearer order and name why.



## SHOW, Visible

### TASK

Connect two reasons. **Add an order word between them.**

### MATERIAL

Reason 1: Renewable resources are clean.

Reason 2: \_\_\_\_\_ they can be replaced over time.



### YOUR TURN

Add an order word to connect the reasons.



## OWN, Independent

### TASK

Plan two organized reasons for the prompt on your own. **Use order words.**

### MATERIAL

Prompt: Why are renewable resources helpful?

Two reasons, ordered with order words.



### YOUR TURN

Write your ordered reasons on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your reasons. **Check that the order makes sense, then fix one that is out of place.**

### MATERIAL

My reasons: \_\_\_\_\_

A reason that is out of order: \_\_\_\_\_



### YOUR TURN

Reorder any reason that does not follow.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 3



## NOTICE

Foundational

Reason A: they are clean. Reason B: they can be replaced. Both support the thesis.



## CHOOSE

Emergent

B. It uses order words (First, Also) in a logical order that a reader can follow.



## SHOW

Visible

Sample: “Renewable resources are clean. Also, they can be replaced over time.”



## OWN

Independent

Model: First, renewable resources are clean because they do not burn fuel. Also, they can be replaced over time by nature.



## DEFEND

Reflective

Sample: I moved my strongest reason to the front so the response builds clearly.

Write your response, keep it short

Cluster 2 • Module 3

## YOUR WRITING TASK

**Why are renewable resources helpful? Write a thesis (central idea), then organize two reasons with order words, adding evidence for each.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 2 • Module 3

## MODEL ANSWER

*Renewable resources are helpful for two reasons. First, they are clean, because they make energy without burning fuel. Also, they can be replaced over time. The passage says renewable resources “can be replaced over time and used again,” which shows why they help for the future.*



### NOTICE

Foundational

Lists reasons with no order.



### CHOOSE

Emergent

Gives reasons but the order is unclear.



### SHOW

Visible

Organizes two reasons in a clear order.



### OWN

Independent

Organizes reasons with clear order words tied to the thesis.



### DEFEND

Reflective

Organizes reasons well and revises the order for clarity.

## Choosing Evidence

### STUDENT LEARNING OBJECTIVE

Students will choose the strongest evidence for each reason and quote the exact words from the passage.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will match evidence to each reason.
- I will choose the strongest, most exact evidence.
- I will quote the exact words.
- I will drop evidence that does not fit the reason.

## I CAN...

- I can match evidence to a reason.
- I can choose strong evidence.
- I can quote exact words.
- I can explain why my evidence fits.



## NOTICE, Foundational

### TASK

Each reason needs evidence. **Find the evidence that fits the reason.**

### MATERIAL

Reason: Renewable resources are clean.

A: “Wind can be used to generate electricity.”

B: “Solar panels and wind turbines generate electricity without burning fuel.”



### YOUR TURN

Circle the evidence that best fits the reason.



## CHOOSE, Emergent

### TASK

Some evidence is stronger. **Choose the piece that best proves the reason.**

### MATERIAL

A: “Energy comes from natural resources.”

B: “Renewable resources produce less pollution.”



### YOUR TURN

Choose the strongest evidence and name why.



## SHOW, Visible

### TASK

Strong evidence uses exact words. **Write the evidence with quotation marks.**

### MATERIAL

Reason: Renewable resources can be replaced.

Evidence: \_\_\_\_\_



### YOUR TURN

Write the exact quote from the passage.



## OWN, Independent

### TASK

For the prompt, choose evidence for two reasons on your own. **Quote the exact words.**

### MATERIAL

Prompt: Why are renewable resources helpful?

One quote for each reason.



### YOUR TURN

Write your reasons and evidence on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your evidence. **Explain why each piece fits its reason.**

### MATERIAL

My evidence: \_\_\_\_\_

Why it fits: \_\_\_\_\_



### YOUR TURN

Defend how each quote supports its reason.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 2 • Module 4



## NOTICE

Foundational

B fits the reason about being clean (without burning fuel). A only says wind makes electricity.



## CHOOSE

Emergent

B. It directly proves the reason that renewable resources are clean. A is too general.



## SHOW

Visible

Sample: The passage says, “Renewable resources can be replaced over time and used again.”



## OWN

Independent

Model: Reason 1 (clean): the passage says renewable energy is made “without burning fuel.” Reason 2 (renewable): the passage says they “can be replaced over time and used again.”



## DEFEND

Reflective

Sample: The quote about burning no fuel fits my clean reason, and the quote about being replaced fits my renewable reason.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 2 • Module 4

## YOUR WRITING TASK

**Why are renewable resources helpful? Write a thesis (central idea), give two reasons, and choose one strong, exact piece of evidence for each.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 2 • Module 4

## MODEL ANSWER

*Renewable resources are helpful for two reasons. First, they are clean; the passage says they make energy “without burning fuel.” Also, they can be replaced; the passage says they “can be replaced over time and used again.” This evidence proves renewable resources help both the air and the future.*



### NOTICE

Foundational

Uses evidence that does not fit the reason.



### CHOOSE

Emergent

Uses evidence that only partly fits.



### SHOW

Visible

Matches one strong quote to a reason.



### OWN

Independent

Matches strong, exact evidence to each reason.



### DEFEND

Reflective

Matches strong evidence and defends why it fits.

## Your First Full TREES Response

### STUDENT LEARNING OBJECTIVE

Students will build a full response using TREES: Topic sentence, Reasons, Evidence, Explanation, and Summary.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will name each part of TREES.
- I will write a topic sentence and a summary.
- I will add a reason with evidence and explanation.
- I will keep every part connected to my central idea.

## I CAN...

- I can name the parts of TREES.
- I can write a topic sentence.
- I can add reason, evidence, and explanation.
- I can write a summary.



## NOTICE, Foundational

### TASK

TREES stands for Topic, Reasons, Evidence, Explanation, Summary. **Match each letter to the part it names.**

### MATERIAL

T = Topic sentence (the central idea).

R = Reasons. E = Evidence. E = Explanation.

S = Summary sentence.



### YOUR TURN

Match each letter of TREES to its part.



## CHOOSE, Emergent

### TASK

The topic sentence states the central idea. **Choose the sentence that could be the T.**

### MATERIAL

Prompt: How did Texas's choice to join the United States affect the country?

A: "Texas is a state."

B: "Texas's choice to join the United States changed the country by adding land and starting a war."



### YOUR TURN

Choose the topic sentence.



## SHOW, Visible

### TASK

The middle of TREES proves the topic. **Add one reason, one piece of evidence, and one explanation.**

### MATERIAL

Topic: Texas's choice changed the country.

Reason: \_\_\_\_\_ Evidence: \_\_\_\_\_ Explanation: \_\_\_\_\_



### YOUR TURN

Write a reason, evidence, and explanation.



## OWN, Independent

### TASK

Write a full TREES response on your own. **Include all five parts.**

### MATERIAL

Prompt: How did Texas's choice affect the country?

Topic, reason, evidence, explanation, summary.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

The summary wraps up the central idea. **Check that your summary matches your topic, then fix it if not.**

### MATERIAL

My topic: \_\_\_\_\_

My summary: \_\_\_\_\_



### YOUR TURN

Make sure the summary echoes the central idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 3 • Module 1



## NOTICE

Foundational

T is the topic sentence, R is reasons, the first E is evidence, the second E is explanation, and S is the summary.



## CHOOSE

Emergent

B is the topic sentence. It states the central idea. A is too general.



## SHOW

Visible

Reason: it added new land. Evidence: the poem says, “The U.S. gained land across the West.”  
Explanation: this shows the choice made the country larger.



## OWN

Independent

Model: Texas's choice to join the United States changed the country. One reason is that it added land, because the poem says, “The U.S. gained land across the West.” This shows the country grew larger. In the end, one choice reshaped the whole nation.



## DEFEND

Reflective

Sample: I revised my summary to say the choice reshaped the nation, so it matches my topic sentence.

Write your response, keep it short

Cluster 3 • Module 1

## YOUR WRITING TASK

**How did Texas's choice to join the United States affect the country? Write a full TREES response with a topic sentence, a reason, evidence, an explanation, and a summary.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 3 • Module 1

## MODEL ANSWER

*Texas's choice to join the United States changed the country. One reason is that it added land, because the poem says, "The U.S. gained land across the West." This shows the country grew larger and stronger. In the end, one choice reshaped the whole nation.*



### NOTICE

Foundational

Writes parts with no clear topic.



### CHOOSE

Emergent

Has a topic but is missing reasons or evidence.



### SHOW

Visible

Builds a topic with a reason and evidence.



### OWN

Independent

Builds a full TREES response with all five parts.



### DEFEND

Reflective

Builds a full TREES response and revises the summary to match.

## Recognizing Relational Prompt Types

### STUDENT LEARNING OBJECTIVE

Students will recognize whether a prompt asks HOW, WHY, or in WHAT WAY, and shape the thesis to match.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the prompt and name its type.
- I will match my thesis to the prompt type.
- I will use signal words that fit the prompt.
- I will make sure my thesis answers the exact question.

## I CAN...

- I can name a prompt type (HOW, WHY, in what way).
- I can shape a thesis to match the prompt.
- I can use fitting signal words.
- I can check my thesis against the prompt.



## NOTICE, Foundational

### TASK

Prompts ask in different ways. **Decide if this prompt asks HOW or WHY.**

### MATERIAL

Prompt A: Why did the barons want change?

Prompt B: How did patrons help artists?



### YOUR TURN

Label each prompt HOW or WHY.



## CHOOSE, Emergent

### TASK

The thesis should match the prompt type. **Choose the thesis that fits the HOW prompt.**

### MATERIAL

Prompt: How did patrons help artists?

