
GRADE 3

CLUSTER 1

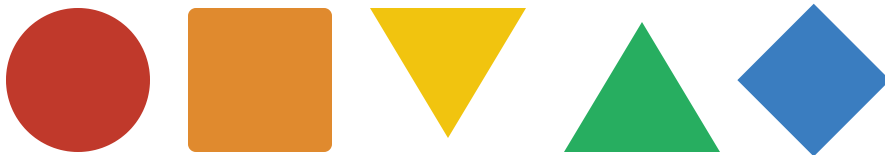
Single Constructed Response (SCR) with the SCR ladder

Module 1 · Shaping the Prompt

Module 2 · Writing a Thesis (Central Idea)

Module 3 · Understanding and Selecting Strong Evidence

Module 4 · Explaining Evidence and Building the Full SCR Ladder



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THE WRITING ACADEMY®, LLC.
Teacher Lesson Plan Guide

Shaping the Prompt

Grade 3 | Cluster 1 | Module 1

Grade: 3

Cluster: 1, Single Constructed Response (SCR), using the SCR ladder: thesis (central idea), one piece of text evidence, and an explanation

Module: 1 of the cluster; Week 1

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Shaping the Prompt

Content Connection / Passage Titles: "The Pilgrims Chose Plymouth" and "Life Along the Nile River"; Week 1; Low Stamina, approximately 150 words

Primary TEKS: [3.11A\(i\)](#) planning; [3.12B\(i\)](#) a clear central idea

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Use the Response strand expectations below to support the prompt-analysis focus. The locations identify opportunities to connect reading, discussion, and writing.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Day 3 discussion connects the passages to familiar uses of water and shelter.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[Compare how resources support daily life in the two passages.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Day 5 and the writing assignment use one passage detail as evidence.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Day 3 discussion retells the Nile flood, rich soil, and planting sequence.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[DOT and TRACKS passage annotation and prompt marking throughout the week.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Oral rehearsal and SCR writing use module vocabulary.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Discuss evidence and explain how it answers the prompt.]*

1. A Little Inspiration Goes a Long Way!

Great teachers teach students to read a question like a detective. Learning to see the noun, verb, and clue word strengthens every answer that follows.

TEACHER SCRIPT

"When you circle the noun, box the verb, and triangle the clue word, you can tell what a question is asking before you write."

Connection to this week's type of thinking: establish the habit of marking the three parts before deciding WHAT, WHY, or HOW. WHAT identifies; WHY gives a reason; HOW explains a process.

2. Why This Module Matters

A common misconception among teachers is that students struggle with constructed responses primarily because they cannot write well. In reality, many students struggle because they misinterpret the prompt before they ever begin writing. When students learn to identify the nouns, verbs, and clue words within a question, they gain a clearer understanding of what the prompt requires.

Where it fits into writing: prompt analysis is the planning step for a short constructed response. Introduce the SCR ladder: thesis (central idea), one piece of text evidence, and an explanation.

Why it matters beyond this assignment: recognizing WHAT, WHY, or HOW helps students understand questions in every subject.

3. Module Essential / Overarching Question

How can a writer tell exactly what a short constructed response prompt is asking before writing a single sentence?

Record students' initial thinking on Monday and revisit it on Friday.

First Thinking (Monday): record the student's response.

Final Thinking (Friday): record the student's response.

Change in Thinking: record the student's explanation.

Family Communication

4. Parent Communication Purpose

Families are partners in this work. Send a clear picture of the week's learning, real conversation questions, and simple activities requiring little preparation. These invitations to talk make students' thinking visible and strengthen learning.

How to Send It: copy the letter in the language each family prefers, or send both. Share the same conversation starters and activities in either language.

5. Family Letter (English)

English family letter: begin with the greeting, "Dear Families," and communicate the following weekly learning.

Explain that the week introduces Shaping the Prompt, or Cracking the SCR Question Code. Students use a red circle for the main noun, a yellow box for the verb, and a green triangle for the clue word to decide WHAT, WHY, or HOW. They dot unfamiliar words while reading.

Name the passages "The Pilgrims Chose Plymouth" and "Life Along the Nile River." Explain that students plan a first draft and write exactly three sentences: a thesis (central idea), one piece of text evidence, and an explanation. Express excitement about students' growth as writers and invite families to ask for a demonstration of the three shapes.

