



THE WRITING ACADEMY®, LLC



Module 4

TRANSFER: One Paper, One Proof, One Community

Grade 3 · Cluster 8

Tackling TEKS · Reading & Writing

3.11B(i) · 3.11B(ii) · 3.11B(iii) · 3.13A · 3.11C · 3.11D



★ Meet Our Week!

Week 4 · Very High Stamina

★ Daily Deck

I Will...

- I will distinguish direct quotations from paraphrases, credit borrowed information, and write E2 explanations that show what my evidence proves.

I Can...

- I can answer the module question, use evidence from more than one source, and complete a published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.

Cluster 8 research sources

long nonfiction source

How can a researcher combine a year of reading and writing into one clear, organized proof?

Display one excellent quotation alone.

Keep your researcher voice louder than the source voices.

★ 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!

★ Final Cluster Prompt

Day 1 · Reveal

★ Daily Deck

1

PLACE

A place gives people resources and challenges.

2

PROBLEM

Benjamin Franklin noticed lightning could damage buildings and start fires.

3

PEOPLE

He studied electricity and the danger.

Source credit appears whenever exact words or borrowed ideas are used.

Assemble the year into one clear, organized proof.

★ SET Introduction

Day 1 · Reveal (cont.)

★ Daily Deck

One Paper, One Proof

S states the large purpose

E references broad evidence areas

T gives a simple thesis (central idea) with a noun

Watch Me!

Prompt: Explain what helps a community grow strong.

Model: Communities do not become strong by accident.

Revise the ideas first

★ R1-R2-R3

Day 2 · Attempt · Partner Game

★ Daily Deck

Cluster 8 research sources

How to Play

- 1 spread the mats in order
- 2 shuffle cards and distractors
- 3 build each body paragraph with R, E1, E2, E1, E2, and a linking sentence
- 4 remove irrelevant, repeated, or uncredited facts
- 5 read aloud and add transitions

Success Check: *No card earns a point until someone explains why it belongs*

With Your Partner

Task Card

Communities do not become strong by accident; they grow through the relationship between places, problems, and people.

Answer

Statement of Purpose



Talk It Over!

Day 3 · Discuss

★ Daily Deck

one prompt, one thesis (central idea), aligned R sentences, transitions, repeated concepts, and a conclusion that gathers the whole proof make one paper.

How do people understand and use the possibilities of a place?

What did a person notice, ask, do, and change?

What responsible choice helps others or preserves what matters?

Is it a complete research paper?

Student Directions: “independently assemble the full research paper.”



How can a researcher combine a year of reading and writing into one clear, organized proof?

PLACE

PROBLEM

PEOPLE

People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.



Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

1

Write or revise the SET introduction

2

add the three revised body paragraphs

3

complete the source list

The final product remains the student's decision.

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Point to evidence on your own paper and name the research behavior it proves.

- answered the prompt
- organized ideas so they flow
- revised and edited carefully

Target 🎯

My target is _____. I will make this change in _____ by _____. I will know the target is complete when _____.

Curiosity Questions

A new question this research created is:

How can a researcher combine a year of reading and writing into one clear, organized proof?

My thesis (central idea) was...

Q is exact words with quotation marks and source credit

Reduce the source set to two carefully chosen excerpts.

Point to the R and select the smallest set of strongest evidence.

Keep exact source words inside quotation marks and add source credit.

Change words and sentence structure while keeping the source meaning

Write: This means... This matters because... This helps prove my R because...

The student still chooses the evidence and writes E2.

Exit Ticket

Enrichment · Write in your notebook

Require a third source or a counterexample and explain how it changes or qualifies the claim.

Study a new community example and add it only if it strengthens the existing R.

Vary sentence
structure

integrate a quotation
smoothly

create a more precise
transition

★ 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 Set	I Can Do It
Write a SET introduction with S, E, and a simple thesis (central idea).	Not Yet	Getting Set	I Can Do It
Begin each body paragraph with one clear R and repeat E1-E2.	Not Yet	Getting Set	I Can Do It
Give source credit for each quotation and paraphrase.	Not Yet	Getting Set	I Can Do It
Write an R1-R2-R3 conclusion that adds no new evidence.	Not Yet	Getting Set	I Can Do It
Revise across paragraphs so my paper reads as one proof.	Not Yet	Getting Set	I Can Do It
Edit conventions and complete an honest source list.	Not Yet	Getting Set	I Can Do It

★ Citizenship Connection

Good Citizens · Our Community & Country

★ Strong communities need inventors, scientists, artists, leaders

Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and students who are willing to help. Each action begins with a choice.

Reflect & Discuss

How do people understand and use the possibilities of a place?

What did a person notice, ask, do, and change?

Let's Look at an Answer!

Prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

LOW

Communities are strong. They have rivers and roads. Franklin made a lightning rod. People should help. The end.

What Is Working: Touches PLACE, PROBLEM, and PEOPLE.

What Needs Improvement: Write a clear thesis (central idea), use SET and R-E1-E2, give source credit, and explain evidence. R1-R2-R3 must close the proof.

Let's Look at Another Answer!

Prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

MEDIUM

Communities grow strong because they have good places, solve problems, and have helpful people. The Nile gave Egypt water, and Plymouth had fresh water and a harbor. Franklin studied lightning and made a lightning rod. The source What Will You Give? asks people to help. These things made communities stronger. Place, solutions, and people are important.

What Is Working: Answers the prompt and includes three reasons in a logical order. Uses PLACE, PROBLEM, and PEOPLE ideas.

What Needs Improvement: Build a complete SET introduction, separate body paragraphs, accurate source credit, quotation punctuation, repeated E1-E2 explanation, and a reflective R3.

Our Strongest Answer!

Prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

HIGH

Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters. Passage 15 explains that the Nile provided water, fertile soil, fish, and transportation. These resources supported several needs, but people still had to farm, travel, build, and organize their lives around the river.

★ **This is our target!**

Our Strongest Answer! (continued)

Prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

HIGH

Community Quest Students states, "A place gives people resources and challenges." The exact words show that geography provides help and difficulty at the same time. Passage 1 explains that Franklin noticed lightning, studied electricity, and helped develop the lightning rod. This sequence shows that an invention begins with investigation rather than a lucky guess.

Our Strongest Answer! (continued)

Prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

HIGH

The work gave people a way to better protect buildings during storms. Passage 1 explains that Carmen Lomas Garza's paintings preserved memories of celebrations, foods, traditions, and everyday experiences. Her art becomes community memory because later viewers can study culture that might otherwise be lost. Strong communities depend on useful places, thoughtful solutions, and caring people.

Our Strongest Answer! (continued)

Prompt: Explain what helps a community grow strong. Use evidence from the Cluster 8 research sources and earlier Grade 3 passages to prove how place, problem solving, and people's choices work together.

HIGH

Evidence from rivers, inventors, scientists, artists, and ordinary contributors shows that resources and choices work together. The largest lesson is that every student can strengthen a community by noticing a need and choosing to act responsibly.

What Is Working: Simple thesis (central idea) previews three reasons. Uses a paraphrase, a direct quotation, source credit, and E2. Uses NOTICE, QUESTION, ACT, IMPACT as a source-supported explanation. Shows how a person's action serves a community and preserves what matters. Restates, refers collectively, and reflects without adding new evidence.