A: “Patrons were rich people.”

B: “Patrons helped artists by giving them money and believing in their ideas.”



### YOUR TURN

Choose the matching thesis.



## SHOW, Visible

### TASK

A WHY prompt needs a reason. **Turn the prompt into a WHY thesis with a reason word.**

### MATERIAL

Prompt: Why did people gather to hear the speaker?

Thesis: “People gathered \_\_\_\_\_.”



### YOUR TURN

Finish the WHY thesis with a reason.



## OWN, Independent

### TASK

For the prompt, write a thesis that matches its type on your own.

### MATERIAL

Prompt: How did patrons help artists in the past?  
Match the HOW type.



### YOUR TURN

Write your thesis on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your thesis. **Explain how it matches the prompt type.**

### MATERIAL

My prompt type: \_\_\_\_\_

My thesis matches because: \_\_\_\_\_



### YOUR TURN

Defend that your thesis fits the prompt.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 3 • Module 2



## NOTICE

Foundational

A asks WHY (a reason). B asks HOW (a method or way).



## CHOOSE

Emergent

B fits the HOW prompt. It tells the method (giving money, believing in ideas). A only describes patrons.



## SHOW

Visible

Sample: “People gathered because they believed the message could change their lives.”



## OWN

Independent

Model: Patrons helped artists by funding their work and believing in their ideas, which let important work get made.



## DEFEND

Reflective

Sample: My prompt asks HOW, and my thesis names the methods patrons used, so it matches.

Write your response, keep it short

Cluster 3 • Module 2

## YOUR WRITING TASK

**How did patrons help artists in the past? Write a thesis that matches the HOW prompt, then add evidence and an explanation.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 3 • Module 2

## MODEL ANSWER

*Patrons helped artists by giving them money and believing in their ideas. The drama says, “They believed in the artist or the idea, so they helped make it happen.” This shows that support let important work get made.*



### NOTICE

Foundational

Thesis does not match the prompt type.



### CHOOSE

Emergent

Thesis partly matches the prompt.



### SHOW

Visible

Thesis matches the prompt type.



### OWN

Independent

Thesis matches with fitting signal words.



### DEFEND

Reflective

Thesis matches and the writer defends the match.

## Magnifying Many Ideas into Three

### STUDENT LEARNING OBJECTIVE

Students will narrow many ideas down to three strong reasons that support the thesis.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will list many possible reasons.
- I will choose the three strongest.
- I will drop reasons that are weak or repeat.
- I will keep the three tied to the central idea.

## I CAN...

- I can list possible reasons.
- I can choose the three strongest.
- I can drop weak reasons.
- I can connect three reasons to the thesis.



## NOTICE, Foundational

### TASK

Start with many ideas. **List three or more reasons that could support the thesis.**

### MATERIAL

Thesis: Ideas can last through time.

Possible reasons: people pass them on, they are written down, they are taught, songs carry them.



## YOUR TURN

List the possible reasons.

# Choose the Three Strongest

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 3



## CHOOSE, Emergent

### TASK

Not every idea is strong. **Choose the three strongest reasons.**

### MATERIAL

A: people pass ideas on.

B: ideas are written down.

C: the paper felt smooth.

D: songs carry ideas.



### YOUR TURN

Choose the three strongest and drop the weak one.



## SHOW, Visible

### TASK

Magnify the best ideas. **Write your three chosen reasons in order.**

### MATERIAL

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Reason 3: \_\_\_\_\_



### YOUR TURN

Write your three strongest reasons.



## OWN, Independent

### TASK

For the prompt, list ideas and narrow to three on your own.

### MATERIAL

Prompt: How do ideas last through time?

Many ideas, then the best three.



### YOUR TURN

Write your three reasons on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your three reasons. **Explain why each one is strong.**

### MATERIAL

My three reasons: \_\_\_\_\_

Why each is strong: \_\_\_\_\_



### YOUR TURN

Defend your three choices.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 3 • Module 3



## NOTICE

Foundational

People pass ideas on, ideas are written down, ideas are taught, and songs carry them.



## CHOOSE

Emergent

Keep A, B, and D. Drop C, because how the paper felt does not support the thesis.



## SHOW

Visible

1: People pass ideas on. 2: Ideas are written down. 3: Songs carry ideas.



## OWN

Independent

Model reasons: people teach the young, writers record ideas, and art keeps ideas alive.



## DEFEND

Reflective

Sample: Each reason names a real way ideas travel, so all three support my thesis about ideas lasting.

Write your response, keep it short

Cluster 3 • Module 3

## YOUR WRITING TASK

**How do ideas last through time? Choose your three strongest reasons and write a response that uses them with evidence.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 3 • Module 3

## MODEL ANSWER

*Ideas last through time in three ways. People teach them to the young, writers record them, and art keeps them alive. The poem says, “New hands can carry what is old,” which shows each new group keeps ideas going.*



### NOTICE

Foundational

Lists many ideas with no thesis.



### CHOOSE

Emergent

Chooses reasons that are weak or repeat.



### SHOW

Visible

Narrows to three reasons.



### OWN

Independent

Narrows to three strong, connected reasons.



### DEFEND

Reflective

Narrows to three and defends each choice.

## Matching Reasons, Evidence, and Explanation

### STUDENT LEARNING OBJECTIVE

Students will match each reason to its own evidence and explanation so every part of the response connects.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will give each reason its own evidence.
- I will add an explanation to each reason.
- I will keep evidence matched to the right reason.
- I will write a response where all the parts connect.

## I CAN...

- I can match evidence to each reason.
- I can explain each piece of evidence.
- I can keep parts matched correctly.
- I can write a connected response.



## NOTICE, Foundational

### TASK

Each reason needs its own evidence. **Match the evidence to the correct reason.**

### MATERIAL

Reason 1: Roads carried ideas.

Reason 2: People traded goods.

Evidence: “New thoughts can travel with our feet.”



### YOUR TURN

Match the evidence to the right reason.

# Choose the Matching Explanation

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 3 • Module 4



## CHOOSE, Emergent

### TASK

Explanation tells what the evidence proves. **Choose the explanation that fits the reason.**

### MATERIAL

Reason: Roads carried ideas.

A: “Roads are made of stone.”

B: “This shows that travel spread new thinking, not just goods.”



### YOUR TURN

Choose the fitting explanation.



## SHOW, Visible

### TASK

Put one reason together. **Write a reason, its evidence, and its explanation.**

### MATERIAL

Reason: \_\_\_\_\_

Evidence: \_\_\_\_\_

Explanation: \_\_\_\_\_



### YOUR TURN

Write a matched reason, evidence, and explanation.

# Write a Matched Response

Slide 6 of 10

OWN • Independent thinking

Cluster 3 • Module 4



## OWN, Independent

### TASK

Write a response where each reason has matched evidence and explanation, on your own.

### MATERIAL

Prompt: How did trade routes help ideas spread?  
Match each reason to its evidence and explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how each reason, evidence, and explanation connect.**

### MATERIAL

My matched parts: \_\_\_\_\_

Why they connect: \_\_\_\_\_



### YOUR TURN

Defend that your parts match.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 3 • Module 4



## NOTICE

Foundational

The evidence about new thoughts matches Reason 1 (roads carried ideas).



## CHOOSE

Emergent

B fits. It tells what the evidence proves about the reason. A is off topic.



## SHOW

Visible

Reason: roads carried ideas. Evidence: “New thoughts can travel with our feet.” Explanation: this proves travel spread thinking, not just goods.



## OWN

Independent

Model: Trade routes helped ideas spread. One reason is that travelers shared knowledge; the poem says, “Then leave with knowledge someone shared,” which shows learning traveled the routes.



## DEFEND

Reflective

Sample: Each piece of evidence proves its own reason, and each explanation ties back to the thesis.

Write your response, keep it short

Cluster 3 • Module 4

## YOUR WRITING TASK

**How did trade routes help ideas spread? Write a response where each reason has its own matched evidence and explanation.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 3 • Module 4

## MODEL ANSWER

*Trade routes helped ideas spread. One reason is that travelers shared knowledge. The poem says, “Then leave with knowledge someone shared.” This proves that learning traveled the routes along with goods, so ideas moved from place to place.*



### NOTICE

Foundational

Evidence does not match the reasons.



### CHOOSE

Emergent

Some evidence matches, some does not.



### SHOW

Visible

Matches evidence to each reason.



### OWN

Independent

Matches evidence and explanation to each reason.



### DEFEND

Reflective

Matches all parts and defends the connections.

## CREATURES Foundation

### STUDENT LEARNING OBJECTIVE

Students will state a clear claim and support it with a reason, beginning an argumentative response.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(C)</b>      | Compose argumentative texts, including opinion essays, using genre characteristics and craft.                                  |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the prompt and state my claim.
- I will give one reason for my claim.
- I will support my reason with evidence.
- I will keep my claim clear and firm.

## I CAN...

- I can state a claim.
- I can give a reason.
- I can support a reason with evidence.
- I can keep my claim clear.



## NOTICE, Foundational

### TASK

A claim states what you believe. **Find the sentence that is a claim.**

### MATERIAL

Prompt: Was Mansa Musa a wise leader?

A: “Mansa Musa was a king.”

B: “Mansa Musa was a wise leader because he protected trade.”



### YOUR TURN

Point to the claim.



## CHOOSE, Emergent

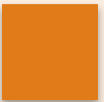
### TASK

A strong claim is clear and firm. **Choose the stronger claim.**

### MATERIAL

A: “Maybe Mansa Musa was okay.”

B: “Mansa Musa was a wise leader who helped his kingdom grow.”



### YOUR TURN

Choose the stronger claim.



