



PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

LOCATE THE PASSAGE

"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

THIS WEEK'S FLOW

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



PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Great Chocolate Chip Cookie Mystery” (Fiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“By 11:42 on Friday morning, fifth grade had a problem.”

Introduces the problem the students faced.

“Within thirty seconds, the investigation had already gone completely out of control.”

Shows how fast the students' reaction spun out of control.



PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

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

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

“By 11:42 on Friday morning, fifth grade had a problem.”

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

Connects and names that there was a problem, but by itself it does not show how they reacted, so it needs the out-of-control line to prove the claim.

“Within thirty seconds, the investigation had already gone completely out of control.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the quick, messy reaction, and leads to the idea that rumors spread fast without facts.



PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Great Chocolate Chip Cookie Mystery” (Fiction).”
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“At the table, theories multiplied.”

Shows the students inventing many theories.

“Someone suggested the principal had hidden the cookies for a faculty meeting.”

Gives an example of one wild theory.



PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

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

Grading Wednesday's two **R, Reactions** pieces

“At the table, theories multiplied.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the students' many guesses, and leads to the idea that people invent explanations quickly.

“Someone suggested the principal had hidden the cookies for a faculty meeting.”

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

Connects and supports with an example, but it names one theory rather than the overall reaction, so it works best paired with the multiplying-theories line.



PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Within thirty seconds, the investigation had already gone completely out of control.”

“At the table, theories multiplied.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

- Reread "'The Great Chocolate Chip Cookie Mystery' (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET

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



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 1 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

What problem did the fifth graders discover, and how did they react to it?

THESIS

The fifth graders discovered that the cookies were gone, and they reacted by inventing wild theories, so the investigation quickly got out of control.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Someone else claimed the cafeteria oven had broken.”

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

True, but it names one more theory rather than the students' overall reaction, so on its own it does not prove the claim.

“Within thirty seconds, the investigation had already gone completely out of control.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that reactions can spin out of control without evidence.



Comprehension Question, Prove It

QUESTION

Which sentence from the story best shows how the students reacted to the missing cookies?

- A** “By 11:42 on Friday morning, fifth grade had a problem.”
- B** “Within thirty seconds, the investigation had already gone completely out of control.”
- C** “Someone suggested the principal had hidden the cookies for a faculty meeting.”
- D** “Someone else claimed the cafeteria oven had broken.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the story best shows how the students reacted to the missing cookies?

A “By 11:42 on Friday morning, fifth grade had a problem.”

DETAIL, NOT THE CLAIM

True, but it names that there was a problem, not how they reacted.

B “Within thirty seconds, the investigation had already gone completely out of control.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the students' reaction quickly got out of control.

C “Someone suggested the principal had hidden the cookies for a faculty meeting.”

TRUE BUT WRONG

True, but it names one theory, not the overall reaction.

D “Someone else claimed the cafeteria oven had broken.”

OFF TOPIC

True, but it names another single theory, not the overall reaction.



PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

LOCATE THE PASSAGE

"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Great Chocolate Chip Cookie Mystery” (Fiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“At the table, theories multiplied.”

Shows the students making up many ideas at once.

“Someone else claimed the cafeteria oven had broken.”

Gives an example of a claim made without proof.



PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

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

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

“At the table, theories multiplied.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing ideas piling up, and leads to the idea that unchecked ideas spread fast.

“Someone else claimed the cafeteria oven had broken.”

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

Connects and supports with an example, but it names one claim rather than the overall pattern, so it works best paired with the theories line.



PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'The Great Chocolate Chip Cookie Mystery' (Fiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"Someone suggested the principal had hidden the cookies for a faculty meeting."

Gives another unchecked theory.

"Within thirty seconds, the investigation had already gone completely out of control."

Shows the result of spreading ideas without checking them.



PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

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

Grading Wednesday's two **R, Reactions** pieces

“Within thirty seconds, the investigation had already gone completely out of control.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the result of unchecked ideas, and leads to the idea that rumors grow without facts.

“Someone suggested the principal had hidden the cookies for a faculty meeting.”

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

Connects and supports with an example, but it names one theory rather than the overall pattern, so it works best paired with the out-of-control line.



PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“At the table, theories multiplied.”

“Within thirty seconds, the investigation had already gone completely out of control.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

- Reread "'The Great Chocolate Chip Cookie Mystery' (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET

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



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 2 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How does the story show that the students spread ideas without checking them?

THESIS

The story shows the students spread ideas without checking them because theories multiplied and students claimed things like a broken oven, so the investigation went out of control.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“By 11:42 on Friday morning, fifth grade had a problem.”

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

True, but it introduces the problem rather than showing ideas spread without checking, so on its own it does not prove the claim.

“At the table, theories multiplied.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that ideas can spread quickly without proof.



Comprehension Question, Prove It

QUESTION

Which sentence from the story best shows the students spreading ideas without checking them?

A “By 11:42 on Friday morning, fifth grade had a problem.”

B “At the table, theories multiplied.”

C “Someone else claimed the cafeteria oven had broken.”

D “Someone suggested the principal had hidden the cookies for a faculty meeting.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the story best shows the students spreading ideas without checking them?

A

“By 11:42 on Friday morning, fifth grade had a problem.”

DETAIL, NOT THE CLAIM

True, but it introduces the problem, not ideas spreading without checking.

B

“At the table, theories multiplied.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the students made up many ideas without checking them.

C

“Someone else claimed the cafeteria oven had broken.”

TRUE BUT WRONG

True, but it names one claim, not the overall spread of ideas.

D

“Someone suggested the principal had hidden the cookies for a faculty meeting.”

OFF TOPIC

True, but it names one theory, not the overall pattern.



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

LOCATE THE PASSAGE

"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Great Chocolate Chip Cookie Mystery” (Fiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“Their first internet search gave them a surprise.”

Shows where the students' research began.

“But other accounts described the story differently.”

Shows the students noticed sources disagreed.



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

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

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

“Their first internet search gave them a surprise.”

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

Connects and shows the start, but by itself it does not show how they checked the answer, so it needs the comparing-sources idea to prove the claim.

“But other accounts described the story differently.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the students noticed disagreement, and leads to the idea that good research checks more than one source.



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Great Chocolate Chip Cookie Mystery” (Fiction).”
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“They compared several sources instead of stopping after the first one.”

Shows the reliable research move the students made.

“Her recipe helped make the chocolate chip cookie a favorite across the country.”

Gives a fact they confirmed, but by itself it does not show how they checked their sources.



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

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

Grading Wednesday's two **R, Reactions** pieces

“They compared several sources instead of stopping after the first one.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reliable move, and leads to the idea that comparing sources leads to better answers.

“Her recipe helped make the chocolate chip cookie a favorite across the country.”

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

Connects to the topic, but it states a fact rather than showing how they checked their sources, so on its own it does not prove the claim.



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“But other accounts described the story differently.”

“They compared several sources instead of stopping after the first one.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

- Reread "'The Great Chocolate Chip Cookie Mystery' (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET

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



PROMPT (WHY)

How did the students find a more reliable answer about the cookie's history?

THESIS

The students found a more reliable answer because their first search surprised them, other accounts differed, so they compared several sources instead of stopping after the first one.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“At the table, theories multiplied.”

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

True, but it describes the earlier guessing rather than how they found a reliable answer, so on its own it does not prove the claim.

“They compared several sources instead of stopping after the first one.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that checking several sources builds a reliable answer.



Comprehension Question, Prove It

QUESTION

Which sentence from the story best shows the students doing reliable research?

- A** “At the table, theories multiplied.”
- B** “They compared several sources instead of stopping after the first one.”
- C** “Their first internet search gave them a surprise.”
- D** “But other accounts described the story differently.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the story best shows the students doing reliable research?

A

“At the table, theories multiplied.”

OFF TOPIC

True, but it describes guessing, not reliable research.

B

“They compared several sources instead of stopping after the first one.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, comparing several sources is reliable research.

C

“Their first internet search gave them a surprise.”

DETAIL, NOT THE CLAIM

True, but it names where they started, not the reliable move.

D

“But other accounts described the story differently.”

TRUE BUT WRONG

True, and close, but it shows sources disagreeing rather than the students comparing them.



PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

LOCATE THE PASSAGE

"The Great Chocolate Chip Cookie Mystery" (Fiction)

THIS WEEK'S PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Great Chocolate Chip Cookie Mystery” (Fiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“The cafeteria normally prepared 180 desserts for the fifth-grade lunch period.”

Gives the background number that helped solve the mystery.

“Only twenty-seven students had selected fruit cups.”

Shows the clue that explained the cookie shortage.



PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

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

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

“The cafeteria normally prepared 180 desserts for the fifth-grade lunch period.”

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

Connects and gives background, but by itself it does not explain the shortage, so it needs the fruit-cup clue to prove the claim.

“Only twenty-seven students had selected fruit cups.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by revealing the cause of the shortage, and leads to the idea that data can solve a mystery.



PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““The Great Chocolate Chip Cookie Mystery” (Fiction).”
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Ruiz adjusted the dessert numbers based on the class survey.”

Shows the action that fixed the problem.

“There were enough chocolate chip cookies for everyone who wanted one.”

Shows the result, the mystery was solved.



PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

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

Grading Wednesday's two **R, Reactions** pieces

“Ruiz adjusted the dessert numbers based on the class survey.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the fix, and leads to the idea that using evidence leads to a real solution.

“There were enough chocolate chip cookies for everyone who wanted one.”

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

Connects and supports the outcome, but it names the result rather than how they solved it, so it works best paired with the adjustment line.



PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Only twenty-seven students had selected fruit cups.”

“Ruiz adjusted the dessert numbers based on the class survey.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

- Reread "'The Great Chocolate Chip Cookie Mystery' (Fiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
- Collect TWO pieces of evidence on your Student Tracking Sheet.
- Grade both pieces with CSI (Connects, Supports, Ideas). Circle your BEST evidence.

STUDENT TRACKING SHEET

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



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 4 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How did the students solve the mystery of the missing cookies?

THESIS

The students solved the mystery because they found that nearly everyone had chosen cookies over fruit cups, so once Ms. Ruiz adjusted the numbers there were enough cookies for everyone.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“At the table, theories multiplied.”

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

True, but it describes the early guessing rather than how the mystery was solved, so on its own it does not prove the claim.

“Only twenty-seven students had selected fruit cups.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that a real clue, not a guess, solved the mystery.



Comprehension Question, Prove It

QUESTION

Which sentence from the story best explains why there were not enough cookies?

- A** “At the table, theories multiplied.”
- B** “Only twenty-seven students had selected fruit cups.”
- C** “Ruiz adjusted the dessert numbers based on the class survey.”
- D** “There were enough chocolate chip cookies for everyone who wanted one.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the story best explains why there were not enough cookies?

A “At the table, theories multiplied.”

OFF TOPIC

True, but it describes guessing, not the real reason for the shortage.

B “Only twenty-seven students had selected fruit cups.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, almost everyone chose cookies, so there were not enough.

C “Ruiz adjusted the dessert numbers based on the class survey.”

DETAIL, NOT THE CLAIM

True, but it names the fix, not the reason for the shortage.

D “There were enough chocolate chip cookies for everyone who wanted one.”

TRUE BUT WRONG

True, but it describes the result, not the reason for the shortage.



PROMPT (WHY)

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

THESIS

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

LOCATE THE PASSAGE

"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

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

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

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

THIS WEEK'S FLOW

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



PROMPT (WHY)

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

THESIS

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

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

Today's TRACKS category: K, Key Knowledge

“To recover money, Parliament placed new taxes on the colonies.”