Close the letter with "With appreciation," and the classroom teacher's signature, The Writing Academy, LLC.

6. Family Letter (Spanish) / Carta para las Familias

Carta para las Familias: comenzar con "Estimadas familias:" y comunicar la siguiente información.

Explicar que esta semana los estudiantes aprenden a entender exactamente lo que pide una pregunta antes de responderla. Presentar "Dar forma a la pregunta / Descifrar el código de la pregunta de la RCC (Respuesta Construida Corta)". Indicar que se encierra el sustantivo principal en un círculo rojo, el verbo en un cuadro amarillo y la palabra clave en un triángulo verde para decidir QUÉ, POR QUÉ o CÓMO.

Mencionar los pasajes "Los peregrinos eligieron Plymouth" y "La vida a lo largo del río Nilo". Explicar que los estudiantes planifican un primer borrador y escriben tres oraciones: una tesis (idea central), una evidencia del texto y una explicación. Invitar a las familias a pedir una demostración de las tres figuras.

Agradecer el acompañamiento de las familias. Cerrar la carta con "Con aprecio," y la firma de la maestra o del maestro, The Writing Academy, LLC.

7. Family Conversation Starters

- Invite families to ask for a marked prompt and an explanation of each shape.
- Suggest asking students to teach the difference between WHY and HOW.
- Suggest discussing why the Pilgrims chose Plymouth.

- Suggest discussing how the Nile River helped farmers grow crops.
- Invite families to ask which part of understanding a question feels hardest.

8. Simple Family Activities

Both activities require little or no materials and end with a conversation.

Family Activity: Mark the Question

Invite families to ask an everyday question, such as why the family went to the store that morning. Have the student name the noun, verb, clue word, and question type aloud. Two minutes and no paper are needed.

Family Activity: Question Detective at Dinner

Invite families to take turns asking WHAT, WHY, and HOW questions about the day at dinner. Have the student identify the clue word each time.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 1, Module 1; Week 1
Module Category	Informational Writing / Short Constructed Response; Shaping the Prompt
Primary TEKS	3.11A(i) ; 3.12B(i)
Primary Breakout	Analyze a prompt before drafting; compose an SCR with a clear central idea.
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G ; Social Studies 3.14C supplies background context.
Recursive TEKS	3.11C(i) revision; 3.11D(i) , 3.11D(vi) , 3.11D(viii) , 3.11D(xxii) editing; DOT and TRACKS; the SCR ladder.
Content Connection	"The Pilgrims Chose Plymouth" and "Life Along the Nile River"; Low Stamina, approximately 150 words.
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	

	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Educate and Explain
Student Product(s)	Three independently marked prompts; Shape Detectives card sorts; partner teaching; exit ticket; three-sentence SCR; progress tracker.
Formal Assessment Product	Day 5 prompt-marking exit ticket and the Module Writing Assignment (SCR).

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students decode a short constructed response prompt by identifying the noun, verb, and clue word, then determine whether it asks WHAT, WHY, or HOW.

I Will Statements

- Teach the commitment to mark the noun with a red circle.
- Teach the commitment to mark the verb with a yellow box.
- Teach the commitment to mark the clue word with a green triangle.
- Teach the commitment to decide WHAT, WHY, or HOW.
- Connect accurate prompt analysis to planning the three-sentence SCR.

I Can Statements

- Look for the ability to find the noun of importance.
- Look for the ability to find the verb of importance.
- Look for the ability to find the clue word signaling WHAT, WHY, or HOW.
- Look for the ability to explain the prompt's demand to a partner.

CLASS SLIDE

Daily Deck, Module Slide 1: display the I Will and I Can statements for shaping the prompt. Read the targets aloud before instruction.

13. Success Criteria

Make successful prompt analysis visible before students practice independently.

- All three marks appear on the prompt.
- Each mark is on the correct word.
- The student names WHAT, WHY, or HOW accurately.
- The student gives the clue word as the reason for the classification.
- The student restates the prompt without changing its demand.
- The end-of-module SCR includes exactly three sentences: thesis (central idea), one piece of text evidence, and an explanation.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2: Shape Detectives sorts and guided Nile prompt marking.
- Day 3: three independently marked prompts with accurate question types.
- Day 4: an identified strength, next step, and curiosity question.
- Day 5: an unfamiliar prompt correctly marked and labeled, plus partner teaching.
- Keep the Day 3 practice, Day 5 exit ticket, and three-sentence SCR together to show growth.