## SHOW, Visible

### TASK

A claim needs a reason. **Add one reason that supports the claim.**

### MATERIAL

Claim: Mansa Musa was a wise leader.

Reason: \_\_\_\_\_



### YOUR TURN

Write one reason.



## OWN, Independent

### TASK

For the prompt, write a clear claim with a reason on your own.

### MATERIAL

Prompt: Was Mansa Musa a wise leader?

Claim + reason.



### YOUR TURN

Write your claim on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your claim. **Explain why it is clear and firm.**

### MATERIAL

My claim: \_\_\_\_\_

Why it is strong: \_\_\_\_\_



### YOUR TURN

Defend your claim.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 1



## NOTICE

Foundational

B is a claim. It states a belief and gives a reason. A only states a fact.



## CHOOSE

Emergent

B. It is clear and firm. A is unsure and weak.



## SHOW

Visible

Sample: because he made trade routes safe so his kingdom could grow rich.



## OWN

Independent

Model: Mansa Musa was a wise leader because he protected traders, which brought more wealth to Mali.



## DEFEND

Reflective

Sample: My claim states a firm belief and gives a reason, so a reader knows exactly what I think.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 4 • Module 1

## YOUR WRITING TASK

**Was Mansa Musa a wise leader? State a clear claim, give one reason, and support it with evidence from the passage.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 4 • Module 1

## MODEL ANSWER

*Mansa Musa was a wise leader because he protected the trade routes. The passage says, “He made sure traders could move safely, which brought more people and goods into Mali.” This evidence shows his choices made the kingdom richer.*



### NOTICE

Foundational

States a fact, not a claim.



### CHOOSE

Emergent

States a weak or unsure claim.



### SHOW

Visible

States a clear claim with a reason.



### OWN

Independent

States a firm claim with a supported reason.



### DEFEND

Reflective

States a firm claim and defends it.

## From Facts to a Coherent Case

### STUDENT LEARNING OBJECTIVE

Students will turn separate facts into a coherent case by linking evidence to the claim.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(C)</b>      | Compose argumentative texts, including opinion essays, using genre characteristics and craft.                                  |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will pick facts that support my claim.
- I will link each fact to the claim.
- I will use linking words to build my case.
- I will drop facts that do not help.

## I CAN...

- I can pick supporting facts.
- I can link facts to my claim.
- I can use linking words.
- I can drop facts that do not help.



## NOTICE, Foundational

### TASK

A case uses facts that support the claim. **Find the fact that supports the claim.**

### MATERIAL

Claim: Trade made Mali wealthy.

A: “The desert was hot.”

B: “Mali controlled important trade routes.”



### YOUR TURN

Circle the supporting fact.

# Choose the Linking Word

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 4 • Module 2



## CHOOSE, Emergent

### TASK

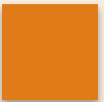
Linking words build a case. **Choose the word that links a fact to the claim.**

### MATERIAL

Fact: Mali controlled trade routes. \_\_\_\_\_ it grew wealthy.

A: However

B: As a result



### YOUR TURN

Choose the linking word.



## SHOW, Visible

### TASK

Build one part of the case. **Link a fact to the claim with a linking word.**

### MATERIAL

Claim: Trade made Mali wealthy.

Fact + link: \_\_\_\_\_



### YOUR TURN

Write a linked sentence.



## OWN, Independent

### TASK

For the prompt, link two facts to your claim on your own.

### MATERIAL

Prompt: Did trade make Mali wealthy?  
Two linked facts.



### YOUR TURN

Write your case on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your case. **Explain how your facts connect to the claim.**

### MATERIAL

My facts: \_\_\_\_\_

How they connect: \_\_\_\_\_



### YOUR TURN

Defend your case.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 2



## NOTICE

Foundational

B supports the claim. A is a detail that does not help the case.



## CHOOSE

Emergent

B (As a result). It shows the fact led to the claim. A would signal a contrast.



## SHOW

Visible

Sample: Mali controlled important trade routes, so as a result, it grew wealthy.



## OWN

Independent

Model: Trade made Mali wealthy. It controlled trade routes, so more goods came in. As a result, cities like Timbuktu grew busy and rich.



## DEFEND

Reflective

Sample: Each fact leads to my claim with a linking word, so the case holds together.

Write your response, keep it short

Cluster 4 • Module 2

## YOUR WRITING TASK

**Did trade make Mali wealthy? Build a coherent case that links two facts to your claim with linking words.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 4 • Module 2

## MODEL ANSWER

*Trade made Mali wealthy. Mali controlled important trade routes, so more goods came in. As a result, the passage says cities “became busy and important places.” Each fact links to the claim, showing trade built the kingdom's wealth.*



### NOTICE

Foundational

Lists facts with no link to the claim.



### CHOOSE

Emergent

Links some facts weakly.



### SHOW

Visible

Links facts to the claim.



### OWN

Independent

Links facts with clear linking words.



### DEFEND

Reflective

Links facts and defends the case.

## Understanding Others and Rebuttal

### STUDENT LEARNING OBJECTIVE

Students will name another point of view and answer it with a short rebuttal.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will name a different point of view.
- I will answer it with a reason.
- I will use a rebuttal word (although, even though).
- I will keep my own claim strong.

## I CAN...

- I can name another point of view.
- I can answer it.
- I can use a rebuttal word.
- I can keep my claim strong.



## NOTICE, Foundational

### TASK

A rebuttal answers another view. **Find the other point of view.**

### MATERIAL

Claim: The Coastal Plains is the best region for cities.

Other view: “Some say West Texas is better because of oil.”



### YOUR TURN

Underline the other point of view.



## CHOOSE, Emergent

### TASK

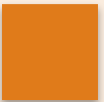
Rebuttal words signal an answer. **Choose the word that begins a rebuttal.**

### MATERIAL

\_\_\_\_\_ West Texas has oil, the Coastal Plains has ports and cities.

A: Because

B: Although



### YOUR TURN

Choose the rebuttal word.



## SHOW, Visible

### TASK

Answer the other side. **Write a rebuttal that keeps your claim strong.**

### MATERIAL

Other view: West Texas has oil.

Rebuttal: \_\_\_\_\_



### YOUR TURN

Write one rebuttal sentence.



## OWN, Independent

### TASK

For the prompt, name a different view and answer it on your own.

### MATERIAL

Prompt: Which Texas region is best for business?

Other view + rebuttal.



### YOUR TURN

Write your rebuttal on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your rebuttal. **Explain how it answers the other side.**

### MATERIAL

My rebuttal: \_\_\_\_\_

How it answers: \_\_\_\_\_



### YOUR TURN

Defend your rebuttal.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 3



## NOTICE

Foundational

The other view is that West Texas is better because of oil.



## CHOOSE

Emergent

B (Although). It signals you are answering the other side. A gives a reason, not a rebuttal.



## SHOW

Visible

Sample: Although West Texas has oil, the Coastal Plains has ports and big cities that connect Texas to the world.



## OWN

Independent

Model: Some say the Great Plains is best for ranching. Although ranching matters, the Coastal Plains has ports and cities that support more kinds of business.



## DEFEND

Reflective

Sample: I named the other view fairly, then gave a reason my claim is still stronger.

Write your response, keep it short

Cluster 4 • Module 3

## YOUR WRITING TASK

**Which Texas region is best for business? Make a claim, then name another point of view and answer it with a rebuttal.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 4 • Module 3

## MODEL ANSWER

*The Coastal Plains is the best region for business. Some say West Texas is better because of oil. Although oil is valuable, the passage says the Coastal Plains has ports and large cities that “help connect Texas to other places through trade,” which supports more kinds of business.*



### NOTICE

Foundational

Ignores other points of view.



### CHOOSE

Emergent

Names another view but does not answer it.



### SHOW

Visible

Names and answers another view.



### OWN

Independent

Answers with a clear rebuttal word.



### DEFEND

Reflective

Answers well and defends the rebuttal.

## Ending, Significance, and the Full Paper

### STUDENT LEARNING OBJECTIVE

Students will write a conclusion that restates the claim and tells why it matters, completing the argument.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(C)</b>      | Compose argumentative texts, including opinion essays, using genre characteristics and craft.                                  |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will restate my claim in new words.
- I will tell why my claim matters.
- I will connect the ending to my reasons.
- I will put the whole paper together.

## I CAN...

- I can restate my claim.
- I can tell why it matters.
- I can connect the ending to my case.
- I can finish the full paper.



## NOTICE, Foundational

### TASK

A conclusion restates the claim and its importance. **Find the conclusion sentence.**

### MATERIAL

A: “Mansa Musa protected traders.”

B: “Because of his wise choices, Mansa Musa built one of history's richest kingdoms.”



### YOUR TURN

Point to the conclusion.



## CHOOSE, Emergent

### TASK

An ending should show significance. **Choose the ending that tells why it matters.**

### MATERIAL

A: “That is the end.”

B: “His choices show that fair, safe trade can make a kingdom strong for centuries.”



### YOUR TURN

Choose the stronger ending.



## SHOW, Visible

### TASK

Write a conclusion. **Restate the claim and add why it matters.**

### MATERIAL

Claim: Mansa Musa was a wise leader.

Conclusion: \_\_\_\_\_



### YOUR TURN

Write one conclusion sentence.



## OWN, Independent

### TASK

Put the claim, case, rebuttal, and conclusion together on your own.

### MATERIAL

Prompt: Was Mansa Musa a wise leader?

Claim, reasons, rebuttal, conclusion.



### YOUR TURN

Write your full argument on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your conclusion. **Explain how it wraps up your argument.**

### MATERIAL

My conclusion: \_\_\_\_\_

How it wraps up: \_\_\_\_\_



### YOUR TURN

Defend your ending.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 4 • Module 4



## NOTICE

Foundational

B is the conclusion. It restates the claim and tells why it matters. A is a body detail.