Tells what Britain did, it placed new taxes, but by itself it does not yet show why that raised tensions.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

Shows why the colonists were angry, they were taxed without any representation.



PROMPT (WHY)

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

THESIS

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

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

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

“To recover money, Parliament placed new taxes on the colonies.”

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

Connects to the topic of taxes, but naming that Britain taxed the colonies does not by itself explain why tensions rose, so on its own it does not prove the claim.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the colonists had no voice, and leads to the idea that being taxed without representation made them want change.



PROMPT (WHY)

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

THESIS

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

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

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

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

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

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



PROMPT (WHY)

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

THESIS

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

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

Grading Wednesday's two **R, Reactions** pieces

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

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that harsh responses raised tensions, and leads to the idea that punishment pushed the colonies toward revolution.

“Samuel Adams and the Sons of Liberty helped organize resistance and spread ideas.”

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

Connects to the topic of resistance, but it names who organized rather than showing how British actions raised tensions, so on its own it does not prove the claim.



PROMPT (WHY)

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

THESIS

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

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Colonists strongly opposed this law because they had no representatives in Parliament.”

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

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

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

THESIS

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

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



PROMPT (WHY)

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

THESIS

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

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“Many colonists considered themselves loyal to the king.”

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

True, and it gives background about how things began, but loyalty before the conflict does not show why tensions rose, so on its own it does not prove the claim.

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

BEST EVIDENCE

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

Connects directly, supports the thesis that harsh British actions raised tensions, and leads to the idea that punishment pushed the colonies to unite and seek independence.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that British actions pushed the colonies to unite?

- A** “Many colonists considered themselves loyal to the king.”
- B** “Instead of ending the conflict, these actions brought the colonies closer together.”
- C** “It required colonists to pay taxes on printed materials such as newspapers and legal documents.”
- D** “Although Great Britain gained land, it also gained significant debt.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that British actions pushed the colonies to unite?

A “Many colonists considered themselves loyal to the king.”

TRUE BUT WRONG

True, but it describes loyalty before the conflict, not the colonies uniting.

B “Instead of ending the conflict, these actions brought the colonies closer together.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, British actions brought the colonies closer together.

C “It required colonists to pay taxes on printed materials such as newspapers and legal documents.”

DETAIL, NOT THE CLAIM

True, but it gives the details of a tax, not the colonies uniting.

D “Although Great Britain gained land, it also gained significant debt.”

OFF TOPIC

True, but it explains Britain's debt, not the colonies uniting.



PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

LOCATE THE PASSAGE

"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

THIS WEEK'S FLOW

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



PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

“To recover money, Parliament placed new taxes on the colonies.”

Tells what Parliament did, but by itself it does not explain why the colonists were angry.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

Gives the reason the colonists opposed the tax, they had no voice in Parliament.



PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

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

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

“To recover money, Parliament placed new taxes on the colonies.”

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

Connects to the topic of taxes, but naming that Parliament taxed the colonies does not explain why the colonists opposed it, so on its own it does not prove the claim.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by giving the reason (no representation), and leads to the idea that people want a voice in decisions that affect them.



PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

“These actions showed that the colonists were beginning to challenge British authority.”

Shows the effect, the colonists started to push back against Britain.

“Some refused to buy stamped paper, while others protested in the streets.”

Names actions the colonists took, but it lists what they did rather than why they opposed the tax.



PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

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

Grading Wednesday's two **R, Reactions** pieces

“These actions showed that the colonists were beginning to challenge British authority.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that opposition grew, and leads to the idea that shared anger can turn into resistance.

“Some refused to buy stamped paper, while others protested in the streets.”

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

Connects to the topic of protest, but it lists actions rather than showing why the colonists opposed the tax, so on its own it does not prove the claim.



PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Colonists strongly opposed this law because they had no representatives in Parliament.”

“These actions showed that the colonists were beginning to challenge British authority.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 6 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

Why did the colonists oppose the new taxes from Parliament?

THESIS

The colonists opposed the new taxes because they had no representatives in Parliament, so they believed it was unfair to be taxed without a voice, and they began to challenge British authority.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Many colonists considered themselves loyal to the king and were proud to be British subjects.”

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

True, and it gives background about how the colonists first felt, but loyalty does not explain why they opposed the taxes, so on its own it does not prove the claim.

“Colonists strongly opposed this law because they had no representatives in Parliament.”

BEST EVIDENCE

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

Connects, supports the thesis (no representation), and leads to the idea that fairness means having a voice in the laws you must follow.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that the colonists opposed the taxes because they had no voice in Parliament?

- A** “One of these laws was the Stamp Act.”
- B** “Colonists strongly opposed this law because they had no representatives in Parliament.”
- C** “Many colonists considered themselves loyal to the king and were proud to be British subjects.”
- D** “To recover money, Parliament placed new taxes on the colonies.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that the colonists opposed the taxes because they had no voice in Parliament?

- A** “One of these laws was the Stamp Act.”
DETAIL, NOT THE CLAIM
True, but it only names a law, it does not explain why the colonists opposed it.
- B** “Colonists strongly opposed this law because they had no representatives in Parliament.”
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, the colonists opposed the tax because they had no representation.
- C** “Many colonists considered themselves loyal to the king and were proud to be British subjects.”
TRUE BUT WRONG
True, but it describes loyalty, not the reason they opposed the taxes.
- D** “To recover money, Parliament placed new taxes on the colonies.”
OFF TOPIC
True, but it explains why Britain taxed the colonies, not why the colonists opposed it.



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

LOCATE THE PASSAGE

"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

Today's TRACKS category: K, Key Knowledge

“Many colonists began to protest the Stamp Act.”

Names a response, protest, but by itself it does not show how the responses united the colonists.

“Others wrote letters, gave speeches, and printed articles explaining why the law was unfair.”

Shows specific ways the colonists responded to unfair laws.



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

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

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

“Many colonists began to protest the Stamp Act.”

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

Connects to the topic of response, but naming that they protested does not show how it mattered, so on its own it does not prove the claim.

“Others wrote letters, gave speeches, and printed articles explaining why the law was unfair.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing how the colonists responded, and leads to the idea that people use their words to fight unfair rules.



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

"Some colonists began to boycott British goods."

Names another response, boycotting, a way to pressure Parliament.

"These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies."

Shows the larger effect, the responses brought the colonists together.



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

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

Grading Wednesday's two **R, Reactions** pieces

“These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that responses united the colonists, and leads to the idea that shared action builds unity.

“Some colonists began to boycott British goods.”

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

Connects to the topic of response, but it names one action rather than showing how it united the colonists, so on its own it does not prove the claim.



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Others wrote letters, gave speeches, and printed articles explaining why the law was unfair.”

“These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



PROMPT (WHY)

How did the colonists respond when they felt their rights were ignored?

THESIS

When the colonists felt their rights were ignored, they responded by protesting, writing and speaking out, and boycotting British goods, which helped unite them against British control.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“Groups such as the Sons of Liberty helped organize protests in cities like Boston and New York.”

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

True, and it names who helped, but it does not show how the responses united the colonists, so on its own it does not prove the claim.

“These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that responding together turns separate people into one cause.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that the colonists' responses brought them together?

A “Many colonists began to protest the Stamp Act.”

B “These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.”

C “Some colonists began to boycott British goods.”

D “By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that the colonists' responses brought them together?

A “Many colonists began to protest the Stamp Act.”

DETAIL, NOT THE CLAIM

True, but it names that they protested, not that the protests united them.

B “These protests helped unite colonists who had once thought of themselves mostly as people from separate colonies.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the responses united the colonists.

C “Some colonists began to boycott British goods.”

TRUE BUT WRONG

True, but it names one action, not that it brought the colonists together.

D “By refusing to buy British goods, colonists hoped to hurt British businesses and pressure Parliament to change its laws.”

OFF TOPIC

True, but it explains the goal of a boycott, not how the colonists united.



PROMPT (WHY)

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

THESIS

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

LOCATE THE PASSAGE

"From Tension to Revolution" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

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

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

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

THIS WEEK'S FLOW

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



PROMPT (WHY)

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

THESIS

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

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

“To recover money, Parliament placed new taxes on the colonies.”

Names an early cause, the taxes, but by itself it does not show the shift to independence.

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

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



PROMPT (WHY)

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

THESIS

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

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

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

“To recover money, Parliament placed new taxes on the colonies.”

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

Connects to the topic of taxes, but an early cause does not by itself show how the conflict grew into a fight for independence, so on its own it does not prove the claim.

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

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that harsh responses grew the conflict, and leads to the idea that punishment can push people toward independence.



PROMPT (WHY)

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

THESIS

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

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

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

Shows the effect, the harsh laws united the colonies instead of stopping them.

“The colonists learned that there is strength in numbers.”

States the bigger idea, that unity made the colonies more powerful.



PROMPT (WHY)

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

THESIS

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

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

Grading Wednesday's two **R, Reactions** pieces

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

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that the response united the colonies, and leads to the idea that shared hardship builds a common cause.

“The colonists learned that there is strength in numbers.”

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

Connects and supports the idea of unity, but it states a lesson rather than showing the growth of the conflict, so it needs the earlier evidence to prove the claim.



PROMPT (WHY)

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

THESIS

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

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

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

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

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

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

THESIS

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

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 8 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

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

THESIS

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

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Many colonists considered themselves loyal to the king.”

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

True, and it shows how the colonists first felt, but early loyalty does not show the growth toward independence, so on its own it does not prove the claim.

“Over time, many colonists wanted to remove British control.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that repeated unfair treatment can turn loyalty into a desire for independence.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that the conflict grew into a fight for independence?

- A** “Many colonists considered themselves loyal to the king.”
- B** “Over time, many colonists wanted to remove British control.”
- C** “War was expensive.”
- D** “Some colonists were proud to be British subjects because they believed Great Britain was strong and successful.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that the conflict grew into a fight for independence?

A “Many colonists considered themselves loyal to the king.”

TRUE BUT WRONG

True, but it describes early loyalty, not the growth toward independence.

B “Over time, many colonists wanted to remove British control.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the conflict grew until colonists wanted independence.

C “War was expensive.”

DETAIL, NOT THE CLAIM

True, but it explains Britain's debt, not the growth toward independence.

D “Some colonists were proud to be British subjects because they believed Great Britain was strong and successful.”

OFF TOPIC

True, but it describes pride in Britain, not the move toward independence.



PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

LOCATE THE PASSAGE

"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

THIS WEEK'S FLOW

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



PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Spanish Rule in Early Texas” (Nonfiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.”

Gives the goals that explain why Spain wanted to settle Texas.

“To reach these goals, they built missions and presidios across the region.”

Connects the goals to the action Spain took, building missions and presidios.



PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

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

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

“Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming Spain's goals, and leads to the idea that countries build settlements to grow their power.

“To reach these goals, they built missions and presidios across the region.”

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

Connects and supports, but it names the action rather than the reason, so it works best paired with the goals sentence.



PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Spanish Rule in Early Texas' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"Their purpose was to serve as a protective force for the missions and nearby settlements."

Tells the purpose of the presidios, protection.

"Missions and presidios were often built close together so they could support each other."

Shows how the two settlements worked together, but it does not by itself state why Spain built them.



PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

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

Grading Wednesday's two **R, Reactions** pieces

“Their purpose was to serve as a protective force for the missions and nearby settlements.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that protection was a reason, and leads to the idea that control needs defense.

“Missions and presidios were often built close together so they could support each other.”

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

Connects to the topic, but it explains placement rather than why Spain built them, so on its own it does not prove the claim.



PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.”

“Their purpose was to serve as a protective force for the missions and nearby settlements.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 9 of 36

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PROMPT (WHY)

Why did Spain build missions and presidios in Texas?