15. TEKS Correlations

Use the verbatim breakout language from the lesson plan below. Planning and informational composition drive the SCR work. The literary composition expectations are introduced as genre and craft connections.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A(i)	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-2 and 5	Days 1-2 and 5	Day 5 writing
3.12A(i)	Writing, Genre	compose literary texts, including personal narratives, using genre characteristics	Days 1-2	Days 1-2	Introductory genre discussion
3.12A(ii)	Writing, Genre	compose literary texts, including personal narratives, using craft	Days 1-2	Days 1-2	Introductory genre discussion
3.12B(i)	Writing, Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 3-5	Days 3-5	Day 5 writing
3.12B(ii)	Writing, Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 3-5	Days 3-5	Day 5 writing
3.12B(iii)	Writing, Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 3-5	Days 3-5	Day 5 writing
3.11C(i)	Revising	revise drafts to improve sentence structure	Day 5	Day 5	Day 5 writing
3.11D(i)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 5	Day 5	Day 5 writing
3.11D(vi)	Editing	edit drafts using standard English conventions, including singular nouns	Day 5	Day 5	Day 5 writing
3.11D(viii)	Editing	edit drafts using standard English conventions, including common nouns	Day 5	Day 5	Day 5 writing
3.11D(xxxii)	Editing	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words	Day 5	Day 5	Day 5 writing

Social Studies **3.14C** supplies interdisciplinary background for the passages and is not assessed as a writing standard.

16. Standards Coverage Matrix

Classify standards by their role and retain the lesson plan's explicit day connections.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11A(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Days 1-2 and 5
SPIRAL	3.12A(i)	compose literary texts, including personal narratives, using genre characteristics	Days 1-2
SPIRAL	3.12A(ii)	compose literary texts, including personal narratives, using craft	Days 1-2
PRIMARY	3.12B(i)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Days 3-5
PRIMARY	3.12B(ii)	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Days 3-5
PRIMARY	3.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using craft	Days 3-5
RECURSIVE	3.11C(i)	revise drafts to improve sentence structure	Day 5
RECURSIVE	3.11D(i)	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Day 5
RECURSIVE	3.11D(vi)	edit drafts using standard English conventions, including singular nouns	Day 5
RECURSIVE	3.11D(viii)	edit drafts using standard English conventions, including common nouns	Day 5
RECURSIVE	3.11D(xxxii)	edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words	Day 5
SPIRAL	3.7A	describe personal connections to a variety of sources, including self-selected text.	Day 3 discussion connects the passages to familiar uses of water and shelter.
SPIRAL	3.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	Compare how resources support daily life in the two passages.
SPIRAL	3.7C	use text evidence to support an appropriate response.	Day 5 and the writing assignment use one passage detail as evidence.
SPIRAL	3.7D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	Day 3 discussion retells the Nile flood, rich soil, and planting sequence.
SPIRAL	3.7E	interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating.	DOT and TRACKS passage annotation and prompt

			marking throughout the week.
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate.	Oral rehearsal and SCR writing use module vocabulary.
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning.	Discuss evidence and explain how it answers the prompt.
BACKGROUND	Social Studies 3.14C	Passage context; not a writing assessment target.	Both passages

17. ELPS Correlations

Use the lesson plan's ELPS correlation table to align listening, speaking, reading, and writing supports with each day's language demands.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 2, and 3
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 1, 2, and 3
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level rigor while opening language pathways for identifying the noun, verb, clue word, and WHAT / WHY / HOW.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Have students point to the noun, verb, and clue word as each is named, using the colored shapes.
Beginning	Have students match a marked question to WHAT, WHY, or HOW using a picture-supported chart.
Intermediate	Have students name the noun, verb, and clue word aloud using a sentence frame.
High Intermediate	Have students explain in a full sentence why a question is WHAT, WHY, or HOW.
Advanced	Have students independently analyze a new prompt and justify its type using passage information.