## CHOOSE

Emergent

B. It tells why the claim matters. A adds nothing.



## SHOW

Visible

Sample: In the end, Mansa Musa's wise choices show that protecting trade can make a whole kingdom prosper.



## OWN

Independent

Model: Mansa Musa was a wise leader. He protected traders, so Mali grew rich. Some say luck made Mali wealthy, but the passage shows his choices kept the routes safe. In the end, his wisdom built a kingdom remembered for centuries.



## DEFEND

Reflective

Sample: My ending restates my claim and tells why it matters, so the argument feels finished.

Write your response, keep it short

Cluster 4 • Module 4

## YOUR WRITING TASK

**Was Mansa Musa a wise leader? Write a full argument with a claim, reasons, a rebuttal, and a conclusion that tells why it matters.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 4 • Module 4

## MODEL ANSWER

*Mansa Musa was a wise leader. He protected traders, so Mali grew rich, and cities like Timbuktu became centers of trade and learning. Some say Mali was simply lucky, but the passage shows his choices kept the routes safe. In the end, his wisdom built a kingdom remembered for centuries.*



### NOTICE

Foundational

Ends with no conclusion.



### CHOOSE

Emergent

Restates the claim but not its importance.



### SHOW

Visible

Restates the claim and its importance.



### OWN

Independent

Writes a full paper with a strong conclusion.



### DEFEND

Reflective

Writes a full paper and defends the ending.

## Building the Evidence Bridge

### STUDENT LEARNING OBJECTIVE

Students will connect evidence to the thesis with a bridge sentence that explains the link.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will add evidence after my thesis.
- I will write a bridge sentence that links them.
- I will tell how the evidence proves the thesis.
- I will avoid leaving evidence unexplained.

## I CAN...

- I can add evidence to a thesis.
- I can write a bridge sentence.
- I can link evidence to the thesis.
- I can avoid unexplained evidence.



## NOTICE, Foundational

### TASK

A bridge links evidence to the thesis. **Find the sentence that bridges them.**

### MATERIAL

Thesis: The Renaissance changed how people thought.

Evidence: “During the Renaissance, people began to study their ideas again.”

Bridge: “This shows that studying old ideas sparked new thinking.”



### YOUR TURN

Point to the bridge sentence.



## CHOOSE, Emergent

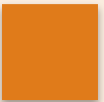
### TASK

A bridge explains, it does not repeat. **Choose the sentence that bridges.**

### MATERIAL

A: “People studied ideas again.”

B: “This shows that looking to the past helped people think in new ways.”



### YOUR TURN

Choose the bridge.



## SHOW, Visible

### TASK

Add a bridge after evidence. **Explain how the evidence proves the thesis.**

### MATERIAL

Evidence: “Artists like Raphael wanted their work to look real.”

Bridge: \_\_\_\_\_



### YOUR TURN

Write one bridge sentence.



## OWN, Independent

### TASK

For the prompt, write a thesis, evidence, and a bridge on your own.

### MATERIAL

Prompt: How did the Renaissance change the way people thought?

Thesis, evidence, bridge.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your bridge. **Explain how it links evidence to the thesis.**

### MATERIAL

My bridge: \_\_\_\_\_

How it links: \_\_\_\_\_



### YOUR TURN

Defend your bridge.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 1



## NOTICE

Foundational

The bridge is the sentence that explains how the evidence proves the thesis.



## CHOOSE

Emergent

B bridges. It explains the link. A only repeats the evidence.



## SHOW

Visible

Sample: This shows Renaissance artists changed art by making it lifelike, which was new thinking.



## OWN

Independent

Model: The Renaissance changed how people thought. The passage says, “They began to believe that citizens should have a voice.” This shows people started to question old ideas about power.



## DEFEND

Reflective

Sample: My bridge tells what the evidence proves and ties it back to my thesis.

Write your response, keep it short

Cluster 5 • Module 1

## YOUR WRITING TASK

**How did the Renaissance change the way people thought? Write a thesis, add evidence, and build a bridge that explains the link.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 5 • Module 1

## MODEL ANSWER

*The Renaissance changed how people thought. The passage says, “They began to believe that citizens should have a voice.” This shows that people started to question old ideas about power and imagine a fairer world.*



### NOTICE

Foundational

Leaves evidence with no bridge.



### CHOOSE

Emergent

Bridges weakly by repeating.



### SHOW

Visible

Bridges evidence to the thesis.



### OWN

Independent

Bridges clearly and connects to the thesis.



### DEFEND

Reflective

Bridges clearly and defends the link.

## HOW Ideas Connect and Differ

### STUDENT LEARNING OBJECTIVE

Students will compare two ideas, telling how they connect and how they differ.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will find how two ideas connect.
- I will find how they differ.
- I will use compare words (both, but, while).
- I will write a sentence that shows the link and the difference.

## I CAN...

- I can tell how ideas connect.
- I can tell how they differ.
- I can use compare words.
- I can write a compare sentence.



## NOTICE, Foundational

### TASK

Ideas can connect or differ. **Decide if the two ideas connect or differ.**

### MATERIAL

Idea 1: Renaissance art tried to look real.

Idea 2: Renaissance ideas gave citizens a voice.



### YOUR TURN

Label them connect or differ.



## CHOOSE, Emergent

### TASK

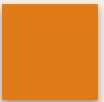
Compare words show the link. **Choose the word that shows two ideas differ.**

### MATERIAL

Both art and government changed, \_\_\_\_\_ they changed in different ways.

A: because

B: but



### YOUR TURN

Choose the compare word.



## SHOW, Visible

### TASK

Write one compare sentence. **Show how the ideas both connect and differ.**

### MATERIAL

Idea 1 and Idea 2: \_\_\_\_\_



### YOUR TURN

Write a compare sentence.



## OWN, Independent

### TASK

For the prompt, compare two ideas on your own.

### MATERIAL

Prompt: How did art and government both change in the Renaissance?  
Show the connection and the difference.



### YOUR TURN

Write your compare response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your comparison. **Explain how you showed both connection and difference.**

### MATERIAL

My comparison: \_\_\_\_\_

How it shows both: \_\_\_\_\_



### YOUR TURN

Defend your comparison.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 2



## NOTICE

Foundational

They connect: both show the Renaissance was a time of new thinking.



## CHOOSE

Emergent

B (but). It shows a difference. A would give a reason.



## SHOW

Visible

Sample: Both art and government changed during the Renaissance, but art changed how things looked while government changed who had power.



## OWN

Independent

Model: Both art and government changed in the Renaissance. Art became more lifelike, while government ideas gave citizens more of a voice.



## DEFEND

Reflective

Sample: I used 'both' to connect and 'while' to show the difference.

Write your response, keep it short

Cluster 5 • Module 2

## YOUR WRITING TASK

**How did art and government both change in the Renaissance? Compare the two, showing how they connect and how they differ.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 5 • Module 2

## MODEL ANSWER

*Both art and government changed during the Renaissance. Art became more lifelike, because the passage says artists “wanted their work to look real.” Government ideas changed too, but in a different way, because people “began to believe that citizens should have a voice.”*



### NOTICE

Foundational

Compares with no connection or difference.



### CHOOSE

Emergent

Shows only a connection or only a difference.



### SHOW

Visible

Shows how ideas connect and differ.



### OWN

Independent

Shows connection and difference with compare words.



### DEFEND

Reflective

Compares clearly and defends the comparison.

## The RRR Conclusion Paragraph

### STUDENT LEARNING OBJECTIVE

Students will write an RRR conclusion: Restate the thesis, Reflect on the evidence, and Reinforce why it matters.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will restate my thesis in new words.
- I will reflect on my evidence.
- I will reinforce why the idea matters.
- I will keep the conclusion connected to my response.

## I CAN...

- I can restate my thesis.
- I can reflect on evidence.
- I can reinforce the importance.
- I can write an RRR conclusion.



## NOTICE, Foundational

### TASK

RRR means Restate, Reflect, Reinforce. **Match each R to what it does.**

### MATERIAL

Restate = say the thesis in new words.

Reflect = look back at the evidence.

Reinforce = tell why it matters.



### YOUR TURN

Match each R to its job.



## CHOOSE, Emergent

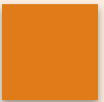
### TASK

Reinforce shows importance. **Choose the sentence that reinforces.**

### MATERIAL

A: “That is all I have to say.”

B: “These changes still shape how people think about fairness today.”



### YOUR TURN

Choose the reinforce sentence.



## SHOW, Visible

### TASK

Write a short conclusion. **Restate, reflect, and reinforce in two or three sentences.**

### MATERIAL

Thesis: The Renaissance changed how people thought.

Conclusion: \_\_\_\_\_



### YOUR TURN

Write your RRR conclusion.



## OWN, Independent

### TASK

For the prompt, write an RRR conclusion on your own.

### MATERIAL

Prompt: How did the Renaissance change the way people thought?

Restate, reflect, reinforce.



### YOUR TURN

Write your conclusion on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your conclusion. **Point to the Restate, Reflect, and Reinforce parts.**

### MATERIAL

My conclusion: \_\_\_\_\_

My three Rs: \_\_\_\_\_



### YOUR TURN

Defend your RRR conclusion.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 3



## NOTICE

Foundational

Restate says the thesis again, Reflect looks at the evidence, and Reinforce tells why it matters.



## CHOOSE

Emergent

B reinforces. It tells why the idea still matters. A adds nothing.



## SHOW

Visible

Sample: The Renaissance truly changed the way people thought. From lifelike art to new ideas about power, people began to question the old ways. These changes still shape how we value fairness today.



## OWN

Independent

Model: In the end, the Renaissance changed how people saw the world. New art and new ideas about fairness grew together, and those ideas still matter today.