THESIS

Spain built missions and presidios in Texas to expand its empire, spread the Catholic religion, and protect its land, which helped Spain keep control of the region.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Their main goal was to convert Native Americans to Catholicism.”

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

True and on topic, it names one goal of the missions, but it covers only religion, so it needs the fuller list of goals to prove the whole claim.

“Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.”

BEST EVIDENCE

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

Connects, supports the thesis with all three goals, and leads to the idea that empires settle land to grow power.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains why Spain built missions and presidios in Texas?

- A** “Missions and presidios were often built close together so they could support each other.”
- B** “Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.”
- C** “Soldiers guarded the area and helped keep control of the land.”
- D** “Some accepted this new way of life, but others resisted and tried to keep their traditions.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains why Spain built missions and presidios in Texas?

A “Missions and presidios were often built close together so they could support each other.”

DETAIL, NOT THE CLAIM

True, but it describes placement, not the reason Spain built them.

B “Spanish leaders wanted to expand their empire, spread the Catholic religion, and protect their land from other countries.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, it names Spain's goals for building the settlements.

C “Soldiers guarded the area and helped keep control of the land.”

TRUE BUT WRONG

True, but it describes what soldiers did, not why Spain built the settlements.

D “Some accepted this new way of life, but others resisted and tried to keep their traditions.”

OFF TOPIC

True, but it describes Native American responses, not Spain's reasons.



PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

LOCATE THE PASSAGE

"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Spanish Rule in Early Texas' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“Their main goal was to convert Native Americans to Catholicism.”

Names a main effect the missions had on Native Americans, changing their religion.

“Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.”

Shows how mission life changed the way Native Americans lived.



PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

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

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

“Their main goal was to convert Native Americans to Catholicism.”

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

Connects and supports, but it names only the religious goal, so it needs more to show the full effect on Native Americans.

“Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the missions changed daily life, and leads to the idea that new rules can replace old traditions.



PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Spanish Rule in Early Texas' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Some accepted this new way of life, but others resisted and tried to keep their traditions.”

Shows that Native Americans responded to the missions in different ways.

“Native Americans lost land and freedom, which caused tension between groups.”

States a serious effect of Spanish rule on Native Americans.



PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

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

Grading Wednesday's two **R, Reactions** pieces

“Native Americans lost land and freedom, which caused tension between groups.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that missions had a harmful effect, and leads to the idea that losing freedom creates conflict.

“Some accepted this new way of life, but others resisted and tried to keep their traditions.”

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

Connects and supports the idea of different responses, but it names reactions rather than the effect itself, so it works best paired with the loss of freedom.



PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.”

“Native Americans lost land and freedom, which caused tension between groups.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 10 of 36

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PROMPT (WHY)

How did Spanish missions affect the Native Americans who lived there?

THESIS

Spanish missions affected Native Americans by expecting them to follow Spanish customs and religion, and while some accepted the new way of life, many lost their freedom and tried to protect their own traditions.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“At the same time, missionaries helped transfer Spanish customs and skills such as farming, cooking, and building.”

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

True and on topic, it names skills the missions taught, but it shows only one part of the effect, so it needs the fuller picture to prove the claim.

“Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that mission life reshaped how Native Americans lived.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that missions changed how Native Americans lived?

- A** “Presidios were forts built by Spanish soldiers.”
- B** “Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.”
- C** “Their main goal was to convert Native Americans to Catholicism.”
- D** “Soldiers guarded the area and helped keep control of the land.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that missions changed how Native Americans lived?

A “Presidios were forts built by Spanish soldiers.”

OFF TOPIC

True, but it describes presidios, not the effect on Native Americans.

B “Many Native Americans lived at the missions and were expected to follow Spanish customs and rules.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, mission life changed how Native Americans lived.

C “Their main goal was to convert Native Americans to Catholicism.”

TRUE BUT WRONG

True, but it names a goal of the missionaries, not how daily life changed.

D “Soldiers guarded the area and helped keep control of the land.”

DETAIL, NOT THE CLAIM

True, but it describes soldiers, not the effect on Native Americans.



PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

LOCATE THE PASSAGE

"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

THIS WEEK'S FLOW

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



PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Spanish Rule in Early Texas' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“The Spanish language and Catholic religion became part of daily life in the region.”

Names lasting cultural effects of Spanish rule.

“Many cities, rivers, and landmarks have Spanish names.”

Gives an example of a lasting effect still seen today.



PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

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

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

“The Spanish language and Catholic religion became part of daily life in the region.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming cultural effects, and leads to the idea that settlers can reshape a region's culture for a long time.

“Many cities, rivers, and landmarks have Spanish names.”

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

Connects and supports with an example, but it shows one detail rather than the full range of effects, so it works best paired with the culture sentence.



PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Spanish Rule in Early Texas' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"Farming and ranching became more common in some areas."

Shows a lasting effect on the Texas economy.

"Native Americans lost land and freedom, which caused tension between groups."

Names a lasting negative effect of Spanish rule.



PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

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

Grading Wednesday's two **R, Reactions** pieces

“Farming and ranching became more common in some areas.”

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

Connects to the prompt, supports the thesis with an economic effect, and leads to the idea that ranching shaped Texas for years to come.

“Native Americans lost land and freedom, which caused tension between groups.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that Spanish rule also had harmful effects, and leads to the idea that change can help some while hurting others.



PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The Spanish language and Catholic religion became part of daily life in the region.”

“Native Americans lost land and freedom, which caused tension between groups.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 11 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

What lasting effects did Spanish rule have on Texas?

THESIS

Spanish rule left lasting effects on Texas, including the Spanish language, the Catholic religion, and ranching, while it also caused Native Americans to lose land and freedom.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Explorers saw rivers, forests, plains, and dry areas.”

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

True, but it describes what explorers saw, not a lasting effect of Spanish rule, so on its own it does not prove the claim.

“The Spanish language and Catholic religion became part of daily life in the region.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that culture brought by settlers can last for centuries.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that Spanish rule still affects Texas today?

- A** “Explorers saw rivers, forests, plains, and dry areas.”
- B** “Many cities, rivers, and landmarks have Spanish names.”
- C** “Presidios were forts built by Spanish soldiers.”
- D** “The soldiers had difficult jobs.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that Spanish rule still affects Texas today?

A “Explorers saw rivers, forests, plains, and dry areas.”

OFF TOPIC

True, but it describes what explorers saw, not a lasting effect.

B “Many cities, rivers, and landmarks have Spanish names.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, Spanish names are a lasting effect seen today.

C “Presidios were forts built by Spanish soldiers.”

DETAIL, NOT THE CLAIM

True, but it describes presidios in the past, not a lasting effect today.

D “The soldiers had difficult jobs.”

TRUE BUT WRONG

True, but it describes the soldiers' work, not a lasting effect on Texas.



PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

LOCATE THE PASSAGE

"Spanish Rule in Early Texas" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Spanish Rule in Early Texas' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

"To reach these goals, they built missions and presidios across the region."

Shows the plan Spain used to claim and hold Texas.

"Presidios were important because Spain needed soldiers to protect its claims."

Explains why the presidios helped Spain keep control.



PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

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

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

“To reach these goals, they built missions and presidios across the region.”

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

Connects and supports, but it names the action rather than how it kept control, so it works best paired with the presidio sentence.

“Presidios were important because Spain needed soldiers to protect its claims.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that protection kept control, and leads to the idea that holding land requires defending it.



PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Spanish Rule in Early Texas' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.”

Shows how soldiers protected the settlements that held the land.

“They also watched for other countries that might try to enter Spanish territory.”

Shows how presidios helped keep other countries out.



PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

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

Grading Wednesday's two **R, Reactions** pieces

“Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing how soldiers protected Spanish settlements, and leads to the idea that protection keeps a claim strong.

“They also watched for other countries that might try to enter Spanish territory.”

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

Connects and supports the idea of guarding, but it names one duty rather than the full way control was kept, so it works best paired with the guarding sentence.



PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Presidios were important because Spain needed soldiers to protect its claims.”

“Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 2 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 12 of 36

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PROMPT (WHY)

How did missions and presidios help Spain keep control of Texas?

THESIS

Missions and presidios helped Spain keep control of Texas by spreading Spanish culture and religion and by using soldiers to protect the settlements and guard against other countries.

Answer Key, One Strong Model

Model TRACKS category: **R, Reactions**

“A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons.”

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

True, but it describes what a presidio contained, not how it helped Spain keep control, so on its own it does not prove the claim.

“Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that guarding people and supplies is how a country holds its land.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that presidios helped Spain protect its land?

A “A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons.”

B “Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.”

C “Their main goal was to convert Native Americans to Catholicism.”

D “Explorers also met many Native American groups who already lived in Texas.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that presidios helped Spain protect its land?

A “A presidio usually had walls or fences, places for soldiers to sleep, storage areas, and weapons.”

DETAIL, NOT THE CLAIM

True, but it describes what a presidio contained, not how it protected the land.

B “Soldiers at presidios guarded missionaries, settlers, supplies, roads, and nearby communities.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, soldiers guarded the settlements that held the land.

C “Their main goal was to convert Native Americans to Catholicism.”

TRUE BUT WRONG

True, but it describes the missions' religious goal, not how the land was protected.

D “Explorers also met many Native American groups who already lived in Texas.”

OFF TOPIC

True, but it describes exploration, not how presidios protected the land.



PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

LOCATE THE PASSAGE

"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"They wrote down rights to make things fair,"

States the reason the leaders wrote down rights, to make things fair.

"So people's freedoms would be there."

Adds another reason, to protect people's freedoms.



PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

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

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

“They wrote down rights to make things fair,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reason (fairness), and leads to the idea that written rules keep a country fair.

“So people's freedoms would be there.”

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

Connects and supports, but it names one goal, so it works best paired with the fairness line.



PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"These rights protect us every day,"

Shows the lasting effect of writing down the rights.

"And help guide laws in every way."

Shows how the rights shape the country's laws, but by itself it does not state why they were written.



PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

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

Grading Wednesday's two **R, Reactions** pieces

“These rights protect us every day,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that rights guide daily life, and leads to the idea that written rights have lasting power.

“And help guide laws in every way.”

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

Connects and supports the idea of guiding laws, but it names an effect rather than the reason they were written, so it works best paired with the line before it.



TEKS 7(C)

FRIDAY • OWN + DEFEND
EVIDENCE • TRACKS + CSI

OWN + DEFEND

Sheet 13 of 36

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PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“They wrote down rights to make things fair,”

“These rights protect us every day,”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 13 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

According to the poem, why did the leaders write down people's rights?

THESIS

The leaders wrote down people's rights to make things fair and to protect people's freedoms, so that rights would guide the country's laws every day.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Long ago, when a nation was new,”

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

True, but it sets the time and place rather than telling why the rights were written, so on its own it does not prove the claim.

“They wrote down rights to make things fair,”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that fairness is a main reason to write down rights.



Comprehension Question, Prove It

QUESTION

Which line from the poem best explains why the leaders wrote down people's rights?

- A** “Long ago, when a nation was new,”
- B** “They wrote down rights to make things fair,”
- C** “The First says you can speak your mind,”
- D** “The Third says soldiers cannot stay,”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best explains why the leaders wrote down people's rights?

A

“Long ago, when a nation was new,”

DETAIL, NOT THE CLAIM

True, but it tells when this happened, not why the rights were written.

B

“They wrote down rights to make things fair,”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the rights were written to make things fair.

C

“The First says you can speak your mind,”

TRUE BUT WRONG

True, but it names one right, not why the rights were written.

