



THE WRITING ACADEMY®, LLC



Module 4

The Yellow Sentence (Evidentiary Transition)

Grade 3 · Cluster 4

Tackling TEKS · Reading & Writing

3.11B(i) · 3.12B · 3.12B(i) · 3.12B(ii) · 3.12B(iii)



★ Meet Our Week!

Medium stamina

★ Daily Deck

I Will...

- I will say what GET SET stands for and which sentence is yellow.
- I will tell a listing sentence from a grouped (collective) one.
- I will use collective phrases to group the support.
- I will write a yellow sentence that bridges the blue opening and the green thesis (central idea).

I Can...

- I can build a full three-sentence introduction (blue, yellow, green).
- I can explain why grouping support sounds smoother than listing.
- I can use the frame: "The passage provides details about _____ and _____."
- I can identify the Evidentiary Transition as the bridge in an introduction.

★ The GET SET Introduction (Evidentiary Transition)

Day 1 · Gather & Reveal

★ Daily Deck

"Benjamin Franklin and Electricity" and "The Founding Fathers"
informational texts

How does a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea)?

Stand tall like a bridge. Today we are building the middle sentence of our introduction, the yellow Evidentiary Transition.

A strong writer does not jump from a broad opening straight into an answer.

★ 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!

★ The GET SET Introduction (Evidentiary Transition)

Day 1 · Reveal

★ Daily Deck

1

Statement of Purpose

Statement of Purpose opens with a broad topic.

2

Evidentiary Transition

Evidentiary Transition groups the support together.

3

Thesis (central idea)

Thesis (central idea) gives the specific answer to the prompt.

The Evidentiary Transition holds up the thesis (central idea); the Statement of Purpose opens the topic.

Keep refining until you find a phrase that groups the support collectively.

★ List vs. Group

Day 1 · Reveal (cont.)

★ Daily Deck

GET SET Introduction

Blue Circle: Part 1

Yellow Box: Part 2

Part 3: Green Triangle

Watch Me!

Prompt: Find a yellow sentence that groups the support for this thesis (central idea), not just a list of every experiment.

Model: The passage provides details about Franklin's discoveries and the solution he created to protect communities.

Explain that this groups the support for the reason about protection.

★ Ready, SET, Race Directions

Day 2 · Attempt · Partner Game

★ Daily Deck

"Benjamin Franklin and Electricity" and "The Founding Fathers"

How to Play

- 1 Partners shuffle four reason cards and four evidence cards
- 2 Player 1 turns over two cards.
- 3 Partners identify the original proof before keeping a pair.
- 4 Return both cards to the same places face down, then switch players.
- 5 Return all cards to the Practice Pocket.

Success Check: Ask students to point to the paragraph number in Evidence 1.

With Your Partner

Task Card

Benjamin Franklin used experiments to discover how electricity works.

Answer

He flew a kite in a storm to prove that lightning is a form of electricity.

Which two parts can you take from the passage?

Compare your yellow sentence choices.

If your response only lists every detail, what collective phrase do you still need to add?

Ask which sentence groups the support for Franklin's invention.

Defend whether a sample groups support or just lists parts.

Student Directions: “read the thesis (central idea) and identify what kind of support is needed”



The Evidence Connection

Day 3 · Discuss (cont.)

★ Daily Deck

How does a writer build a yellow Evidentiary Transition that bridges the broad opening and the specific thesis (central idea)?

Statement of Purpose

Evidentiary Transition

Thesis (central idea)

A clear thesis (central idea) communicates an idea accurately; text evidence keeps that communication grounded in fact.



Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

read the thesis (central idea) and identify what kind of support is needed.

2

Explain why The Founding Fathers' Constitution is important to government.

3

Explain how Benjamin Franklin's invention helps communities stay safe.

Score each independent GET SET response for Statement of Purpose, Evidentiary Transition, and Thesis (central idea) moves.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Underline the collective phrase in yellow that shows you grouped the ideas instead of listing them.