## DEFEND

Reflective

Sample: My first sentence restates, my second reflects on the evidence, and my last reinforces why it matters.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 5 • Module 3

## YOUR WRITING TASK

**How did the Renaissance change the way people thought? Write a response and finish with an RRR conclusion (Restate, Reflect, Reinforce).**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 5 • Module 3

## MODEL ANSWER

*The Renaissance changed how people thought. Artists made lifelike work, and people began to believe citizens should have a voice. In the end, these changes show a time when people questioned old ideas, and those ideas about fairness still shape the world today.*



### NOTICE

Foundational

Ends with no conclusion.



### CHOOSE

Emergent

Restates only.



### SHOW

Visible

Restates and reflects.



### OWN

Independent

Writes a full RRR conclusion.



### DEFEND

Reflective

Writes an RRR conclusion and defends the three Rs.

## Seeing the Structure Through Color

### STUDENT LEARNING OBJECTIVE

Students will color-code the parts of a response (thesis, evidence, explanation) to check that the structure is complete.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will color my thesis one color.
- I will color my evidence another color.
- I will color my explanation a third color.
- I will check that every part is there.

## I CAN...

- I can find the thesis.
- I can find the evidence.
- I can find the explanation.
- I can check the structure is complete.



## NOTICE, Foundational

### TASK

Each part gets a color: thesis, evidence, explanation. **Match each sentence to its color.**

### MATERIAL

Thesis (blue): the main idea.

Evidence (yellow): the quote.

Explanation (green): what it proves.



### YOUR TURN

Match each part to its color.

# Which Color Is Missing?

Slide 4 of 10

CHOOSE • Emergent thinking

Cluster 5 • Module 4



## CHOOSE, Emergent

### TASK

A complete response has all three colors. **Find the part that is missing.**

### MATERIAL

Blue: Music connects Texans.

Yellow: “music has often been a bridge between people.”

Green: \_\_\_\_\_



### YOUR TURN

Name the missing color.



## SHOW, Visible

### TASK

Complete the structure. **Write the missing explanation (green).**

### MATERIAL

Yellow evidence: “music has often been a bridge between people.”

Green explanation: \_\_\_\_\_



### YOUR TURN

Write the explanation sentence.



## OWN, Independent

### TASK

Write a full response and color-code it on your own.

### MATERIAL

Prompt: Why is music a powerful way to connect people in Texas?  
Blue thesis, yellow evidence, green explanation.



### YOUR TURN

Write and color your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your colors. **Explain how the colors show your structure is complete.**

### MATERIAL

My colors: \_\_\_\_\_

Why it is complete: \_\_\_\_\_



### YOUR TURN

Defend your structure.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 5 • Module 4



## NOTICE

Foundational

Thesis is blue, evidence is yellow, explanation is green.



## CHOOSE

Emergent

Green (the explanation) is missing. We need a sentence telling what the evidence proves.



## SHOW

Visible

Sample: This shows that music helped people from different backgrounds feel connected.



## OWN

Independent

Model: (blue) Music is a powerful way to connect Texans. (yellow) The passage says music “has often been a bridge between people.” (green) This shows people who came from different places could still share the feelings in a song.



## DEFEND

Reflective

Sample: I have all three colors, so my response has a thesis, evidence, and explanation.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 5 • Module 4

## YOUR WRITING TASK

**Why is music a powerful way to connect people in Texas? Write a response and color-code the thesis, evidence, and explanation to show it is complete.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 5 • Module 4

## MODEL ANSWER

*Music is a powerful way to connect people in Texas. The passage says music “has often been a bridge between people.” This shows that even people from different backgrounds could share the feelings in a song, which brought communities together.*



### NOTICE

Foundational

Missing more than one part.



### CHOOSE

Emergent

Missing one part.



### SHOW

Visible

Has all three parts.



### OWN

Independent

Has all three parts, clearly color-coded.



### DEFEND

Reflective

Has all three parts and defends the structure.

## If You Have to Decide, Declare the Claim

### STUDENT LEARNING OBJECTIVE

Students will read a decision prompt and declare a clear claim (their side).

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(C)</b>      | Compose argumentative texts, including opinion essays, using genre characteristics and craft.                                  |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the decision prompt.
- I will pick a side.
- I will declare my claim clearly.
- I will give one reason for my side.

## I CAN...

- I can read a decision prompt.
- I can pick a side.
- I can declare a clear claim.
- I can give a reason.



## NOTICE, Foundational

### TASK

A decision prompt asks you to choose. **Decide which prompt asks for a claim.**

### MATERIAL

A: What is weather?

B: Which is more useful to know, today's weather or the climate?



### YOUR TURN

Label the decision prompt.



## CHOOSE, Emergent

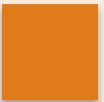
### TASK

A claim picks a side. **Choose the clearer claim.**

### MATERIAL

A: “Weather and climate are both things.”

B: “Knowing the climate is more useful because it helps people plan for the long term.”



### YOUR TURN

Choose the clear claim.



## SHOW, Visible

### TASK

Pick a side and declare it. **Write a claim with one reason.**

### MATERIAL

Prompt: Which is more useful to know, weather or climate?

Claim: \_\_\_\_\_



### YOUR TURN

Write your claim.



## OWN, Independent

### TASK

For the prompt, declare your claim on your own.

### MATERIAL

Prompt: Which is more useful to know, weather or climate?  
Pick a side and give a reason.



### YOUR TURN

Write your claim on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your claim. **Explain why your side is clear.**

### MATERIAL

My claim: \_\_\_\_\_

Why it is clear: \_\_\_\_\_



### YOUR TURN

Defend your claim.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 1



## NOTICE

Foundational

B is a decision prompt. It asks you to choose a side. A asks for a fact.



## CHOOSE

Emergent

B declares a side with a reason. A does not pick a side.



## SHOW

Visible

Sample: Knowing the climate is more useful because it helps people decide where to live and farm.



## OWN

Independent

Model: Knowing the climate is more useful because it shows the usual patterns, so people can plan for the whole year.



## DEFEND

Reflective

Sample: I picked one side and gave a reason, so a reader knows exactly what I think.

Write your response, keep it short

Cluster 6 • Module 1

## YOUR WRITING TASK

**Which is more useful to know, today's weather or the climate? Declare a clear claim and give one reason.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 6 • Module 1

## MODEL ANSWER

*Knowing the climate is more useful than knowing today's weather because it shows the usual patterns over time. The passage says climate "describes the usual weather patterns of a place over a long period of time," which helps people plan for the whole year.*



### NOTICE

Foundational

Does not pick a side.



### CHOOSE

Emergent

Picks a side but the claim is vague.



### SHOW

Visible

Declares a clear claim.



### OWN

Independent

Declares a clear claim with a reason.



### DEFEND

Reflective

Declares a claim and defends it.

## Magnify One Claim into Three Strong Reasons

### STUDENT LEARNING OBJECTIVE

Students will grow one claim into three strong reasons that support it.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(C)</b>      | Compose argumentative texts, including opinion essays, using genre characteristics and craft.                                  |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will keep my claim in focus.
- I will list three reasons that support it.
- I will make each reason strong.
- I will connect each reason to the claim.

## I CAN...

- I can keep my claim in focus.
- I can give three reasons.
- I can make reasons strong.
- I can connect reasons to the claim.



## NOTICE, Foundational

### TASK

A strong argument has several reasons. **Find reasons that support the claim.**

### MATERIAL

Claim: The Coastal Plains is a great place to live.

Reasons: good farmland, big cities, ports for trade.



### YOUR TURN

List the reasons that support the claim.



## CHOOSE, Emergent

### TASK

Some reasons are stronger. **Choose the stronger reason.**

### MATERIAL

A: “The Coastal Plains is nice.”

B: “The Coastal Plains has ports that connect Texas to trade around the world.”



### YOUR TURN

Choose the stronger reason.



## SHOW, Visible

### TASK

Magnify the claim. **Write three strong reasons.**

### MATERIAL

Claim: The Coastal Plains is a great place to live.

1: \_\_\_\_\_ 2: \_\_\_\_\_ 3: \_\_\_\_\_



### YOUR TURN

Write three strong reasons.



## OWN, Independent

### TASK

For the prompt, grow your claim into three reasons on your own.

### MATERIAL

Prompt: Is the Coastal Plains a great region to live in?

Claim + three reasons.



### YOUR TURN

Write your reasons on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your reasons. **Explain why each is strong.**

### MATERIAL

My three reasons: \_\_\_\_\_

Why each is strong: \_\_\_\_\_



### YOUR TURN

Defend your three reasons.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 2



## NOTICE

Foundational

Good farmland, big cities, and ports for trade all support the claim.



## CHOOSE

Emergent

B is strong and specific. A is vague.



## SHOW

Visible

1: rich farmland. 2: large cities with jobs. 3: ports for trade and travel.



## OWN

Independent

Model: The Coastal Plains is a great place to live. It has rich farmland, large cities with jobs, and ports that connect Texas to the world.



## DEFEND

Reflective

Sample: Each reason names a real benefit of the region, so all three support my claim.

Write your response, keep it short

Cluster 6 • Module 2

## YOUR WRITING TASK

**Is the Coastal Plains a great region to live in? State a claim and support it with three strong reasons and evidence.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 6 • Module 2

## MODEL ANSWER

*The Coastal Plains is a great region to live in. It has rich farmland, large cities with jobs, and ports for trade. The passage says the region has “frequent rainfall” for farming and cities that “help connect Texas to other places through trade,” which shows why so many people live there.*



### NOTICE

Foundational

Gives one weak reason.



### CHOOSE

Emergent

Gives reasons that are vague.



### SHOW

Visible

Gives three reasons.