Language Supports

- Provide a three-column WHAT / WHY / HOW chart and the colored shape key.
- Allow pointing, sorting, and oral rehearsal before writing.
- Read the intact prompt aloud and define unfamiliar words while leaving the analysis to students.
- Offer a frame that names the question type and the clue word used to decide.
- Invite explanation in a home language before rehearsal in English.

Evidence of Access Without Reduced Rigor: visual cues, oral rehearsal, and frames change access; students still locate the prompt parts and justify the question type.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear a prompt read aloud, then name its question type and the answer it calls for.
Speaking	Students rehearse their thinking with a partner using sentence frames.
Reading	Students read the passage and prompt closely and mark words that carry meaning.
Writing	Students shape a prompt and name what it asks in writing before drafting an SCR.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read or repeat the prompt, allow students to touch each word, provide visual supports, or reduce the number of prompts.	Tell the student which word is the noun, verb, or clue word, or supply the question type.

Students must locate the three parts, name WHAT, WHY, or HOW, and explain their decision.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate the noun, verb, and clue word.	Supported; the prompt may be read aloud twice.	Three marks appear on the correct words.

Inferential	Determine the kind of answer the clue word demands.	Guided on Days 1-2; independent by Day 5.	The student names WHAT, WHY, or HOW and cites the clue word.
Evaluative	Judge whether a proposed answer satisfies the prompt.	Partner discussion on Day 3; independent on Day 5.	The student explains why the answer fits or misses the task.
Synthesis	Rebuild and transform prompts as a Question Surgeon.	Enrichment after mastery.	Original WHAT, WHY, and HOW prompts connect to a passage.

22. The Five Thinking Levels

Use the progression to describe the level of thinking a prompt and response require. Color labels and symbols preserve access in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	The student explains the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	The student explains the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	The student explains why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to the reader?	The student explains a personal application.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	The student explains a broader lesson.	Universal Meaning and Life Lessons

Where this module primarily operates: students move from supported identification to independent prompt analysis, then use passage evidence to judge whether an answer fits.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Students struggle because they cannot write well.	The teacher may reteach mechanics when the difficulty is prompt reading.	Ask the student to mark the prompt before reteaching writing.
The clue word does not matter much.	The teacher may accept an answer without checking WHAT, WHY, or HOW.	Cover the answer and check whether it does the job named by the clue word.
Prompt marking is a warm-up to hurry through.	A quick routine may be treated as unimportant.	Protect all three marks and the question-type decision; later modules depend on this habit.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Every noun is the topic.	The student circles every noun.	Ask which noun the question is about; practice twice with a single-noun prompt, then return to full prompts.
WHY and HOW mean the same thing.	The student guesses without reading the clue word.	Contrast a because answer with a sequence of steps; identify which gives a reason.
The verb need not connect to the noun.	The student boxes an unrelated verb.	Ask which verb tells the action connected to the circled noun and re-mark together.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standard and breakout being taught: **3.11A(i)** plans a first draft by analyzing the prompt; **3.12B(i)** develops a clear central idea. Introduce the SCR as exactly three sentences: thesis (central idea), one piece of text evidence, and an explanation. All correlated breakout wording appears in section 26.

26. How I Say the Standard!

TEKS says	How I say it
3.11A(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Guide students to mark the noun, verb, and clue before planning a response.
3.12A(i) compose literary texts, including personal narratives, using genre characteristics	Introduce genre characteristics while distinguishing the SCR task.
3.12A(ii) compose literary texts, including personal narratives, using craft	Introduce craft as a choice that helps communicate meaning.
3.12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Guide students to state a clear thesis (central idea) that answers the prompt.
3.12B(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Guide students to include thesis (central idea), evidence, and explanation.
3.12B(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	Guide students to explain how the evidence answers the question.
3.11C(i) revise drafts to improve sentence structure	Have students improve one sentence in the Day 5 draft.
3.11D(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement	Have students check complete simple sentences and subject-verb agreement.
3.11D(vi) edit drafts using standard English conventions, including singular nouns	Have students check singular nouns.
3.11D(viii) edit drafts using standard English conventions, including common nouns	Have students check common nouns.
3.11D(xxxii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words	Have students check grade-appropriate high-frequency words.