D

“The Third says soldiers cannot stay,”

OFF TOPIC

True, but it names one right, not the reason the rights were written.



PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

LOCATE THE PASSAGE

"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

THIS WEEK'S FLOW

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



PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

"The First says you can speak your mind,"

Names one freedom the First Amendment protects, speech.

"Practice religion of any kind,"

Names another First Amendment freedom, religion.



PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

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

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

“The First says you can speak your mind,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming a First Amendment freedom, and leads to the idea that free speech is a key right.

“Practice religion of any kind,”

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

Connects and supports, but it names one freedom, so it works best paired with the other freedoms.



PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Write your thoughts and gather too,”

Names two more freedoms, writing and gathering.

“And transmit ideas as others do.”

Shows another freedom, sharing ideas, tied to the First Amendment.



PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

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

Grading Wednesday's two **R, Reactions** pieces

“Write your thoughts and gather too,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming more freedoms, and leads to the idea that the First Amendment protects several rights together.

“And transmit ideas as others do.”

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

Connects and supports, but it names one more freedom, so it works best paired with the line before it.



PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The First says you can speak your mind,”

“Write your thoughts and gather too,”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 14 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

What does the poem say the First Amendment lets people do?

THESIS

The poem says the First Amendment lets people speak their minds, practice any religion, share their thoughts, and gather together, showing that it protects many freedoms at once.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The Second says you have a right”

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

True, but it begins the Second Amendment, not the First, so on its own it does not prove the claim about the First Amendment.

“The First says you can speak your mind,”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the First Amendment protects the freedom to speak.



Comprehension Question, Prove It

QUESTION

Which line from the poem best supports the idea that the First Amendment protects free speech?

- A** “The Second says you have a right”
- B** “The First says you can speak your mind,”
- C** “The Third says soldiers cannot stay,”
- D** “These rights protect us every day,”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best supports the idea that the First Amendment protects free speech?

A

“The Second says you have a right”

OFF TOPIC

True, but it names the Second Amendment, not the First.

B

“The First says you can speak your mind,”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the First Amendment lets people speak their minds.

C

“The Third says soldiers cannot stay,”

TRUE BUT WRONG

True, but it names the Third Amendment, not free speech.

D

“These rights protect us every day,”

DETAIL, NOT THE CLAIM

True, but it describes all the rights, not free speech in particular.



PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

LOCATE THE PASSAGE

"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“The people who wrote these rights believed”

Introduces what the writers of the rights believed.

“Fairness should always be achieved.”

States the belief directly, that fairness should always be achieved.



PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

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

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

“The people who wrote these rights believed”

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

Connects and sets up the belief, but by itself it does not state what they believed, so it needs the next line to prove the claim.

“Fairness should always be achieved.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by stating the belief in fairness, and leads to the idea that fairness is the purpose of the rights.



PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"They wanted justice to guide the land,"

Shows the writers wanted justice to lead the country.

"The Fifth says courts must treat you fair,"

Gives an example of a right that protects fairness in court.



PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

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

Grading Wednesday's two **R, Reactions** pieces

“They wanted justice to guide the land,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that the writers valued fairness, and leads to the idea that justice shapes good laws.

“The Fifth says courts must treat you fair,”

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

Connects and supports with an example, but it names one right, so it works best paired with the goal of justice.



PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Fairness should always be achieved.”

“They wanted justice to guide the land,”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 15 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How does the poem show that the Bill of Rights protects fairness?

THESIS

The poem shows that the Bill of Rights protects fairness because its writers believed fairness should always be achieved and wanted justice and equal laws to guide the land.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The Sixth gives you a trial that's fair,”

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

True and on topic, it names one fair right, but it shows a single example, so it needs the writers' broader belief to prove the whole claim.

“Fairness should always be achieved.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that fairness is the goal behind the rights.



Comprehension Question, Prove It

QUESTION

Which line from the poem best supports the idea that the Bill of Rights was meant to protect fairness?

A “The Sixth gives you a trial that's fair,”

B “Fairness should always be achieved.”

C “The Third says soldiers cannot stay,”

D “Long ago, when a nation was new,”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best supports the idea that the Bill of Rights was meant to protect fairness?

A

“The Sixth gives you a trial that's fair,”

DETAIL, NOT THE CLAIM

True, but it names one right, not the larger goal of fairness.

B

“Fairness should always be achieved.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the writers wanted fairness to always be achieved.

C

“The Third says soldiers cannot stay,”

TRUE BUT WRONG

True, but it names one right, not the goal of fairness.

D

“Long ago, when a nation was new,”

OFF TOPIC

True, but it tells when this happened, not that fairness was the goal.



PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

LOCATE THE PASSAGE

"Our Rights, Our Voices" (Poetry)

THIS WEEK'S PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

"They wanted written rights everyone could see,"

Shows the wish for clear, written rights everyone could know.

"To help protect each person's liberty."

States why written rights matter, to protect each person's liberty.



PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

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

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

“They wanted written rights everyone could see,”

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

Connects and supports, but it names the wish for written rights without saying why they matter, so it works best paired with the liberty line.

“To help protect each person's liberty.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by giving the reason (protecting liberty), and leads to the idea that clear rights protect freedom.



PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Our Rights, Our Voices' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“And future generations needed to know”

Shows written rights matter for the people who come later.

“That everyone should have a voice,”

States a key idea the rights protect, that everyone should have a voice.



PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

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

Grading Wednesday's two **R, Reactions** pieces

“And future generations needed to know”

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

Connects and sets up the idea, but by itself it does not say what they needed to know, so it needs the next line to prove the claim.

“That everyone should have a voice,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that rights protect everyone's voice, and leads to the idea that a growing country needs written rights for all.



PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“To help protect each person's liberty.”

“That everyone should have a voice,”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 3 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 16 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

According to the poem, why are written rights important for a growing country?

THESIS

Written rights are important for a growing country because they let everyone see and protect their liberty, and they help future generations know that everyone should have a voice.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“They knew the country still would grow,”

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

True and on topic, it shows the country would grow, but it does not say why written rights matter, so it needs the liberty line to prove the claim.

“To help protect each person's liberty.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that written rights guard each person's freedom as a country grows.



Comprehension Question, Prove It

QUESTION

Which line from the poem best explains why written rights are important?

A “They knew the country still would grow,”

B “To help protect each person's liberty.”

C “Practice religion of any kind,”

D “Long ago, when a nation was new,”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best explains why written rights are important?

A

“They knew the country still would grow,”

DETAIL, NOT THE CLAIM

True, but it tells that the country would grow, not why written rights matter.

B

“To help protect each person's liberty.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, written rights protect each person's liberty.

C

“Practice religion of any kind,”

TRUE BUT WRONG

True, but it names one freedom, not why written rights matter overall.

D

“Long ago, when a nation was new,”

OFF TOPIC

True, but it tells when this happened, not why written rights matter.



PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

LOCATE THE PASSAGE

"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Words That Changed a Nation' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“They had grown frustrated with British rule and believed it was time to form their own nation.”

States the main reason the leaders wanted independence.

“After many discussions, they approved the Declaration of Independence on July 4, 1776.”

Tells the event, but it names when they acted rather than why.



PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

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

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

“They had grown frustrated with British rule and believed it was time to form their own nation.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reason, and leads to the idea that people seek independence when they feel unheard.

“After many discussions, they approved the Declaration of Independence on July 4, 1776.”

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

Connects to the topic, but naming the date does not explain why they declared independence, so on its own it does not prove the claim.



PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Words That Changed a Nation” (Nonfiction).”
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“It explained the ideas the new nation would be built on.”

Shows the Declaration set out the nation's ideas.

“These rights were considered natural, meaning they could not be taken away by a government.”

Shows the belief in natural rights that drove the decision.



PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

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

Grading Wednesday's two **R, Reactions** pieces

“These rights were considered natural, meaning they could not be taken away by a government.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that belief in natural rights drove the decision, and leads to the idea that ideas can start a nation.

“It explained the ideas the new nation would be built on.”

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

Connects and supports, but it names what the document did rather than the reason for independence, so it works best paired with the natural rights line.



PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“They had grown frustrated with British rule and believed it was time to form their own nation.”

“These rights were considered natural, meaning they could not be taken away by a government.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 17 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

According to the passage, why did the colonial leaders decide to declare independence?

THESIS

The colonial leaders declared independence because they had grown frustrated with British rule and believed it was time to build their own nation on ideas like natural rights.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“In the summer of 1776, leaders from the thirteen colonies met to make an important decision.”

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

True, but it sets the time and place rather than the reason, so on its own it does not prove the claim.

“They had grown frustrated with British rule and believed it was time to form their own nation.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that frustration with unfair rule pushes people toward independence.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains why the leaders decided to declare independence?

A “In the summer of 1776, leaders from the thirteen colonies met to make an important decision.”

B “They had grown frustrated with British rule and believed it was time to form their own nation.”

C “It explained the ideas the new nation would be built on.”

D “She argued that women should also have greater rights and protections.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains why the leaders decided to declare independence?

A “In the summer of 1776, leaders from the thirteen colonies met to make an important decision.”

DETAIL, NOT THE CLAIM

True, but it tells when they met, not why they declared independence.

B “They had grown frustrated with British rule and believed it was time to form their own nation.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, frustration with British rule led them to seek independence.

C “It explained the ideas the new nation would be built on.”

TRUE BUT WRONG

True, but it tells what the document did, not why they declared independence.

D “She argued that women should also have greater rights and protections.”

OFF TOPIC

True, but it describes Abigail Adams's argument, not why the leaders declared independence.



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

LOCATE THE PASSAGE

"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

THIS WEEK'S FLOW

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



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Words That Changed a Nation' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“According to the document, governments receive their power from the consent of the people they govern.”

States where government power comes from, the consent of the people.

“This means that people agree to let governments make laws and protect their rights.”

Explains what consent of the people means.



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

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

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

“According to the document, governments receive their power from the consent of the people they govern.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the source of government power, and leads to the idea that governments serve the people.

“This means that people agree to let governments make laws and protect their rights.”

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

Connects and explains the idea, but it restates consent rather than adding a new reason, so it works best paired with the line before it.



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Words That Changed a Nation' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“The document argued that if a government failed to protect those rights, the people had the authority to change or replace it.”

States the argument about what people may do if government fails.

“Colonists objected to taxes placed on them without representation in Parliament.”

Gives background on a complaint, but it does not state the purpose of government.



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

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

Grading Wednesday's two **R, Reactions** pieces

“The document argued that if a government failed to protect those rights, the people had the authority to change or replace it.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis about the purpose of government, and leads to the idea that a government must serve its people or be changed.

“Colonists objected to taxes placed on them without representation in Parliament.”

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

Connects to the topic, but it describes a complaint rather than the purpose of government, so on its own it does not prove the claim.



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“According to the document, governments receive their power from the consent of the people they govern.”

“The document argued that if a government failed to protect those rights, the people had the authority to change or replace it.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



PROMPT (WHY)

What did the Declaration of Independence say about the purpose of government?

THESIS

The Declaration said that governments get their power from the consent of the people and exist to protect people's rights, so the people can change a government that fails to do so.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The Declaration listed many complaints against King George III.”

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

True, but it describes the complaints, not the purpose of government, so on its own it does not prove the claim.

“According to the document, governments receive their power from the consent of the people they govern.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that a government's power comes from the people.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains what the Declaration said about the purpose of government?

- A** “The Declaration listed many complaints against King George III.”
- B** “According to the document, governments receive their power from the consent of the people they govern.”
- C** “Colonists objected to taxes placed on them without representation in Parliament.”
- D** “She argued that women should also have greater rights and protections.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains what the Declaration said about the purpose of government?