### OWN

Independent

Gives three strong, connected reasons.



### DEFEND

Reflective

Gives three reasons and defends each.

## Finishing the Argumentative Paper

### STUDENT LEARNING OBJECTIVE

Students will add evidence to each reason and put the argument together into a full paper.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will add evidence to each reason.
- I will explain how the evidence supports the claim.
- I will order my reasons.
- I will put the whole paper together.

## I CAN...

- I can add evidence to a reason.
- I can explain the evidence.
- I can order my reasons.
- I can finish a full paper.



## NOTICE, Foundational

### TASK

Each reason needs evidence. **Find the evidence that fits the reason.**

### MATERIAL

Reason: The Coastal Plains has good farmland.

Evidence: “The climate has warmth and humidity, with frequent rainfall.”



### YOUR TURN

Match the evidence to the reason.



## CHOOSE, Emergent

### TASK

Strong evidence proves the reason. **Choose the better support.**

### MATERIAL

A: “Texas is big.”

B: “Fishing, shipping, and jobs in large cities are also important to the economy.”



### YOUR TURN

Choose the better support.

# Add Evidence and Explanation

Slide 5 of 10

SHOW • Visible thinking

Cluster 6 • Module 3



## SHOW, Visible

### TASK

Build one full reason. **Add evidence and an explanation.**

### MATERIAL

Reason: The Coastal Plains has jobs.

Evidence + explanation: \_\_\_\_\_



### YOUR TURN

Write evidence and explanation.



## OWN, Independent

### TASK

Put claim, three reasons with evidence, and a close together on your own.

### MATERIAL

Prompt: Is the Coastal Plains a great region to live in?

Full argument.



### YOUR TURN

Write your full paper on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your paper. **Explain how each reason has evidence that supports the claim.**

### MATERIAL

My paper parts: \_\_\_\_\_

How they support the claim: \_\_\_\_\_



### YOUR TURN

Defend your full paper.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 3



## NOTICE

Foundational

The evidence about warmth and rainfall fits the reason about good farmland.



## CHOOSE

Emergent

B supports the reason about cities and jobs. A is too general.



## SHOW

Visible

Sample: The passage says fishing and shipping “are also important to the economy,” which shows the region offers many kinds of work.



## OWN

Independent

Model: The Coastal Plains is a great region to live in. It has farmland with “frequent rainfall,” large cities, and ports for trade. Because of these, many people build their lives here.



## DEFEND

Reflective

Sample: Each reason has a quote that proves it, and each proves my claim.

Write your response, keep it short

Cluster 6 • Module 3

YOUR WRITING TASK

**Is the Coastal Plains a great region to live in? Write a full argument with a claim, three reasons, evidence for each, and a close.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 6 • Module 3

## MODEL ANSWER

*The Coastal Plains is a great region to live in. It has rich farmland, because the passage says the climate has “frequent rainfall.” It has cities and jobs, because “fishing, shipping, and jobs in large cities are also important to the economy.” For these reasons, many people choose to make their home here.*



### NOTICE

Foundational

Reasons have no evidence.



### CHOOSE

Emergent

Some reasons have weak evidence.



### SHOW

Visible

Reasons have matching evidence.



### OWN

Independent

Full paper with evidence for each reason.



### DEFEND

Reflective

Full paper and defends the support.

## Beginning and Ending an Argument

### STUDENT LEARNING OBJECTIVE

Students will write an introduction that hooks the reader and states the claim, and a conclusion that restates it.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(C)** Compose argumentative texts, including opinion essays, using genre characteristics and craft.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will write a hook to open.
- I will state my claim in the introduction.
- I will restate my claim in the conclusion.
- I will tell why my claim matters.

## I CAN...

- I can write a hook.
- I can state my claim to open.
- I can restate my claim to close.
- I can tell why it matters.



## NOTICE, Foundational

### TASK

An introduction has a hook and a claim. **Match each part.**

### MATERIAL

Hook: a sentence that grabs attention.

Claim: the sentence that states your side.



### YOUR TURN

Match hook and claim.



## CHOOSE, Emergent

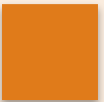
### TASK

A hook draws the reader in. **Choose the stronger hook.**

### MATERIAL

A: “I will write about Texas.”

B: “Imagine choosing the perfect place to build your life.”



### YOUR TURN

Choose the stronger hook.



## SHOW, Visible

### TASK

Open your argument. **Write a hook, then your claim.**

### MATERIAL

Topic: the Coastal Plains.

Hook + claim: \_\_\_\_\_



### YOUR TURN

Write your opening.



## OWN, Independent

### TASK

For the prompt, write an introduction and conclusion on your own.

### MATERIAL

Prompt: Is the Coastal Plains a great region to live in?

Hook, claim, and a closing that restates it.



### YOUR TURN

Write your opening and closing on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your opening and closing. **Explain how they frame your argument.**

### MATERIAL

My opening: \_\_\_\_\_

My closing: \_\_\_\_\_



### YOUR TURN

Defend your frame.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 6 • Module 4



## NOTICE

Foundational

The hook grabs attention; the claim states your side.



## CHOOSE

Emergent

B draws the reader in. A just announces the topic.



## SHOW

Visible

Sample: Imagine a place with farms, cities, and ports all at once. The Coastal Plains is a great region to live in.



## OWN

Independent

Model: Open: Imagine choosing where to build your life. The Coastal Plains is a great region to live in.  
Close: With its farms, cities, and ports, the Coastal Plains gives people everything they need to thrive.



## DEFEND

Reflective

Sample: My hook draws the reader in, my claim states my side, and my close restates it and tells why it matters.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 6 • Module 4

## YOUR WRITING TASK

**Is the Coastal Plains a great region to live in? Write an introduction with a hook and claim, and a conclusion that restates your claim and why it matters.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 6 • Module 4

## MODEL ANSWER

*Imagine choosing the perfect place to build your life. The Coastal Plains is a great region to live in, with farmland, cities, and ports for trade. In the end, its rich land and busy cities give people everything they need to thrive, which is why so many Texans call it home.*



### NOTICE

Foundational

No hook or clear claim.



### CHOOSE

Emergent

Weak hook or missing conclusion.



### SHOW

Visible

Has a hook, claim, and conclusion.



### OWN

Independent

Has a strong hook and a restated conclusion.



### DEFEND

Reflective

Frames the argument well and defends the frame.

## Paths Connect People

### STUDENT LEARNING OBJECTIVE

Students will explain how paths and roads connected people, using details from the poem.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will find how roads connected people.
- I will choose a detail from the poem.
- I will explain what the detail shows.
- I will write a clear central idea.

## I CAN...

- I can find how roads connected people.
- I can choose a poem detail.
- I can explain the detail.
- I can write a central idea.



## NOTICE, Foundational

### TASK

The poem shows roads connecting people. **Find a line that shows connection.**

### MATERIAL

A: “A road is more than dirt or stone;”

B: “Neighbors meet and goods are shared,”



### YOUR TURN

Circle the line about connection.



## CHOOSE, Emergent

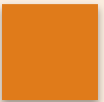
### TASK

Some details show connection best. **Choose the strongest detail.**

### MATERIAL

A: “Along the rivers, canoes glide,”

B: “And friendships grow because they cared.”



### YOUR TURN

Choose the strongest detail.



## SHOW, Visible

### TASK

Tell what the detail shows. **Write an explanation of your detail.**

### MATERIAL

Detail: “Neighbors meet and goods are shared,”

Explanation: \_\_\_\_\_



### YOUR TURN

Write an explanation.



## OWN, Independent

### TASK

For the prompt, write a central idea, a detail, and an explanation on your own.

### MATERIAL

Prompt: How did paths and roads connect people?

Central idea, detail, explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how your detail proves your central idea.**

### MATERIAL

My central idea: \_\_\_\_\_

How my detail proves it: \_\_\_\_\_



### YOUR TURN

Defend your idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 1



## NOTICE

Foundational

B shows connection (neighbors meeting). A describes the road itself.



## CHOOSE

Emergent

B shows people connecting (friendships grow). A only describes travel.



## SHOW

Visible

Sample: This shows that roads did more than move goods; they helped people meet and build friendships.



## OWN

Independent

Model: Paths and roads connected people. The poem says, “Neighbors meet and goods are shared.” This shows roads brought people together to trade and become friends.



## DEFEND

Reflective

Sample: My detail shows people meeting, which proves roads connected them.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 7 • Module 1

## YOUR WRITING TASK

**How did paths and roads connect people? Write a central idea, choose a detail from the poem, and explain what it shows.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 7 • Module 1

## MODEL ANSWER

*Paths and roads connected people. The poem says, “Neighbors meet and goods are shared.” This shows that roads did more than move goods; they helped people meet, trade, and grow friendships.*



### NOTICE

Foundational

Retells the poem with no idea.



### CHOOSE

Emergent

States an idea with a weak detail.



### SHOW

Visible

States an idea with a fitting detail.



### OWN

Independent

States an idea, detail, and explanation.



### DEFEND

Reflective

States a clear idea and defends the detail.

## People Carry More Than Things

### STUDENT LEARNING OBJECTIVE

Students will explain that travelers carried ideas and stories, not only goods.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will find where the poem shows ideas traveling.
- I will choose a detail about ideas.
- I will explain what it shows.
- I will contrast goods with ideas.

## I CAN...

- I can find ideas traveling.
- I can choose a detail.
- I can explain it.
- I can contrast goods and ideas.



## NOTICE, Foundational

### TASK

Roads carried goods AND ideas. **Decide which line is about ideas.**

### MATERIAL

A: “They carry salt and precious gold,”

B: “And news of places yet untold.”



### YOUR TURN

Label the line about ideas.