27. This Week I Can...

Weekly target: students mark a prompt with a red circle, yellow box, and green triangle and explain whether it asks WHAT, WHY, or HOW.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a short informational passage with appropriate support.
- Recognize a prompt as a question or task to answer.
- Recognize a noun and an action verb.
- Use DOT to mark unfamiliar words.
- Recognize evidence as information from the passage. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner one noun and one action word. Explain how you know which is which."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
noun	a person, place, or thing	Rehearse identifying the main noun.
verb	an action word	Rehearse naming the action in the prompt.
clue word	a word signaling WHAT, WHY, or HOW	Rehearse naming the thinking the clue requires.
prompt	the question or task to answer	Rehearse restating the prompt before writing.

31. Conventions Connection

On Day 5, have students revise one sentence for structure (**[3.11C(i)]**) and edit complete simple sentences with subject-verb agreement (**[3.11D(i)]**), singular nouns (**[3.11D(vi)]**), common nouns (**[3.11D(viii)]**), and high-frequency spelling (**[3.11D(xxii)]**). Use ELPS **[4(E)]** to support conventions.

32. Writing Connection

Prompt analysis is the planning habit that keeps a response on task. After deciding WHAT, WHY, or HOW, students write exactly three sentences on the SCR ladder: thesis (central idea), one piece of text evidence, and an explanation.

33. Watch Out!

Common misconception: the student guesses WHY or HOW, circles every noun, or boxes a verb unrelated to the topic. **Teacher move:** return to the clue word and ask which noun and action the question connects.

34. Ready Check

Read "Why did the Pilgrims choose Plymouth as their settlement?" aloud. Ask students to locate a noun and verb and explain what Why asks. Use the responses to plan visual support and oral rehearsal.

35. Teacher Look-Fors

- Students circle the main noun in red.
- Students box the important verb in yellow.
- Students triangle the clue word in green.
- Students name WHAT, WHY, or HOW and explain their decision.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"You can use these academic thinking words to understand questions and explain your answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"Before you begin, preview words you will see in the lesson and passages. Notice these words before you read or answer questions."

Word	Student-Friendly Definition	Oral Rehearsal Frame
build	to make something by putting parts together	Have students complete: The Pilgrims had to _____ homes before winter.
water	the clear liquid people, plants, and animals need to live	Have students complete: The river gave the people fresh _____ to drink.
river	a long body of moving water that flows across the land	Have students complete: The Nile is a long _____ that flows through Egypt.
trees	tall plants with a trunk that give wood and shade	Have students complete: The Pilgrims used tall _____ to build their homes.
homes	the places where people live	Have students complete: The settlers built small _____ near the harbor.
land	the solid ground that is not covered by water	Have students complete: The Pilgrims looked for _____ where crops could grow.
people	people of all ages	Have students complete: Boats carried _____ and goods up and down the Nile.
winter	the coldest season of the year	Have students complete: _____ was coming, so the Pilgrims worked quickly.
crops	plants that farmers grow for food	Have students complete: Farmers planted _____ such as wheat and barley.
fish	animals that live in water and can be caught for food	Have students complete: The river gave the people _____ to eat.
towns	places where people live, work, and shop	Have students complete: Over time, _____ grew along the riverbanks.
help	to make something easier for someone	Have students complete: The Nile River would _____ farmers grow crops.
choose	to pick one thing out of many	Have students complete: The Pilgrims had to _____ a place to settle.
grow	to get bigger or to raise plants	Have students complete: Rich soil helped the plants _____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"You can use these academic thinking words to understand questions and explain your answers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
noun	a person, place, or thing	Have students use noun to name the person, place, or thing the question is about.
verb	an action word that tells what to do	Have students use verb to name the action to box.
clue	a hint that helps someone figure something out	Have students use clue to name the word to triangle in green.
prompt	the question or task to answer	Have students use prompt to name the question to read before answering.
question type	whether a question asks WHAT, WHY, or HOW	Have students use question type to name the type indicated by the clue word.
identify	to name or point out something	Have students use identify to name the thinking required by a WHAT question.
explain	to tell why or how in one's own words	Have students use explain to name the thinking required by a WHY question.
describe	to tell what something is like	Have students use describe to name one demand a WHAT question may make.
process	the steps that make something happen	Have students use process to name the sequence a HOW question asks about.
cause	the reason something happens	Have students use cause to name the reason a WHY question asks about.
evidence	a fact from the passage that supports an answer	Have students use evidence to name the passage detail that supports the response.
response	the written answer	Have students use response to name an answer that matches the prompt.
analyze	to look closely at the parts of something	Have students use analyze to name the thinking used to mark the three prompt parts.
determine	to decide or figure out	Have students use determine to name the decision between WHAT, WHY, and HOW.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"You will meet these words in the historical passages. Knowing their meanings will help you understand what you read."