A “The Declaration listed many complaints against King George III.”

DETAIL, NOT THE CLAIM

True, but it describes the complaints, not the purpose of government.

B “According to the document, governments receive their power from the consent of the people they govern.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, government power comes from the consent of the people.

C “Colonists objected to taxes placed on them without representation in Parliament.”

TRUE BUT WRONG

True, but it describes a complaint, not the purpose of government.

D “She argued that women should also have greater rights and protections.”

OFF TOPIC

True, but it describes Abigail Adams's argument, not the purpose of government.



PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

LOCATE THE PASSAGE

"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Words That Changed a Nation' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

"The writers believed these rights belonged to every person simply because they were human."

States the belief that rights come from being human.

"They argued that governments did not create these rights."

States the argument that government does not make rights.



PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

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

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

“The writers believed these rights belonged to every person simply because they were human.”

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

Connects to the prompt, supports the thesis that rights come from being human, and leads to the idea that rights are natural, not granted.

“They argued that governments did not create these rights.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis, and leads to the idea that a government protects rights rather than inventing them.



PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'Words That Changed a Nation' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"Instead, governments existed to protect them."

Shows the writers believed government's job is to protect rights.

"If a government failed to protect the rights of its people, it was not carrying out its proper purpose."

Shows what happens when a government fails its purpose.



PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

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

Grading Wednesday's two **R, Reactions** pieces

“Instead, governments existed to protect them.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the true role of government, and leads to the idea that protecting rights is a government's duty.

“If a government failed to protect the rights of its people, it was not carrying out its proper purpose.”

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

Connects and supports, but it names the result of failing rather than where rights come from, so it works best paired with the line before it.



PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“They argued that governments did not create these rights.”

“Instead, governments existed to protect them.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 19 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How does the passage show that the writers believed rights come from being human, not from government?

THESIS

The passage shows the writers believed rights come from being human because they argued that governments did not create these rights but existed to protect them.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Before this happened, many colonists still considered themselves loyal to Great Britain.”

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

True, but it describes earlier loyalty, not where rights come from, so on its own it does not prove the claim.

“They argued that governments did not create these rights.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that rights belong to people, not to governments.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that rights come from being human, not from government?

A “Before this happened, many colonists still considered themselves loyal to Great Britain.”

B “They argued that governments did not create these rights.”

C “The Declaration also included a long list of complaints against King George III.”

D “Instead, governments existed to protect them.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that rights come from being human, not from government?

A “Before this happened, many colonists still considered themselves loyal to Great Britain.”

OFF TOPIC

True, but it describes loyalty, not where rights come from.

B “They argued that governments did not create these rights.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, governments did not create the rights.

C “The Declaration also included a long list of complaints against King George III.”

DETAIL, NOT THE CLAIM

True, but it describes the complaints, not where rights come from.

D “Instead, governments existed to protect them.”

TRUE BUT WRONG

True, and close, but it tells the role of government rather than that rights come from being human.



PROMPT (WHY)

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

THESIS

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

LOCATE THE PASSAGE

"Words That Changed a Nation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

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

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

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

THIS WEEK'S FLOW

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



PROMPT (WHY)

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

THESIS

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

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Words That Changed a Nation” (Nonfiction).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“These ideas were influenced by Enlightenment thinkers, especially John Locke.”

Names the source of the ideas, Enlightenment thinkers like Locke.

“Locke believed that people possess natural rights simply because they are human.”

States Locke's key idea about natural rights.



PROMPT (WHY)

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

THESIS

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

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

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

“These ideas were influenced by Enlightenment thinkers, especially John Locke.”

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

Connects and names the source, but by itself it does not say what those ideas were, so it needs Locke's idea to prove the claim.

“Locke believed that people possess natural rights simply because they are human.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming Locke's idea, and leads to the idea that natural rights shaped the new nation.



PROMPT (WHY)

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

THESIS

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

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““Words That Changed a Nation” (Nonfiction).”
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“He argued that governments should protect life, liberty, and property.”

Shows Locke's argument about the role of government.

“Colonial leaders believed these ideas supported their decision to seek independence.”

Shows how the leaders used Locke's ideas.



PROMPT (WHY)

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

THESIS

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

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

Grading Wednesday's two **R, Reactions** pieces

“Colonial leaders believed these ideas supported their decision to seek independence.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that Enlightenment ideas shaped the choice, and leads to the idea that ideas can guide big decisions.

“He argued that governments should protect life, liberty, and property.”

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

Connects and supports, but it names Locke's argument rather than how it shaped the Declaration, so it works best paired with the leaders' line.



PROMPT (WHY)

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

THESIS

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

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Locke believed that people possess natural rights simply because they are human.”

“Colonial leaders believed these ideas supported their decision to seek independence.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

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

THESIS

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

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

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



PROMPT (WHY)

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

THESIS

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

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“In the summer of 1776, leaders from the thirteen colonies met to make an important decision.”

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

True, but it tells the time and place rather than how Enlightenment ideas shaped the document, so on its own it does not prove the claim.

“Locke believed that people possess natural rights simply because they are human.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that Locke's natural rights idea shaped the Declaration.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that Enlightenment thinkers shaped the Declaration?

A “In the summer of 1776, leaders from the thirteen colonies met to make an important decision.”

B “Locke believed that people possess natural rights simply because they are human.”

C “Parliament passed several new taxes, including the Sugar Act and the Stamp Act.”

D “Fighting began in 1775 at Lexington and Concord, making compromise much more difficult.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that Enlightenment thinkers shaped the Declaration?

A “In the summer of 1776, leaders from the thirteen colonies met to make an important decision.”

DETAIL, NOT THE CLAIM

True, but it tells when they met, not how Enlightenment ideas shaped the document.

B “Locke believed that people possess natural rights simply because they are human.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, Locke's idea of natural rights shaped the Declaration.

C “Parliament passed several new taxes, including the Sugar Act and the Stamp Act.”

TRUE BUT WRONG

True, but it describes taxes, not how Enlightenment ideas shaped the document.

D “Fighting began in 1775 at Lexington and Concord, making compromise much more difficult.”

OFF TOPIC

True, but it describes fighting, not how Enlightenment ideas shaped the document.



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

LOCATE THE PASSAGE

"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“Southern states wanted enslaved people counted as part of their population.”

States one side of the disagreement, the Southern position.

“They argued that it wasn't fair to count people who were not free and could not vote.”

States the other side, the Northern argument.



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

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

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

“Southern states wanted enslaved people counted as part of their population.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the heart of the disagreement, and leads to the idea that counting people affects who holds power.

“They argued that it wasn't fair to count people who were not free and could not vote.”

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

Connects to the prompt, supports the thesis by naming the opposing view, and leads to the idea that fairness and power were in conflict.



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"If they were counted, those states would have more representatives and more power."

Shows why the counting question mattered so much.

"The debate went on for days."

Shows how serious the disagreement was, but by itself it does not name the cause.



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

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

Grading Wednesday's two **R, Reactions** pieces

“If they were counted, those states would have more representatives and more power.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that power was at stake, and leads to the idea that representation decides influence.

“The debate went on for days.”

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

Connects to the topic, but it shows the length of the debate rather than its cause, so on its own it does not prove the claim.



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Southern states wanted enslaved people counted as part of their population.”

“If they were counted, those states would have more representatives and more power.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

According to the passage, what caused serious disagreement at the Constitutional Convention?

THESIS

The delegates seriously disagreed over how to count enslaved people for representation, because Southern states wanted them counted for more power while Northern states argued it was unfair.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“In the summer of 1787, leaders met in Philadelphia to fix the country's government.”

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

True, but it sets the time and place rather than naming the disagreement, so on its own it does not prove the claim.

“Southern states wanted enslaved people counted as part of their population.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the counting question caused the deepest conflict.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains what caused the serious disagreement at the Convention?

A “In the summer of 1787, leaders met in Philadelphia to fix the country's government.”

B “Southern states wanted enslaved people counted as part of their population.”

C “The debate went on for days.”

D “This became known as the Three-Fifths Compromise.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains what caused the serious disagreement at the Convention?

A “In the summer of 1787, leaders met in Philadelphia to fix the country's government.”

DETAIL, NOT THE CLAIM

True, but it tells when and where they met, not the cause of the disagreement.

B “Southern states wanted enslaved people counted as part of their population.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the disagreement was over counting enslaved people.

C “The debate went on for days.”

TRUE BUT WRONG

True, but it tells how long the debate lasted, not its cause.

D “This became known as the Three-Fifths Compromise.”

OFF TOPIC

True, but it names the solution, not the cause of the disagreement.



PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

LOCATE THE PASSAGE

"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

THIS WEEK'S FLOW

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



PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

"The delegates knew that representation would affect how much influence each state had in the new government."

States why representation mattered, it decided each state's influence.

"States with larger populations would likely receive more seats in the House of Representatives."

Shows how population was tied to seats.



PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

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

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

“The delegates knew that representation would affect how much influence each state had in the new government.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by explaining why representation mattered, and leads to the idea that counting shapes power.

“States with larger populations would likely receive more seats in the House of Representatives.”

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

Connects and supports, but it explains seats rather than why counting mattered overall, so it works best paired with the influence line.



PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“That meant the way people were counted could change which states had the most power when laws were made.”

Directly ties counting to power over laws.

“Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery.”

Shows a specific effect of the counting decision.



PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

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

Grading Wednesday's two **R, Reactions** pieces

“That meant the way people were counted could change which states had the most power when laws were made.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that counting decided power, and leads to the idea that how we count people can shape a government.

“Some delegates pointed out that counting them for representation would increase the power of the very people who held them in slavery.”

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

Connects and supports, but it names one effect rather than the general reason counting mattered, so it works best paired with the line before it.



PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The delegates knew that representation would affect how much influence each state had in the new government.”

“That meant the way people were counted could change which states had the most power when laws were made.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 22 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

Why did the way people were counted matter for representation in the new government?

THESIS

The way people were counted mattered because representation decided how much influence each state had, so counting more people could give a state more seats and more power in Congress.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“In the summer of 1787, leaders met in Philadelphia to fix the country's government.”

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

True, but it sets the time and place rather than explaining why counting mattered, so on its own it does not prove the claim.

“That meant the way people were counted could change which states had the most power when laws were made.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that counting decides who holds power.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains why counting people mattered for representation?

- A** “In the summer of 1787, leaders met in Philadelphia to fix the country's government.”
- B** “That meant the way people were counted could change which states had the most power when laws were made.”
- C** “States with larger populations would likely receive more seats in the House of Representatives.”
- D** “This became known as the Three-Fifths Compromise.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains why counting people mattered for representation?

A “In the summer of 1787, leaders met in Philadelphia to fix the country's government.”

DETAIL, NOT THE CLAIM

True, but it tells when and where they met, not why counting mattered.

B “That meant the way people were counted could change which states had the most power when laws were made.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, counting decided which states held power.

C “States with larger populations would likely receive more seats in the House of Representatives.”

TRUE BUT WRONG

True, and close, but it explains seats rather than saying counting decided power.

D “This became known as the Three-Fifths Compromise.”

DETAIL, NOT THE CLAIM

True, but it names the solution, not why counting mattered.



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

LOCATE THE PASSAGE

"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

THIS WEEK'S FLOW

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



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“Finally, a compromise was suggested.”

Shows the delegates reached for a compromise to end the argument.

“Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

Explains exactly what the compromise was.



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

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

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

“Finally, a compromise was suggested.”

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

Connects and sets up the compromise, but by itself it does not say what the compromise was, so it needs the next line to prove the claim.

“Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by explaining the compromise, and leads to the idea that leaders sometimes split the difference to move forward.



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“The rule was a mathematical formula, not a statement that a person could truly be divided into pieces.”

Clarifies that the compromise was a counting formula.

“Some delegates agreed because they wanted the convention to succeed.”

Gives a reason the delegates accepted the compromise.



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

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

Grading Wednesday's two **R, Reactions** pieces

“Some delegates agreed because they wanted the convention to succeed.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis about why they created it, and leads to the idea that keeping a plan alive can drive a compromise.

“The rule was a mathematical formula, not a statement that a person could truly be divided into pieces.”

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

Connects and supports by explaining the rule, but it clarifies the formula rather than why they made it, so it works best paired with the delegates' reason.



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

“Some delegates agreed because they wanted the convention to succeed.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

What was the Three-Fifths Compromise, and why did the delegates create it?

THESIS

The Three-Fifths Compromise counted each enslaved person as three-fifths of a person for representation, and the delegates created it to settle the argument so the convention could move forward.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The debate went on for days.”

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

True, but it tells how long the debate lasted, not what the compromise was or why it was made, so on its own it does not prove the claim.

“Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the compromise settled the count so the work could continue.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains what the Three-Fifths Compromise was?

A “The debate went on for days.”

B “Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

C “Some delegates agreed because they wanted the convention to succeed.”

D “Voices were raised, and some delegates worried the meeting might fall apart.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains what the Three-Fifths Compromise was?

A “The debate went on for days.”

OFF TOPIC

True, but it tells how long the debate lasted, not what the compromise was.

B “Instead of fully counting enslaved people or not counting them at all, each enslaved person would count as three-fifths of a person.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, it states what the compromise was.

C “Some delegates agreed because they wanted the convention to succeed.”

TRUE BUT WRONG

True, but it tells why some agreed, not what the compromise was.

D “Voices were raised, and some delegates worried the meeting might fall apart.”

DETAIL, NOT THE CLAIM

True, but it describes the tension, not what the compromise was.



PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

LOCATE THE PASSAGE

"A Difficult Compromise" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“The compromise helped the group move forward, but it didn't solve the deeper problem.”

States directly that the compromise left a deeper problem.

“That deeper problem was slavery.”

Names the deeper problem, slavery.



PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

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

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

“The compromise helped the group move forward, but it didn't solve the deeper problem.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that a deeper problem remained, and leads to the idea that a compromise can settle one issue while leaving another.

“That deeper problem was slavery.”

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

Connects to the prompt, supports the thesis by naming the problem, and leads to the idea that the hardest problems are not fixed by a single agreement.



PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"The Constitution created a stronger government, but it did not free them."

Shows the compromise did not end slavery.

"Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied."

Shows the unfair effect that remained.



PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

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

Grading Wednesday's two **R, Reactions** pieces

“The Constitution created a stronger government, but it did not free them.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that slavery remained, and leads to the idea that a stronger government did not end injustice.

“Their numbers increased the influence of the people who enslaved them, while their own rights continued to be denied.”

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

Connects and supports the unfairness, but it names one effect rather than the main claim that the problem was unsolved, so it works best paired with the earlier line.



PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“The compromise helped the group move forward, but it didn't solve the deeper problem.”

“The Constitution created a stronger government, but it did not free them.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

- Reread "'A Difficult Compromise' (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
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STUDENT TRACKING SHEET

Use your Cluster 5 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

How does the passage show that the compromise did not solve the deeper problem of slavery?

THESIS

The passage shows the compromise did not solve the deeper problem because slavery remained, the Constitution did not free enslaved people, and their numbers were used to give slaveholding states more power.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The formula affected the number of seats a state received in the House of Representatives.”

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

True, but it explains the formula's effect on seats, not that slavery remained unsolved, so on its own it does not prove the claim.

“That deeper problem was slavery.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the compromise avoided the real problem instead of solving it.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that the compromise left a deeper problem unsolved?

- A** “The formula affected the number of seats a state received in the House of Representatives.”
- B** “The compromise helped the group move forward, but it didn't solve the deeper problem.”
- C** “Southern states gained more political power than they would have had if enslaved people had not been counted at all.”
- D** “In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that the compromise left a deeper problem unsolved?

A “The formula affected the number of seats a state received in the House of Representatives.”

DETAIL, NOT THE CLAIM

True, but it explains the formula's effect on seats, not the unsolved problem.

B “The compromise helped the group move forward, but it didn't solve the deeper problem.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the compromise left a deeper problem unsolved.

C “Southern states gained more political power than they would have had if enslaved people had not been counted at all.”

TRUE BUT WRONG

True, but it describes added power, not that a deeper problem remained.

D “In 1860 and 1861, several Southern states left the Union after Abraham Lincoln was elected president.”

OFF TOPIC

True, but it describes a later event, not that the compromise left a deeper problem unsolved.



PROMPT (WHY)

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

LOCATE THE PASSAGE

"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

According to the passage, how can people take part in civic life?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.”

Lists ways people can take part in civic life.

“By voting or speaking up, people can have a say in those decisions.”

Shows how taking part gives people a voice in decisions.



PROMPT (WHY)

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

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

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

“This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by listing ways to take part, and leads to the idea that there are many paths into civic life.

“By voting or speaking up, people can have a say in those decisions.”

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

Connects and supports, but it names the result rather than the full list of ways to take part, so it works best paired with the list.



PROMPT (WHY)

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

Shows why taking part matters, decisions affect daily life.

"Some voices are heard more often, but every action can still have an effect over time."

Shows the effect of participation, but by itself it does not list the ways to take part.



PROMPT (WHY)

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

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

Grading Wednesday's two **R, Reactions** pieces

“They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing why participation matters, and leads to the idea that civic choices touch daily life.

“Some voices are heard more often, but every action can still have an effect over time.”

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

Connects and supports the value of participation, but it names an effect rather than a way to take part, so it works best paired with another piece.



PROMPT (WHY)

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.”

“They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 25 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

According to the passage, how can people take part in civic life?

THESIS

People can take part in civic life by voting, attending meetings, volunteering, and sharing opinions, and by doing so they can have a say in decisions that affect their community.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“In many communities across the United States, people have chances to take part in civic life.”

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

True, but it introduces the topic rather than naming the ways to take part, so on its own it does not prove the claim.

“This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that civic life offers many ways to participate.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best shows the ways people can take part in civic life?

- A** “In many communities across the United States, people have chances to take part in civic life.”
- B** “This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.”
- C** “Some people are busy with work or family and choose not to get involved.”
- D** “They may think one person's vote will not make much of a difference, especially in large elections.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best shows the ways people can take part in civic life?

A “In many communities across the United States, people have chances to take part in civic life.”

DETAIL, NOT THE CLAIM

True, but it introduces the topic, it does not list the ways to take part.

B “This can include voting, attending meetings, volunteering, or sharing opinions about rules and laws.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, it lists ways people can take part.

C “Some people are busy with work or family and choose not to get involved.”

TRUE BUT WRONG

True, but it explains why some do not take part, not the ways people can.

D “They may think one person's vote will not make much of a difference, especially in large elections.”

OFF TOPIC

True, but it gives a reason some doubt voting, not the ways to take part.



PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

LOCATE THE PASSAGE

"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

THIS WEEK'S FLOW

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



PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

"They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life."

States the belief that leaders' decisions affect daily life.

"By voting or speaking up, people can have a say in those decisions."

Shows how participation gives people a voice.



PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

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

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

“They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the reason, and leads to the idea that people take part to protect what matters to them.

“By voting or speaking up, people can have a say in those decisions.”

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

Connects and supports, but it names the method rather than the reason, so it works best paired with the reason line.



PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"These actions may seem small, but they can lead to changes."

Shows that participation can cause real change.

"For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country."

Gives an example of how decisions affect people.



PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

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

Grading Wednesday's two **R, Reactions** pieces

“These actions may seem small, but they can lead to changes.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that participation is worth it, and leads to the idea that small actions add up.

“For example, a local election might decide how money is used in schools, while a national election can shape laws for the whole country.”

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

Connects and supports with an example, but it illustrates the point rather than stating the reason, so it works best paired with the claim.



PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”

“These actions may seem small, but they can lead to changes.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 26 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

Why do some people believe it is important to take part in civic affairs?

THESIS

Some people believe it is important to take part in civic affairs because decisions made by leaders can affect daily life, so voting and speaking up let people have a say in those decisions.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Others feel that taking part is not always necessary.”

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

True, but it gives the opposite view rather than why some believe it is important, so on its own it does not prove the claim.

“They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that people take part because the decisions affect their lives.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains why some people believe civic participation is important?

- A** “Others feel that taking part is not always necessary.”
- B** “They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”
- C** “These actions may seem small, but they can lead to changes.”
- D** “In many communities across the United States, people have chances to take part in civic life.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains why some people believe civic participation is important?

- A** “Others feel that taking part is not always necessary.”
OFF TOPIC
True, but it gives the opposite view, not why some think it is important.
- B** “They think decisions made by leaders can impact schools, roads, safety, and other parts of daily life.”
CORRECT, PROVES THE EXACT CLAIM
This proves the exact claim, decisions affect daily life, so people want a say.
- C** “These actions may seem small, but they can lead to changes.”
TRUE BUT WRONG
True, and close, but it describes the effect rather than why people believe it is important.
- D** “In many communities across the United States, people have chances to take part in civic life.”
DETAIL, NOT THE CLAIM
True, but it introduces the topic, not why participation is important.



PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

LOCATE THE PASSAGE

"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Young people can also take part in civic life, even before they are old enough to vote.”

States the claim that young people can take part.

“Students may organize a food drive, write letters about an issue, or help improve a park.”

Gives examples of how young people can take part.



PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

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

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

“Young people can also take part in civic life, even before they are old enough to vote.”

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

Connects to the prompt, supports the thesis directly, and leads to the idea that participation is not limited to adults.

“Students may organize a food drive, write letters about an issue, or help improve a park.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis with real examples, and leads to the idea that young people can act on what they care about.



PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Schools often give students chances to practice civic participation.”

Shows a place where young people practice civic life.

“These experiences can prepare them to make informed choices as adults.”

Shows the lasting value of young people taking part.



PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

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

Grading Wednesday's two **R, Reactions** pieces

“Schools often give students chances to practice civic participation.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that schools help young people take part, and leads to the idea that practice builds civic skills.

“These experiences can prepare them to make informed choices as adults.”

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

Connects and supports, but it names a future benefit rather than showing young people taking part now, so it works best paired with the school line.



PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Students may organize a food drive, write letters about an issue, or help improve a park.”

“Schools often give students chances to practice civic participation.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

How does the passage show that even young people can take part in civic life?

THESIS

The passage shows that even young people can take part in civic life because they can organize drives, write letters, and improve parks, and schools give students chances to practice civic participation.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Voting is one of the best-known forms of civic participation.”

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

True, but voting is for adults old enough to vote, so it does not show that young people can take part, so on its own it does not prove the claim.

“Young people can also take part in civic life, even before they are old enough to vote.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that anyone can help shape a community.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that young people can take part in civic life?

- A** “Voting is one of the best-known forms of civic participation.”
- B** “Young people can also take part in civic life, even before they are old enough to vote.”
- C** “Listening is another important part of civic life.”
- D** “Reliable information is also important.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that young people can take part in civic life?

A “Voting is one of the best-known forms of civic participation.”

TRUE BUT WRONG

True, but voting is for adults, it does not show that young people can take part.

B “Young people can also take part in civic life, even before they are old enough to vote.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, young people can take part before they can vote.

C “Listening is another important part of civic life.”

