



THE WRITING ACADEMY®, LLC

Module 3

Understanding and Selecting Strong Evidence

Grade 3 • Cluster 1



Tackling TEKS • Reading & Writing

3.11A • 3.12B • 3.7C



★ Meet Our Week!

Week 3 · High Stamina

★ Daily Deck

I Will...

- Teacher target: distinguish evidence from non-evidence.
- Teacher target: use CSI to check evidence strength.
- Teacher target: choose proof that connects to the prompt and supports the thesis (central idea).
- Teacher target: introduce quoted evidence with a signal marker.
- Teacher target: use commas and quotation marks correctly.

I Can...

- Look for the ability to find proof in the passage.
- Look for accurate evidence, non-evidence, strong, and weak classifications.
- Look for an explanation of the prompt and thesis (central idea) match.
- Look for the pattern: Signal marker, “quoted evidence.”



Evidence Detective Freeze

★ Daily Deck

Day 1 · Gather & Reveal

The Pilgrims Chose Plymouth and Life Along the Nile River

informational text

How can a writer choose and cite the strongest evidence from a passage to support a thesis (central idea)?

If you hear real passage proof, freeze and make quote fingers. If you hear an opinion, cross your arms.

You are becoming an Evidence Detective.



★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!



What Is Evidence?

Day 1 · Reveal

★ Daily Deck

IS

Passage proof

Passage words or ideas; proof; a relevant detail

NOT

Opinion alone

Opinion alone; a random detail; a purposeless copied sentence

USE

Prompt match

Proof that supports the thesis (central idea) and matches the prompt.

Evidence IS: passage words or ideas, proof for the thesis (central idea), a prompt-matching detail.

Evidence IS NOT: opinion alone, a random detail, or a purposeless copied sentence.



CSI Evidence Check

C = Connects to the prompt

S = Supports the thesis (central idea)

I = helps Infer additional ideas

Watch Me!

Prompt: Why did the Pilgrims choose Plymouth?

Model: The text states, “The land also had rich soil where crops could be planted.” It supports the land-for-crops portion of the thesis (central idea).

Does it connect to your prompt? Does it support your thesis (central idea)?

★ CSI Evidence Quest

Day 2 · Attempt · Partner Game

★ Daily Deck

The Pilgrims Chose Plymouth and Life Along the Nile River

How to Play

- 1 Spin, draw, classify, match a thesis (central idea), explain with CSI.
- 2 A correct turn earns one space.
- 3 Alternate readers and explainers.

Success Check: *A correct classification with a CSI explanation earns one space.*

Card Example

Task Card

The text states, “The land also had rich soil where crops could be planted.”

Answer

Evidence; strong for the Pilgrims thesis (central idea).

What makes your evidence strong?

How does it connect to your prompt and support your thesis (central idea)?

Can you explain why the same quotation may be strong for one thesis (central idea) and weak for another?

Which exact words in your thesis (central idea) does it prove?

When have you needed proof to explain an idea in your own life?

Student Directions: “Compare how water and other natural resources supported life in the two passages.”



Thesis (central idea) + Evidence Builder

Day 3 · Discuss (cont.)

★ Daily Deck

How the evidence proves the thesis (central idea).

Signal marker

Comma

Quotation marks

Require an exact text match and a purposeful thesis (central idea) match.





Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

Read the Pilgrims thesis (central idea) and locate candidate evidence.

2

Choose the best quote for the thesis (central idea).

3

Judge “Ancient Egypt was mostly covered by hot, dry desert.” for the Nile thesis (central idea) and explain its weakness.

Have students use the module terms evidence, thesis (central idea), signal marker, or inference when explaining their selection.



★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Point to one strong choice you made and explain why it works.

- Evidence chant
- CSI Air Tap
- Notebook Glow Line
- Partner praise

Target 🎯

One thing I did well with evidence was

_____.

Curiosity Questions

Invite questions about whether one quote can support different theses (central idea).



Exit Ticket

Day 5 · Educate & Explain to Others

★ Daily Deck

Read the thesis (central idea) and use ‘The Pilgrims Chose Plymouth.’ Choose one strong quoted-evidence sentence.

Use a signal marker, comma, and quotation marks. Then explain the CSI parts that make your choice strong.

The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.





Evidence or Not? Match-Up

Small-Group Support

★ Daily Deck

You will slow down and make the evidence work easier to see. First sort what is evidence and what is not.

Sort statements into Evidence and Not Evidence

Match real evidence to your thesis (central idea)

Add a signal marker

The text states, ‘ _____ ’

Ask students to point to the words that supply proof.



Evidence Ladder Challenge

Enrichment · Write in your notebook

Select two quotes for a thesis (central idea), explain which is strongest, and state an inference.

Compare their strength with CSI and state an inference.

Choose a thesis
(central idea)

Build the Evidence
Ladder

Explain the
Comparison



★ My Progress Tracker

This tracker is for **YOU!** As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not Yet	Getting It	I've Got It!
Observe whether the student can tell what evidence is.	Not Yet	Getting It	I've Got It!
Observe whether the student can tell what evidence is not.	Not Yet	Getting It	I've Got It!
Observe whether the student can choose evidence that connects to the prompt.	Not Yet	Getting It	I've Got It!
Observe whether the student can choose evidence that supports the thesis (central idea).	Not Yet	Getting It	I've Got It!
Observe whether the student can use CSI to tell whether evidence is strong.	Not Yet	Getting It	I've Got It!
Observe whether the student can use a signal marker before a quote.	Not Yet	Getting It	I've Got It!
Observe whether the student can use a comma and quotation marks correctly.	Not Yet	Getting It	I've Got It!
Observe whether the student can use exact words from the passage.	Not Yet	Getting It	I've Got It!
Observe whether the student can improve an evidence sentence after checking its match.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

Good Citizens · Our Community & Country

★ Responsible use of shared resources

You can use passage proof to explain why water, soil, and forests matter. When you support an idea with evidence, you help others understand your thinking.

Reflect & Discuss

How can you use evidence to explain why a resource matters to a community?

Let's Look at an Answer!

Prompt: Why did the Pilgrims choose Plymouth?

LOW

"I think Plymouth was a good place."

What Is Working: The student expresses an idea about Plymouth.

What Needs Improvement: The response supplies opinion rather than passage proof.

Let's Look at Another Answer!

Prompt: Why did the Pilgrims choose Plymouth?

MEDIUM

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

What Is Working: The student uses exact passage words.

What Needs Improvement: The quote does not support the Pilgrims thesis (central idea) or identify Plymouth's resources.

Our Strongest Answer!

Prompt: Why did the Pilgrims choose Plymouth?

HIGH

The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. The text states, “The land also had rich soil where crops could be planted.” This shows that Plymouth offered land for growing food, which helped make it useful for settlement.

What Is Working: Exact words from paragraph [6], a signal marker, a comma, and quotation marks make this a strong Module 3 evidence sentence.

★ **This is our target!**