Word	Say It This Way	Student-Friendly Definition
Pilgrims	PIL-grims	a group of travelers who sailed to America in 1620
Plymouth	PLIM-uth	the place where the Pilgrims settled
Atlantic Ocean	at-LAN-tik OH-shun	the large ocean the Pilgrims crossed
harbor	HAR-ber	a safe place near land where ships can anchor
colony	KOL-uh-nee	a new community of people who settle in a faraway place
shelter	SHEL-ter	something built to protect people from weather
settlers	SET-lerz	people who move to a new place to live
ancient Egypt	AYN-shunt EE-jipt	a land long ago along the Nile River
Nile River	NYL RIV-er	a long river that flows from south to north through Egypt
desert	DEZ-ert	dry land with little water or rain
floodwaters	FLUHD-waw-terz	water that spills over a river's banks when it rises
soil	soyl	the top layer of earth where plants grow
wheat	hweet	a grain farmers grow to make bread
barley	BAR-lee	a grain farmers grow for food
riverbanks	RIV-er-banks	the land along the sides of a river

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know: "The Pilgrims Chose Plymouth" explains the Pilgrims' 1620 voyage and settlement choice. Forests, fresh water, land for crops, and a safe harbor supported settlement before winter.

Important conceptual background: "Life Along the Nile River" describes a hot, dry region where yearly flooding left rich soil. Farmers planted wheat and barley; the river also supplied fish, water, and transportation.

Content context and connection to writing instruction: marking the main noun, important verb, and clue word prevents misreading the task. Students determine whether the answer must identify information, give a reason, or explain a process.

The SCR Habit

Before writing, students DOT unfamiliar words and analyze the prompt. The SCR ladder contains exactly three sentences: thesis (central idea), one piece of text evidence, and an explanation. No introduction or conclusion is added. **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; student notebooks or response journals; chart paper.
Activity / game materials	Shape Detectives word cards; red circle, yellow box, and green triangle tokens; Practice Pockets.
Writing materials	Pencils; red or pink, yellow, and green highlighters or colored pencils; whiteboard markers; sticky notes.
Assessment materials	Day 3 prompts; Day 5 exit ticket; progress tracker; writing assignment.
Technology	Whiteboard or Smartboard for lesson displays.
Accessibility supports	Three-shape key, WHAT / WHY / HOW chart, Thinking Clue Cards, and sentence frames.

41. Preparation Before Day 1

- ☐ Draw the Cracking the SCR Question Code anchor chart.
- ☐ Prepare the shape key: red circle for noun, yellow box for verb, green triangle for clue word.
- ☐ Prepare a WHAT / WHY / HOW chart and notebook space for marked prompts.
- ☐ Copy both low-stamina passages for each student.
- ☐ Prepare the Pilgrims WHY model and Nile HOW guided-practice prompt.
- ☐ Copy and cut Shape Detectives cards and colored tokens; prepare Practice Pockets.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Hook, introduce DOT, and model the shapes and WHAT / WHY / HOW.
Day 2	15	A Attempt	Guided Nile prompt practice; Shape Detectives and the Lightning Round.
Day 3	15	D Discuss + U Use	Discuss the Nile prompt, then independently mark three prompts.
Day 4	15	A Award + T Target	Celebrate growth, identify one next step, and record a curiosity question.
Day 5	15	E Educate and Explain to Others	Teach a partner, complete the exit check, and apply the SCR ladder to the writing assignment.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and use the quoted cue: "Tiny Time! Show me a circle."
- Call circle, box, or triangle one at a time.
- Have students form the shape with their hands or bodies while whispering noun, verb, or clue word.
- Call two or three shapes, then have students return quietly to work.

Citizenship & Content Connection

44. The Citizenship Connection

Connect the passages to how communities use natural resources to support daily life. Social Studies **3.14C** is background context.