- Give a Strong Transition Award tied to the specific wording that shows they grouped the evidence efficiently
- name a demonstrated strength, underline their original yellow Evidentiary Transition in green
- identify the collective phrase that groups the support instead of listing it

Target 🎯

Choose one goal beginning with Next time I will.

Curiosity Questions

discuss why a collective Evidentiary Transition proves the writer is focused and keeps the introduction smooth for the thesis (central idea).

Explain why Benjamin Franklin's experiments with electricity were important for communities.

First, open with the Statement of Purpose by naming the broad topic.

Collect the GET SET ticket independently: Statement of Purpose, Evidentiary Transition with collective grouping, and Thesis (central idea).



Name the Thinking

Small-Group Support

★ Daily Deck

give each student a GET SET cue card and read the three moves aloud while the student tracks with a finger.

The passage states that _____. This shows that _____.

The passage says Benjamin Franklin invented a solution because _____. This proves that _____.

The passage provides details about _____ and _____.

Return to core instruction when the student writes all three moves

★ Connect Across Texts

Enrichment · Write in your notebook

Double Thesis (central idea) Challenge: synthesize both passages, draft one HOW thesis (central idea), then rewrite the same idea using a stronger preposition.

Explain how Benjamin Franklin and the Founding Fathers both created solutions that improved life for communities.

Have students reread both passages and identify a shared idea.

Require a thesis (central idea) that is true of both sources.

partners hear both versions, choose the clearer sentence, and explain how the connecting phrase works.

★ 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	Demonstrated Independently
Identifies the yellow Evidentiary Transition in a GET SET introduction.	Not Yet	Getting It	Demonstrated Independently
Distinguishes between listing support and grouping it collectively.	Not Yet	Getting It	Demonstrated Independently
Uses collective phrases to refer to evidence as a whole.	Not Yet	Getting It	Demonstrated Independently
Bridges the broad blue Statement of Purpose and the specific green thesis (central idea).	Not Yet	Getting It	Demonstrated Independently
Writes a yellow sentence that previews support without repeating the thesis (central idea).	Not Yet	Getting It	Demonstrated Independently
Matches evidentiary transition cards to statement of purpose and thesis (central idea) cards accurately.	Not Yet	Getting It	Demonstrated Independently
Rejects listing sentences that name every reason one by one.	Not Yet	Getting It	Demonstrated Independently
Cites details from "Benjamin Franklin and Electricity" or "The Founding Fathers" to support the grouped idea.	Not Yet	Getting It	Demonstrated Independently
Revises a weak listing sentence into a smooth, collective Evidentiary Transition.	Not Yet	Getting It	Demonstrated Independently



Citizenship Connection

Good Citizens · Our Community & Country

★ Selecting relevant evidence to prove a reason

Use the passages to connect literacy with the ability to select proof that supports a central idea.

Reflect & Discuss

Ask how specific details from a historical account prove the main point about progress and rights.

Which detail helps you understand how communities were protected or governed?

Let's Look at an Answer!

Prompt: Explain how Benjamin Franklin's experiments with electricity led to inventions that protected communities from lightning.

LOW

The passage states that Franklin used kites to study electricity.

What Is Working: Selects a true sentence from "Benjamin Franklin and Electricity" that relates to experiments.

What Needs Improvement: The thesis (central idea) and the Evidentiary Transition are missing.

Let's Look at Another Answer!

Prompt: Explain how Benjamin Franklin's experiments with electricity led to inventions that protected communities from lightning.

MEDIUM

The evidence is a quote from the passage about Franklin's experiments with electricity.

What Is Working: The evidence comes directly from the text and matches the reason provided.

What Needs Improvement: The response stops at Support and does not include an Infer sentence to explain significance.

Our Strongest Answer!

Prompt: Explain how Benjamin Franklin's experiments with electricity led to inventions that protected communities from lightning.

HIGH

Benjamin Franklin invented the lightning rod because he wanted to protect communities from dangerous electricity.

What Is Working: The noun, verb, and answer are present; because joins a reason grounded in the passage.

★ **This is our target!**