## CHOOSE, Emergent

### TASK

Some details show ideas moving. **Choose the detail about ideas.**

### MATERIAL

A: “With food and pottery tucked inside.”

B: “New thoughts can travel with our feet.”



### YOUR TURN

Choose the idea detail.



## SHOW, Visible

### TASK

Tell what it shows. **Write an explanation about ideas traveling.**

### MATERIAL

Detail: “New thoughts can travel with our feet.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write an explanation.



## OWN, Independent

### TASK

For the prompt, write a central idea, a detail, and an explanation on your own.

### MATERIAL

Prompt: How did travelers carry more than goods?

Central idea, detail, explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how your detail shows ideas traveled.**

### MATERIAL

My central idea: \_\_\_\_\_

How my detail shows it: \_\_\_\_\_



### YOUR TURN

Defend your idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 2



## NOTICE

Foundational

B is about ideas (news). A is about goods (salt and gold).



## CHOOSE

Emergent

B shows ideas traveling (new thoughts). A is about goods.



## SHOW

Visible

Sample: This shows that people carried new ideas along the roads, not just goods to trade.



## OWN

Independent

Model: Travelers carried more than goods. The poem says, “New thoughts can travel with our feet.”  
This shows that roads spread ideas and stories along with trade.



## DEFEND

Reflective

Sample: My detail names thoughts traveling, which proves people carried ideas.

# Show What You Know

Slide 9 of 10

Write your response, keep it short

Cluster 7 • Module 2

## YOUR WRITING TASK

**How did travelers carry more than goods? Write a central idea, choose a detail from the poem, and explain what it shows.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 7 • Module 2

## MODEL ANSWER

*Travelers carried more than goods; they carried ideas. The poem says, “New thoughts can travel with our feet.” This shows that roads spread stories and knowledge along with the goods people traded.*



### NOTICE

Foundational

Retells with no idea.



### CHOOSE

Emergent

Weak detail.



### SHOW

Visible

Fitting detail.



### OWN

Independent

Idea, detail, and explanation.



### DEFEND

Reflective

Clear idea and defended detail.

## Connections Create Change

### STUDENT LEARNING OBJECTIVE

Students will explain how connections between people led to change over time.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will find where connections led to change.
- I will choose a detail about change.
- I will explain the change.
- I will connect it to my central idea.

## I CAN...

- I can find change.
- I can choose a detail.
- I can explain the change.
- I can connect it to my idea.



## NOTICE, Foundational

### TASK

Connections can bring change. **Find a line that shows change.**

### MATERIAL

A: “A river bends, a pathway turns,”

B: “And sometimes change the lives they choose.”



### YOUR TURN

Circle the line about change.



## CHOOSE, Emergent

### TASK

Some details show change best. **Choose the detail about change.**

### MATERIAL

A: “Through morning sun or stormy gale.”

B: “For when two different pathways meet, New thoughts can travel with our feet.”



### YOUR TURN

Choose the change detail.



## SHOW, Visible

### TASK

Tell what changed. **Write an explanation of the change.**

### MATERIAL

Detail: “When two different pathways meet, new thoughts can travel.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write an explanation.



## OWN, Independent

### TASK

For the prompt, write a central idea, a detail, and an explanation on your own.

### MATERIAL

Prompt: How did connections between people create change?

Central idea, detail, explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how your detail shows change.**

### MATERIAL

My central idea: \_\_\_\_\_

How my detail shows change: \_\_\_\_\_



### YOUR TURN

Defend your idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 3



## NOTICE

Foundational

B shows change (changing lives). A describes the path.



## CHOOSE

Emergent

B shows change (new thoughts when pathways meet). A describes weather.



## SHOW

Visible

Sample: This shows that when people from different places met, they shared new ideas that changed how they lived.



## OWN

Independent

Model: Connections created change. The poem says new thoughts travel “when two different pathways meet.” This shows that meeting new people brought new ideas that changed communities.



## DEFEND

Reflective

Sample: My detail shows new ideas spreading when people meet, which is a change.

## YOUR WRITING TASK

**How did connections between people create change? Write a central idea, choose a detail from the poem, and explain the change.**

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How do we measure the level of thinking?

Cluster 7 • Module 3

MODEL ANSWER

*Connections between people created change. The poem says that “when two different pathways meet, new thoughts can travel with our feet.” This shows that meeting new people spread new ideas, which slowly changed how communities lived and thought.*



**NOTICE**

Foundational

Retells with no idea.



**CHOOSE**

Emergent

Weak detail.



**SHOW**

Visible

Fitting detail.



**OWN**

Independent

Idea, detail, and explanation.



**DEFEND**

Reflective

Clear idea and defended detail.

## What Will We Carry Forward?

### STUDENT LEARNING OBJECTIVE

Students will explain how ideas and traditions are carried forward to the future.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will find how ideas are carried forward.
- I will choose a detail from the poem.
- I will explain what lasts.
- I will write a thoughtful central idea.

## I CAN...

- I can find ideas carried forward.
- I can choose a detail.
- I can explain what lasts.
- I can write a central idea.



## NOTICE, Foundational

### TASK

The poem shows ideas lasting. **Find a line about carrying ideas forward.**

### MATERIAL

A: “A rule is written, strong and clear,”

B: “New hands can carry what is old.”



### YOUR TURN

Circle the line about lasting.



## CHOOSE, Emergent

### TASK

Some details show lasting best. **Choose the strongest detail.**

### MATERIAL

A: “A song is sung, a story told;”

B: “Its meaning travels year to year.”



### YOUR TURN

Choose the strongest detail.



## SHOW, Visible

### TASK

Tell what lasts and how. **Write an explanation.**

### MATERIAL

Detail: “Its meaning travels year to year.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write an explanation.



## OWN, Independent

### TASK

For the prompt, write a central idea, a detail, and an explanation on your own.

### MATERIAL

Prompt: How do we carry ideas forward to the future?

Central idea, detail, explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how your detail shows ideas carried forward.**

### MATERIAL

My central idea: \_\_\_\_\_

How my detail shows it: \_\_\_\_\_



### YOUR TURN

Defend your idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 7 • Module 4



## NOTICE

Foundational

B shows ideas being carried forward (new hands carry what is old). A describes a rule.



## CHOOSE

Emergent

B shows ideas lasting through time (traveling year to year). A describes a single moment.



## SHOW

Visible

Sample: This shows that a good idea keeps its meaning as it passes from one year and one person to the next.



## OWN

Independent

Model: We carry ideas forward when people pass them on. The poem says, “New hands can carry what is old.” This shows that each new group keeps important ideas alive for the future.



## DEFEND

Reflective

Sample: My detail shows new hands carrying old ideas, which proves ideas move to the future.

Write your response, keep it short

Cluster 7 • Module 4

## YOUR WRITING TASK

**How do we carry ideas forward to the future? Write a central idea, choose a detail from the poem, and explain what lasts.**

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How do we measure the level of thinking?

Cluster 7 • Module 4

MODEL ANSWER

*We carry ideas forward when people pass them on. The poem says, “New hands can carry what is old.” This shows that each new group keeps important ideas alive, so good ideas travel from the past into the future.*



**NOTICE**

Foundational

Retells with no idea.



**CHOOSE**

Emergent

Weak detail.



**SHOW**

Visible

Fitting detail.



**OWN**

Independent

Idea, detail, and explanation.



**DEFEND**

Reflective

Clear idea and defended detail.

## PLACE, Where Does Change Begin?

### STUDENT LEARNING OBJECTIVE

Students will explain how the place where people live shapes how a society develops.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

## I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.



## NOTICE, Foundational

### TASK

Place shapes a society. **Find the sentence about how place matters.**

### MATERIAL

A: “Every society begins somewhere.”

B: “Geography can create opportunities and challenges that influence how a society develops.”



## YOUR TURN

Circle the sentence about place.



## CHOOSE, Emergent

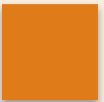
### TASK

Some evidence proves the role of place. **Choose the stronger evidence.**

### MATERIAL

A: “The land around them does not decide everything.”

B: “The location of a society can affect the food people grow, the homes they build, and the work they do.”



### YOUR TURN

Choose the stronger evidence.



## SHOW, Visible

### TASK

Tell what it proves. **Write an explanation.**

### MATERIAL

Evidence: “The location of a society can affect the food people grow.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write an explanation.



## OWN, Independent

### TASK

For the prompt, write a central idea, evidence, and explanation on your own.

### MATERIAL

Prompt: How does place shape a society?

Central idea, evidence, explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how your evidence proves the central idea.**

### MATERIAL

My idea: \_\_\_\_\_

How my evidence proves it: \_\_\_\_\_



### YOUR TURN

Defend your idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 1



## NOTICE

Foundational

B explains how place shapes a society. A is a general opening.



## CHOOSE

Emergent

B directly shows how place affects a society. A is a limit.



## SHOW

Visible

Sample: This shows the land people live on shapes how they eat, live, and work.



## OWN

Independent

Model: Place shapes a society. The passage says geography “can create opportunities and challenges.” This shows the land offers what a society can build on and the problems it must solve.



## DEFEND

Reflective

Sample: My evidence shows place affecting food, homes, and work, which proves place shapes a society.

Write your response, keep it short

Cluster 8 • Module 1

## YOUR WRITING TASK

**How does the place where people live shape a society? Write a central idea, choose evidence, and explain what it shows.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 8 • Module 1

## MODEL ANSWER

*The place where people live shapes their society. The passage says geography “can create opportunities and challenges that influence how a society develops.” This shows the land gives people resources to build on and problems they must solve together.*



### NOTICE

Foundational

Retells with no idea.



### CHOOSE

Emergent

Weak evidence.



### SHOW

Visible

Fitting evidence.