Element	This Module
Suitability	A natural connection to settlement and the resources people use.
Focus	Water, shelter, farming, and the needs of a community.
Historical / Content Connection	The Pilgrims settled where forests, fresh water, land, and a harbor were available. The Nile supported farming and transportation. Social Studies 3.14C .
Perspective Connection	Discuss how reliable resources help people meet everyday needs.
Literacy-to-Citizenship Connection	Careful readers distinguish a question about available resources from a question about why or how those resources helped.
Citizenship Question	Invite discussion of how water and shelter support daily life in a community.
Teacher Script	<i>"As you read, notice how people used water, land, and shelter. How do you use these resources in your own community?"</i>
Accuracy / Source Note	Use the supplied passages for the historical context and keep the writing assessment focused on prompt analysis.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHAT, WHY, or HOW)

The Three Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHAT	What; identify; describe information	Identify or describe information from the passage.
WHY	Why; reason; cause	Explain a reason or cause, often using because.
HOW	How; process; method	Explain a process, method, or way something happened.

SCR Ladder Thinking Chart

Step	SCR Part	What It Means
1	Thesis (central idea)	One sentence that answers the exact prompt.
2	Evidence	One sentence giving text evidence that supports the answer. 3.7C
3	Explanation	One sentence explaining how the evidence answers the prompt. 3.7G

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you begin reading, place a small dot above any word you are unsure about. As you learn the word and understand its meaning, you may erase the dot."

CLASS SLIDE

Display the DOT reminder: a dot marks an unfamiliar word.

Teacher Encouragement: "You are keeping track of words you are learning. Notice the words you are still growing into and keep reading carefully."

CREATE THE ANCHOR CHART

Build the Cracking the SCR Question Code anchor chart with a red circle for the main noun, yellow box for the verb, green triangle for the clue word, WHAT / WHY / HOW definitions, and a DOT reminder. Display it all week.

47. Student Source Passage(s)

Passage use: use the two lesson-plan texts below at low stamina. Retain their numbered paragraphs for discussion and evidence references.

Passage 1: "The Pilgrims Chose Plymouth" (Stamina: Low)

- [1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean looking for a place where many of them could live and practice their beliefs freely. After many weeks at sea, they reached the coast of North America.
- [2] The Pilgrims explored the land and found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and ships. There was also fresh water and land where crops could be planted. The harbor made it possible for their ship to anchor safely.
- [3] Winter was coming, and the Pilgrims needed to begin building shelters quickly. They started constructing small homes and gathering wood for fires. Soon, Plymouth became the place where they settled and built their new colony.

Passage 2: "Life Along the Nile River" (Stamina: Low)

- [1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals.
- [2] Running through this desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the water went back down, it left behind dark, rich soil that was good for growing plants.
- [3] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. The river also provided fish to eat and water for drinking and farming. Boats traveled up and down the Nile carrying people and goods.
- [4] Over time, towns and cities grew along the riverbanks, and the Nile became the center of daily life for the people of ancient Egypt.

48. Student Annotation Guide

The evidence students learn to identify in each source. **3.7E**

The Pilgrims Chose Plymouth

TRACKS	Evidence
T Time	In 1620; Winter was coming
R Reactions	Plymouth became the place where they settled
A Actions	sailed across the Atlantic Ocean; started constructing small homes
C Character/ Concept/Creature	the Pilgrims
K Key Knowledge	their beliefs freely; fresh water
S Scenery/Setting	forests filled with tall trees

Life Along the Nile River

TRACKS	Evidence
T Time	Ancient Egypt; Each year
R Reactions	towns and cities grew
A Actions	rise and spill over its banks; planted crops
C Character/ Concept/Creature	the Nile River
K Key Knowledge	flowed from south to north
S Scenery/Setting	hot, dry desert; dark, rich soil

49. TRACKS Evidence Highlighting

Preview the passages before reading. Have students TAP the TRACKS by finding and marking the six types of evidence. TRACKS marks passage evidence; the three shapes analyze the prompt, and DOT marks unfamiliar words. **3.7E**

Use the same six TRACKS categories and color labels across modules. The labels keep the chart usable in black and white.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Annotation materials: use the passage copies and interactive notebooks for highlighting and prompt marking.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: introduce prompt analysis, DOT unfamiliar words, and model the three shapes and WHAT / WHY / HOW.