DETAIL, NOT THE CLAIM

True, but it describes listening in general, not young people taking part.

D “Reliable information is also important.”

OFF TOPIC

True, but it is about using good information, not young people taking part.



PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

LOCATE THE PASSAGE

"A Voice in the Community" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“Not every form of participation brings the result a person hopes for.”

Sets up the idea that participation does not always get the result wanted.

“This can be disappointing, but it does not mean the effort had no value.”

States the claim that the effort still has value.



PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

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

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

“Not every form of participation brings the result a person hopes for.”

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

Connects and sets up the idea, but by itself it does not say why participation still matters, so it needs the next line to prove the claim.

“This can be disappointing, but it does not mean the effort had no value.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that effort still matters, and leads to the idea that trying can be worthwhile even without a win.



PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'A Voice in the Community' (Nonfiction)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“People may have raised awareness, shared new information, or encouraged others to think about the issue.”

Shows the ways participation still helps.

“Those effects can influence later decisions.”

Shows the lasting value of participation.



PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

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

Grading Wednesday's two **R, Reactions** pieces

“People may have raised awareness, shared new information, or encouraged others to think about the issue.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming the value of the effort, and leads to the idea that participation plants seeds for change.

“Those effects can influence later decisions.”

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

Connects and supports the lasting value, but it names the future result rather than the effort's immediate worth, so it works best paired with the line before it.



PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“This can be disappointing, but it does not mean the effort had no value.”

“People may have raised awareness, shared new information, or encouraged others to think about the issue.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 6 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

How does the passage show that participation matters even when it does not bring the result a person hoped for?

THESIS

The passage shows that participation still matters even without the hoped-for result because the effort can raise awareness, share new information, and influence later decisions.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Civic participation can also happen through service.”

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

True, but it names a form of participation rather than showing why effort matters without the hoped-for result, so on its own it does not prove the claim.

“This can be disappointing, but it does not mean the effort had no value.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that participation is worth it even when the outcome disappoints.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best supports the idea that participation matters even without the hoped-for result?

- A** “Another part of civic life is understanding that change can take time.”
- B** “This can be disappointing, but it does not mean the effort had no value.”
- C** “Civic participation can also happen through service.”
- D** “In the end, civic life depends on people who choose to learn, listen, speak, and help.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best supports the idea that participation matters even without the hoped-for result?

A

“Another part of civic life is understanding that change can take time.”

DETAIL, NOT THE CLAIM

True, but it is about time, not why effort matters without the hoped-for result.

B

“This can be disappointing, but it does not mean the effort had no value.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the effort still has value even when disappointing.

C

“Civic participation can also happen through service.”

TRUE BUT WRONG

True, but it names a form of participation, not why effort still matters.

D

“In the end, civic life depends on people who choose to learn, listen, speak, and help.”

OFF TOPIC

True, but it sums up civic life, not why effort matters without a win.



PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

LOCATE THE PASSAGE

"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““One Voice Can Start a Wave” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“One voice speaks, another hears,”

Shows how a movement begins, one voice and one listener.

“Then other voices rise to meet.”

Shows the voice growing as others join in.



PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

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

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

“One voice speaks, another hears,”

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

Connects and shows the start, but by itself it does not show the growth into a movement, so it needs the next line to prove the claim.

“Then other voices rise to meet.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing more voices joining, and leads to the idea that one voice can spark many.



PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'One Voice Can Start a Wave' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"Yet one brave question can reach all."

Shows the reach of a single brave question.

"One voice can start a mighty wave."

States the poem's big idea, one voice can start a wave of change.



PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

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

Grading Wednesday's two **R, Reactions** pieces

“One voice can start a mighty wave.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis with the poem's main idea, and leads to the idea that small beginnings can grow large.

“Yet one brave question can reach all.”

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

Connects and supports, but it names the reach rather than the growth into a movement, so it works best paired with the wave line.



PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Then other voices rise to meet.”

“One voice can start a mighty wave.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 29 of 36

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PROMPT (WHY)

According to the poem, how can one voice grow into a bigger movement?

THESIS

The poem shows that one voice can grow into a bigger movement because when one person speaks, other voices rise to meet it, until one brave question can start a mighty wave.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“A voice may start out soft and small,”

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

True and on topic, it shows the small start, but it does not show the growth, so it needs the rising-voices line to prove the claim.

“Then other voices rise to meet.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that one voice can grow into many.



Comprehension Question, Prove It

QUESTION

Which line from the poem best shows one voice growing into a bigger movement?

A “A voice may start out soft and small,”

B “Then other voices rise to meet.”

C “A whisper travels down the street,”

D “People can gather, write, and speak,”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best shows one voice growing into a bigger movement?

A

“A voice may start out soft and small,”

DETAIL, NOT THE CLAIM

True, but it shows the small start, not the growth into a movement.

B

“Then other voices rise to meet.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, more voices join the first one.

C

“A whisper travels down the street,”

TRUE BUT WRONG

True, but it describes the whisper moving, not many voices joining.

D

“People can gather, write, and speak,”

OFF TOPIC

True, but it lists actions, not one voice growing into many.



PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

LOCATE THE PASSAGE

"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'One Voice Can Start a Wave' (Poetry)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“New taxes came from far away,”

Names the grievance that gave the colonists a reason to speak.

“Though colonists had little say.”

Shows why the colonists raised their voices, they had little say.



PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

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

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

“New taxes came from far away,”

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

Connects and names the grievance, but by itself it does not connect one voice to the fight, so it needs the little-say line to prove the claim.

“Though colonists had little say.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing why they spoke up, and leads to the idea that being unheard makes people raise their voices.



PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'One Voice Can Start a Wave' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“Their separate voices formed a call,”

Shows the many voices joining into one call.

“And one by one they joined them all.”

Shows the movement growing as more joined.



PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

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

Grading Wednesday's two **R, Reactions** pieces

“Their separate voices formed a call,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing voices joining, and leads to the idea that many small voices can become one movement.

“And one by one they joined them all.”

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

Connects and supports the growth, but it repeats the joining rather than adding a new idea, so it works best paired with the call line.



PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Though colonists had little say.”

“Their separate voices formed a call,”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 30 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How does the poem connect one voice to the colonists' fight before the nation began?

THESIS

The poem connects one voice to the colonists' fight by showing that they had little say over new taxes, so their separate voices formed a call and joined together one by one.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“One voice speaks, another hears,”

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

True and on topic, it shows one voice and a listener, but it does not connect to the colonists' fight, so it needs the tax line to prove the claim.

“Their separate voices formed a call,”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that the colonists' many voices became one movement.



Comprehension Question, Prove It

QUESTION

Which line from the poem best shows the colonists' many voices joining together?

A “One voice speaks, another hears,”

B “Their separate voices formed a call,”

C “They printed words on papers and walls.”

D “The Declaration made the claim”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best shows the colonists' many voices joining together?

A

“One voice speaks, another hears,”

DETAIL, NOT THE CLAIM

True, but it describes one voice and a listener, not the colonists joining together.

B

“Their separate voices formed a call,”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the colonists' separate voices formed one call.

C

“They printed words on papers and walls.”

TRUE BUT WRONG

True, but it names one action, not the voices joining together.

D

“The Declaration made the claim”

OFF TOPIC

True, but it names the Declaration, not the voices joining together.



PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

LOCATE THE PASSAGE

"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““One Voice Can Start a Wave” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“A printer's page, a meeting room,”

Names the places where ideas could spread.

“Could help an idea start to bloom.”

Shows those places helping an idea grow.



PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

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

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

“A printer's page, a meeting room,”

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

Connects and names the places, but by itself it does not show the growth, so it needs the bloom line to prove the claim.

“Could help an idea start to bloom.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing ideas growing, and leads to the idea that shared spaces help ideas spread.



PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'One Voice Can Start a Wave' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

"A problem felt by one alone"

Shows an idea that began with a single person.

"Became a cause that all had known."

Shows the idea spreading until everyone knew it.



PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

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

Grading Wednesday's two **R, Reactions** pieces

“Became a cause that all had known.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis that one idea spread to all, and leads to the idea that a single question can become a shared cause.

“A problem felt by one alone”

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

Connects and shows the small start, but by itself it does not show the spread, so it works best paired with the cause line.



PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Could help an idea start to bloom.”

“Became a cause that all had known.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

According to the poem, how did the colonists' questions spread and grow?

THESIS

The poem shows the colonists' questions spread through printed pages and meeting rooms until a problem felt by one alone became a cause that all had known.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Not everyone agreed on how,”

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

True, but it shows disagreement rather than how questions spread, so on its own it does not prove the claim.

“Became a cause that all had known.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that one question can grow into a shared cause.



Comprehension Question, Prove It

QUESTION

Which line from the poem best shows a single idea spreading to many people?

A “Not everyone agreed on how,”

B “Became a cause that all had known.”

C “Some chose boycotts, some would write,”

D “One voice speaks, another hears,”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best shows a single idea spreading to many people?

A

“Not everyone agreed on how,”

OFF TOPIC

True, but it shows disagreement, not an idea spreading.

B

“Became a cause that all had known.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, one idea spread until all knew it.

C

“Some chose boycotts, some would write,”

TRUE BUT WRONG

True, but it names actions, not an idea spreading to all.

D

“One voice speaks, another hears,”

DETAIL, NOT THE CLAIM

True, but it describes one voice and a listener, not the idea spreading to all.



PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

LOCATE THE PASSAGE

"One Voice Can Start a Wave" (Poetry)

THIS WEEK'S PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread ““One Voice Can Start a Wave” (Poetry).”
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“A change may start with one small sound,”

Shows change beginning small.

“But grows as others gather round.”

Shows the change growing as more people join.



PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

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

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

“A change may start with one small sound,”

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

Connects and shows the small start, but by itself it does not show the growth, so it needs the gather-round line to prove the claim.

“But grows as others gather round.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing change growing, and leads to the idea that small beginnings can build into big movements.



PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'One Voice Can Start a Wave' (Poetry)."
- Underline TWO places that show **Reactions**.
- Copy each piece of evidence word-for-word.

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

“The questions moved from home to shop,”

Shows the questions spreading from place to place.

“And once they started, did not stop.”

Shows the momentum of the growing change.



PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

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

Grading Wednesday's two **R, Reactions** pieces

“The questions moved from home to shop,”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the questions spreading, and leads to the idea that ideas travel and grow.

“And once they started, did not stop.”

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

Connects and supports the momentum, but it names the result rather than the spread itself, so it works best paired with the home-to-shop line.



PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“But grows as others gather round.”

“The questions moved from home to shop,”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 7 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 32 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

How does the poem show that big change starts small but grows as others join?

THESIS

The poem shows that big change starts small but grows because a change may start with one small sound but grows as others gather round, spreading from home to shop and not stopping.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“History rarely turns because”

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

True, but it begins a general idea rather than showing change growing, so on its own it does not prove the claim.

“But grows as others gather round.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that change grows when people join together.



Comprehension Question, Prove It

QUESTION

Which line from the poem best shows that change grows as more people join?

A “History rarely turns because”

B “But grows as others gather round.”

C “New taxes caused the people pain,”

D “One voice speaks, another hears,”

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



Answer + Why, Correct Answer: B

QUESTION

Which line from the poem best shows that change grows as more people join?

A “History rarely turns because”

DETAIL, NOT THE CLAIM

True, but it begins a general idea, it does not show change growing.

B “But grows as others gather round.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the change grows as others join.

C “New taxes caused the people pain,”

TRUE BUT WRONG

True, but it names a grievance, not change growing as people join.

D “One voice speaks, another hears,”

OFF TOPIC

True, but it describes one voice and a listener, not change growing.



PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

LOCATE THE PASSAGE

"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'From Protest to Participation' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“They begin with a question.”

States directly how important changes often begin.

“A movement for major change may begin with a much smaller request.”

Shows that big change can start from a small ask.



PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

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

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

“They begin with a question.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by naming how change begins, and leads to the idea that asking questions can start a movement.

“A movement for major change may begin with a much smaller request.”

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

Connects and supports, but it describes the size of the start rather than that it begins with a question, so it works best paired with the question line.



PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

“Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.”

Gives an example of a question that started a movement.

“It is a continuing process of ideas, decisions, actions, and consequences.”

Shows that change is an ongoing process, but by itself it does not say how change begins.



PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

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

Grading Wednesday's two **R, Reactions** pieces

“Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis with a real example of a starting question, and leads to the idea that fair questions can spark change.

“It is a continuing process of ideas, decisions, actions, and consequences.”

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

Connects and supports the idea of process, but it describes change over time rather than how it begins, so it works best paired with the example.



PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“They begin with a question.”

“Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

According to the passage, how do important changes in a nation often begin?

THESIS

The passage explains that important changes in a nation often begin with a question, because a movement for major change may start with a much smaller request before it grows.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The Stamp Act placed taxes on printed materials.”

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

True, but it names a specific tax rather than how changes begin, so on its own it does not prove the claim.

“They begin with a question.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that a question can be the seed of major change.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best explains how important changes often begin?

- A** “The Stamp Act placed taxes on printed materials.”
- B** “A movement for major change may begin with a much smaller request.”
- C** “Colonists responded in different ways.”
- D** “By 1776, more colonial leaders believed independence was necessary.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best explains how important changes often begin?

A

“The Stamp Act placed taxes on printed materials.”

DETAIL, NOT THE CLAIM

True, but it names a tax, not how changes begin.

B

“A movement for major change may begin with a much smaller request.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, big change often begins with a small request.

C

“Colonists responded in different ways.”

TRUE BUT WRONG

True, but it describes responses, not how change begins.

D

“By 1776, more colonial leaders believed independence was necessary.”

OFF TOPIC

True, but it describes a later belief, not how change begins.



PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

LOCATE THE PASSAGE

"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

THIS WEEK'S FLOW

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



PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'From Protest to Participation' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

Today's TRACKS category: K, Key Knowledge

“Colonists responded in different ways.”

Introduces that colonists had many kinds of responses.

“Some joined organizations such as the Sons of Liberty.”

Names one action, joining organizations.



PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

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

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

“Colonists responded in different ways.”

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

Connects and sets up the idea, but by itself it does not name the actions, so it needs an example to prove the claim.

“Some joined organizations such as the Sons of Liberty.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis with a specific action, and leads to the idea that people organize to make change.



PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

“Merchants participated in boycotts by refusing to purchase certain British goods.”

Names another action, boycotting British goods.

“These actions gave ordinary people ways to participate.”

Shows the effect, ordinary people could take part.



PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

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

Grading Wednesday's two **R, Reactions** pieces

“Merchants participated in boycotts by refusing to purchase certain British goods.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis with another action, and leads to the idea that refusing to buy goods is a form of protest.

“These actions gave ordinary people ways to participate.”

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

Connects and supports, but it names the effect rather than an action, so it works best paired with a specific example.



PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“Some joined organizations such as the Sons of Liberty.”

“Merchants participated in boycotts by refusing to purchase certain British goods.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 34 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

What different actions did colonists take to respond to unfair British policies?

THESIS

Colonists responded to unfair British policies in different ways, including joining organizations and holding boycotts, which gave ordinary people ways to participate.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“British leaders hoped stronger control would stop resistance.”

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

True, but it describes what British leaders hoped, not the actions colonists took, so on its own it does not prove the claim.

“Merchants participated in boycotts by refusing to purchase certain British goods.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that boycotts let people resist unfair policies.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best shows an action colonists took to protest?

- A** “British leaders hoped stronger control would stop resistance.”
- B** “Merchants participated in boycotts by refusing to purchase certain British goods.”
- C** “These actions gave ordinary people ways to participate.”
- D** “By 1776, more colonial leaders believed independence was necessary.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best shows an action colonists took to protest?

A

“British leaders hoped stronger control would stop resistance.”

OFF TOPIC

True, but it describes British leaders' hopes, not a colonist action.

B

“Merchants participated in boycotts by refusing to purchase certain British goods.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, boycotting was a colonist action of protest.

C

“These actions gave ordinary people ways to participate.”

DETAIL, NOT THE CLAIM

True, but it names the effect, not a specific action.

D

“By 1776, more colonial leaders believed independence was necessary.”

TRUE BUT WRONG

True, but it describes a later belief, not a protest action.



PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

LOCATE THE PASSAGE

"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

THIS WEEK'S FLOW

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



PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'From Protest to Participation' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“Instead, the punishment of Massachusetts helped bring several colonies closer together.”

Shows a local punishment uniting the colonies.

“A problem that once seemed local began to feel shared.”

States directly that a local problem became shared.



PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

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

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

“Instead, the punishment of Massachusetts helped bring several colonies closer together.”

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

Connects to the prompt, supports the thesis by showing colonies uniting, and leads to the idea that shared hardship builds a common cause.

“A problem that once seemed local began to feel shared.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis directly, and leads to the idea that local problems can become national ones.



PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

“That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.”

Explains how movements grow when problems feel shared.

“Colonists responded in different ways.”

Shows the colonists acting, but by itself it does not show a local problem becoming shared.



PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

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

Grading Wednesday's two **R, Reactions** pieces

“That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by explaining how shared concern grows a movement, and leads to the idea that empathy fuels change.

“Colonists responded in different ways.”

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

Connects to the topic, but it describes responses rather than a local problem becoming shared, so on its own it does not prove the claim.



PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“A problem that once seemed local began to feel shared.”

“That is one way movements grow: people discover that a concern affecting someone else could eventually affect them too.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

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

STUDENT TRACKING SHEET

Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



PROMPT (WHY)

How does the passage show that a local problem can grow into a shared cause?

THESIS

The passage shows a local problem can grow into a shared cause because punishing Massachusetts brought several colonies closer together, so a problem that once seemed local began to feel shared.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“The Stamp Act placed taxes on printed materials.”

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

True, but it names a tax rather than a local problem becoming shared, so on its own it does not prove the claim.

“A problem that once seemed local began to feel shared.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that shared problems unite people.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best shows a local problem becoming a shared cause?

- A** “The Stamp Act placed taxes on printed materials.”
- B** “A problem that once seemed local began to feel shared.”
- C** “Colonists responded in different ways.”
- D** “Some signed petitions.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best shows a local problem becoming a shared cause?

A

“The Stamp Act placed taxes on printed materials.”

OFF TOPIC

True, but it names a tax, not a local problem becoming shared.

B

“A problem that once seemed local began to feel shared.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, a local problem became a shared one.

C

“Colonists responded in different ways.”

TRUE BUT WRONG

True, but it describes responses, not a local problem becoming shared.

D

“Some signed petitions.”

DETAIL, NOT THE CLAIM

True, but it names one action, not a local problem becoming shared.



PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

LOCATE THE PASSAGE

"From Protest to Participation" (Nonfiction)

THIS WEEK'S PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THIS WEEK'S THESIS STATEMENT (CENTRAL IDEA)

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

THIS WEEK'S FLOW

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



PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

- Reread "'From Protest to Participation' (Nonfiction)."
- Underline TWO places that show **Key Knowledge**.
- Copy each piece of evidence word-for-word.

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

“Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.”

Shows the question that started the colonists' thinking.

“By 1776, more colonial leaders believed independence was necessary.”

Shows the idea growing into a shared belief.



PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

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

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

“Colonists began asking why Parliament could tax them when the colonies did not elect representatives to Parliament.”

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

Connects and shows the starting question, but by itself it does not show the action that followed, so it needs the independence belief to prove the claim.

“By 1776, more colonial leaders believed independence was necessary.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the idea becoming a shared belief, and leads to the idea that ideas can grow into decisions.



PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Collect the Evidence (7Ci), TRACKS

I CAN

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

DIRECTIONS

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

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

"The Declaration of Independence announced that the colonies intended to separate from Great Britain."

Shows the idea turning into a real action, a formal declaration.

"But the document did more than declare independence."

Shows the document carried ideas, but by itself it does not show how ideas became action.



PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

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

Grading Wednesday's two **R, Reactions** pieces

“The Declaration of Independence announced that the colonies intended to separate from Great Britain.”

BEST EVIDENCE

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

Connects to the prompt, supports the thesis by showing the idea turning into action, and leads to the idea that words can become real decisions.

“But the document did more than declare independence.”

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

Connects and supports, but it points to the document's ideas rather than the action itself, so it works best paired with the announcement line.



PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Reflect: Why These Two Pieces Matter

OUR TWO BEST PIECES OF EVIDENCE

“By 1776, more colonial leaders believed independence was necessary.”

“The Declaration of Independence announced that the colonies intended to separate from Great Britain.”

I CAN

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

SENTENCE STEMS

This matters because...

The strongest evidence is...

This connects to the thesis because...

To me, this shows...

This is important because...

In the end, everyone can see that...

DIRECTIONS

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

**PROMPT (WHY)**

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Your Turn, Find and Score Your Own Evidence

I CAN

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

DIRECTIONS

- Reread "'From Protest to Participation' (Nonfiction)."
- Choose a TRACKS category we have NOT used yet this week (Reactions, Scenery, or Character/Concept).
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STUDENT TRACKING SHEET

Use your Cluster 8 Evidence Tracking Sheet to record your TRACKS evidence and CSI scores for this passage. Your teacher will check your BEST evidence and your reasoning.



TEKS 7(C)

MODEL ANSWER FOR YOUR TURN
EVIDENCE • INDEPENDENT PRACTICE

ANSWER KEY

Sheet 36 of 36

RPLD Evidence Deck • Slide 8 of 10

PROMPT (WHY)

According to the passage, how did the colonists' ideas turn into real action?

THESIS

The colonists' ideas turned into real action because their questions about fairness grew into a belief that independence was necessary, and the Declaration of Independence announced their decision to separate from Great Britain.

Answer Key, One Strong Model

Model TRACKS category: **K, Key Knowledge**

“Some signed petitions.”

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

True, but it names one early action rather than how ideas grew into independence, so on its own it does not prove the claim.

“The Declaration of Independence announced that the colonies intended to separate from Great Britain.”

BEST EVIDENCE

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

Connects, supports the thesis, and leads to the idea that a shared idea can become a nation-changing action.



Comprehension Question, Prove It

QUESTION

Which sentence from the passage best shows the colonists' ideas turning into real action?

- A** “Some signed petitions.”
- B** “The Declaration of Independence announced that the colonies intended to separate from Great Britain.”
- C** “Colonists responded in different ways.”
- D** “The Stamp Act placed taxes on printed materials.”

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



Answer + Why, Correct Answer: B

QUESTION

Which sentence from the passage best shows the colonists' ideas turning into real action?

A

“Some signed petitions.”

DETAIL, NOT THE CLAIM

True, but it names one early action, not ideas turning into independence.

B

“The Declaration of Independence announced that the colonies intended to separate from Great Britain.”

CORRECT, PROVES THE EXACT CLAIM

This proves the exact claim, the idea became a real, formal action.

C

“Colonists responded in different ways.”

TRUE BUT WRONG

True, but it describes responses, not ideas turning into a major action.

D

“The Stamp Act placed taxes on printed materials.”

OFF TOPIC

True, but it names a tax, not ideas turning into action.