### OWN

Independent

Idea, evidence, and explanation.



### DEFEND

Reflective

Clear idea and defended evidence.

## IDEAS AND CHOICES, How Do People Change a Society?

### STUDENT LEARNING OBJECTIVE

Students will explain how ideas and choices can change a society as powerfully as place.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

## I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.



## NOTICE, Foundational

### TASK

Both place and ideas shape a society. **Find the sentence about ideas.**

### MATERIAL

A: “Ideas do not have mountains.”

B: “Ideas, decisions, beliefs, laws, art, music, and leadership can change societies just as powerfully as geography.”



### YOUR TURN

Circle the sentence about ideas.



## CHOOSE, Emergent

### TASK

Some evidence shows ideas at work. **Choose the stronger evidence.**

### MATERIAL

A: “Not every force can be seen on a map.”

B: “A new idea about government can influence people centuries later.”



### YOUR TURN

Choose the stronger evidence.



## SHOW, Visible

### TASK

Tell what it proves. **Write an explanation.**

### MATERIAL

Evidence: “A new idea about government can influence people centuries later.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write an explanation.



## OWN, Independent

### TASK

For the prompt, write a central idea, evidence, and explanation on your own.

### MATERIAL

Prompt: How can ideas change a society?

Central idea, evidence, explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how your evidence proves the central idea.**

### MATERIAL

My idea: \_\_\_\_\_

How my evidence proves it: \_\_\_\_\_



### YOUR TURN

Defend your idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 2



## NOTICE

Foundational

B explains how ideas change a society. A is a figurative comparison.



## CHOOSE

Emergent

B shows an idea changing a society over time. A is general.



## SHOW

Visible

Sample: This shows that a single idea can shape how people live long after it begins.



## OWN

Independent

Model: Ideas can change a society. The passage says ideas “can change societies just as powerfully as geography.” This shows that what people think and choose can reshape the world.



## DEFEND

Reflective

Sample: My evidence shows ideas influencing people for centuries, which proves ideas change societies.

Write your response, keep it short

Cluster 8 • Module 2

## YOUR WRITING TASK

**How can ideas and choices change a society? Write a central idea, choose evidence, and explain what it shows.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 8 • Module 2

## MODEL ANSWER

*Ideas and choices can change a society. The passage says ideas “can change societies just as powerfully as geography.” This shows that what people believe and decide can reshape the world, sometimes for centuries.*



### NOTICE

Foundational

Retells with no idea.



### CHOOSE

Emergent

Weak evidence.



### SHOW

Visible

Fitting evidence.



### OWN

Independent

Idea, evidence, and explanation.



### DEFEND

Reflective

Clear idea and defended evidence.

## LEGACY AND EVIDENCE, What Do We Know and How?

### STUDENT LEARNING OBJECTIVE

Students will explain how historians use evidence to learn about the past, and why one source is not enough.

### TEKS, Writing Process & Writing Genre

- |                   |                                                                                                                                |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>11(B)(iii)</b> | Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. |
| <b>12(B)(i)</b>   | Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.   |

### ELPS Breakouts

- |                 |                                                                                |
|-----------------|--------------------------------------------------------------------------------|
| <b>4(C)(ii)</b> | (Content-Area Vocabulary) Write using content-area vocabulary.                 |
| <b>4(F)(ix)</b> | (Respond with Evidence) Write to explain and respond with supporting evidence. |
| <b>4(G)</b>     | (Narrate and Explain) Write with increasing accuracy for a specific purpose.   |
| <b>5(B)</b>     | (Precise Word Choice) Write using newly acquired basic and content vocabulary. |

## I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

## I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.



## NOTICE, Foundational

### TASK

Historians study evidence. **Find the sentence about how they learn.**

### MATERIAL

A: “Historians cannot travel back in time.”

B: “Instead, they study evidence.”



### YOUR TURN

Circle the sentence about how they learn.



## CHOOSE, Emergent

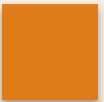
### TASK

Some evidence shows why one source is not enough. **Choose the stronger evidence.**

### MATERIAL

A: “Each piece of evidence can reveal something about the past.”

B: “One source rarely tells the whole story.”



### YOUR TURN

Choose the stronger evidence.



## SHOW, Visible

### TASK

Tell what it proves. **Write an explanation.**

### MATERIAL

Evidence: “One source rarely tells the whole story.”

Explanation: \_\_\_\_\_



### YOUR TURN

Write an explanation.



## OWN, Independent

### TASK

For the prompt, write a central idea, evidence, and explanation on your own.

### MATERIAL

Prompt: How do historians learn about the past?

Central idea, evidence, explanation.



### YOUR TURN

Write your response on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how your evidence proves the central idea.**

### MATERIAL

My idea: \_\_\_\_\_

How my evidence proves it: \_\_\_\_\_



### YOUR TURN

Defend your idea.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 3



## NOTICE

Foundational

B tells how historians learn. A states the problem.



## CHOOSE

Emergent

B directly shows why historians need many sources. A is general.



## SHOW

Visible

Sample: This shows that historians must gather many kinds of evidence to understand the past.



## OWN

Independent

Model: Historians learn about the past by studying evidence. The passage says, “One source rarely tells the whole story.” This shows they need many sources to see the full picture.



## DEFEND

Reflective

Sample: My evidence shows one source is not enough, which proves historians combine many sources.

Write your response, keep it short

Cluster 8 • Module 3

## YOUR WRITING TASK

**How do historians learn about the past? Write a central idea, choose evidence, and explain why one source is not enough.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 8 • Module 3

## MODEL ANSWER

*Historians learn about the past by studying evidence. The passage says, “One source rarely tells the whole story.” This shows that historians must combine many kinds of evidence, such as artifacts and documents, to understand what really happened.*



### NOTICE

Foundational

Retells with no idea.



### CHOOSE

Emergent

Weak evidence.



### SHOW

Visible

Fitting evidence.



### OWN

Independent

Idea, evidence, and explanation.



### DEFEND

Reflective

Clear idea and defended evidence.

## SYNTHESIS, What Shapes Our World?

### STUDENT LEARNING OBJECTIVE

Students will combine more than one force (place, resources, ideas) to explain what shapes a society.

### TEKS, Writing Process & Writing Genre

- 11(B)(iii)** Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.
- 12(B)(i)** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea.

### ELPS Breakouts

- 4(C)(ii)** (Content-Area Vocabulary) Write using content-area vocabulary.
- 4(F)(ix)** (Respond with Evidence) Write to explain and respond with supporting evidence.
- 4(G)** (Narrate and Explain) Write with increasing accuracy for a specific purpose.
- 5(B)** (Precise Word Choice) Write using newly acquired basic and content vocabulary.

## I WILL...

- I will read the passage.
- I will choose evidence.
- I will explain what it proves.
- I will write a clear central idea.

## I CAN...

- I can read the passage.
- I can choose evidence.
- I can explain it.
- I can write a central idea.



## NOTICE, Foundational

### TASK

A society is shaped by many forces. **Name two forces from the passage.**

### MATERIAL

Forces: place, resources, connection, ideas, individual people.



### YOUR TURN

Name two forces that shape a society.



## CHOOSE, Emergent

### TASK

Each force needs evidence. **Choose evidence that fits a force.**

### MATERIAL

Force: resources.

A: “Welcome to The Change Atlas!”

B: “Sometimes resources create opportunities.”



### YOUR TURN

Choose the evidence that fits the force.



## SHOW, Visible

### TASK

Combine two forces into one idea. **Write a sentence that connects them.**

### MATERIAL

Force 1: place. Force 2: ideas.

Connected idea: \_\_\_\_\_



### YOUR TURN

Write a synthesis sentence.



## OWN, Independent

### TASK

For the prompt, combine two forces with evidence on your own.

### MATERIAL

Prompt: What shapes a society?

Two forces, evidence for each, one central idea.



### YOUR TURN

Write your synthesis on your Writing Sheet.



## DEFEND, Reflective

### TASK

Look at your response. **Explain how you combined two forces into one idea.**

### MATERIAL

My two forces: \_\_\_\_\_

How I connected them: \_\_\_\_\_



### YOUR TURN

Defend your synthesis.

# ANSWERS, Across the Five Thinking Levels

Slide 8 of 10

Consolidated answer key for Monday through Friday

Cluster 8 • Module 4



## NOTICE

Foundational

Sample: place and ideas both shape a society.



## CHOOSE

Emergent

B fits the resources force. A is only a greeting.



## SHOW

Visible

Sample: A society is shaped by both the place people live and the ideas they choose to follow.



## OWN

Independent

Model: A society is shaped by more than one force. Place matters, because “geography can create opportunities and challenges.” Ideas matter too, because ideas “can change societies just as powerfully as geography.” Together, place and ideas shape how a society grows.



## DEFEND

Reflective

Sample: I gave evidence for place and for ideas, then showed they work together to shape a society.

Write your response, keep it short

Cluster 8 • Module 4

## YOUR WRITING TASK

**What shapes a society? Combine two forces (such as place and ideas), give evidence for each, and connect them into one central idea.**

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# Show What You Know, Model Answer

Slide 10 of 10

How do we measure the level of thinking?

Cluster 8 • Module 4

## MODEL ANSWER

*A society is shaped by more than one force. Place matters, because the passage says geography “can create opportunities and challenges.” Ideas matter too, because ideas “can change societies just as powerfully as geography.” Together, the land people live on and the ideas they follow shape how a society grows and changes.*



### NOTICE

Foundational

Names one force only.



### CHOOSE

Emergent

Names two forces with weak evidence.



### SHOW

Visible

Combines two forces with evidence.



### OWN

Independent

Combines two forces into one clear idea.



### DEFEND

Reflective

Synthesizes forces and defends the connection.