Standard	Focus
TEKS	[3.11A(i)] planning; [3.12A(i)] and [3.12A(ii)] genre and craft introduction; [3.12B(i)] clear central idea.
ELPS	[1(E)] listening comprehension; [2(F)] respond to information; [3(E)] pre-reading strategies; [4(D)] sentence structures.

GATHER ■ TEACH

CLASS SLIDE

Module Slide 1: display the I Will and I Can targets for the three shapes and WHAT / WHY / HOW.

TEACHER SCRIPT

"Would you rather eat an apple or broccoli? Would you rather answer a why or a how question? Today you will become a question detective. Study the question to understand exactly what your brain needs to do."

CLASS SLIDE

Display the Passage 1 title and the question: Why did the Pilgrims choose Plymouth as their settlement?

Read "The Pilgrims Chose Plymouth" with students. Have students DOT unfamiliar words and refer to the passage for meaning. **[3.7E]**

CLASS SLIDE

Display the DOT reminder: place a dot above an unfamiliar word.

REVEAL ■ TEACH

CLASS SLIDE

Display the shape key: red circle, main noun; yellow box, verb; green triangle, clue word.

CLASS SLIDE

Model prompt: Why did the Pilgrims choose Plymouth as their settlement?

TEACHER SCRIPT

"Look at the question: Why did the Pilgrims choose Plymouth as their settlement? Draw a red circle around Pilgrims, a yellow box around choose, and a green triangle around Why. You now know to explain a reason."

Model the exact words: circle Pilgrims, box choose, and triangle Why. The noun identifies the topic; the verb identifies the action; the clue determines the type.

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Display the marked model: Pilgrims circled, choose boxed, Why triangled. Question type: WHY, explain a reason.

Explain that Why requires a reason. A WHAT question calls for identification, while a HOW question calls for a process.

WHAT / WHY: WHAT identifies or describes information; WHY explains a reason or cause.

HOW: explain a process, method, or way something happened.

Connect the Prompt to the SCR Ladder

CLASS SLIDE

Display the SCR ladder: thesis (central idea), evidence, explanation.

CLASS SLIDE

Thesis (central idea): a complete sentence answering the prompt.

CLASS SLIDE

Evidence: one text detail. Explanation: how that detail answers the question.

Introduce the SCR ladder after the prompt model: one thesis (central idea) sentence, one evidence sentence, and one explanation sentence. **[3.7C]** **[3.7G]**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Read sample prompts aloud. Have students form the three shapes as they hear the noun, verb, and clue word. Use "Why did the Nile flood every year?" (Nile, flood, Why), "What did the Pilgrims eat during the first winter?" (Pilgrims, eat, What), "How did the Nile help farmers?" (Nile, help, How), and "Why did the Pilgrims travel to a new land?" (Pilgrims, travel, Why). Check prompt analysis; these are listening examples.

Misconception / teacher move: if a student circles the clue word, return to the shape key and distinguish noun, action, and thinking clue.

Access without lowering rigor: read the intact prompt aloud and permit pointing or gestures. **Student product:** DOT-marked passages, a shaped model prompt, and a named question type.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: practice the three shapes with the Nile prompt, Shape Detectives, and a Lightning Round.

Standard	Focus
TEKS	[3.11A(i)] planning; [3.12A(i)] and [3.12A(ii)] genre and craft introduction; [3.12B(i)] clear central idea.
ELPS	[1(C)] follow oral directions; [2(F)] restate and respond; [4(D)] write grade-appropriate sentences.

ATTEMPT ○ LEARN

CLASS SLIDE

Shape Detectives: have groups spread word cards. Call noun, verb, or question clue. Students place red circles, yellow boxes, or green triangles on matching cards.

CLASS SLIDE

Guided prompt: How did the Nile River help farmers grow crops? Expected marks: Nile River (and farmers), help, How. HOW explains a process.

Teacher Script: "Turn to your partner and mark the question using the three shapes. Circle Nile River, box help, and triangle How. Explain how you know it is a HOW question." Have partners mark the Nile prompt. Circle Nile River; accept farmers as an additional important noun as shown in the model. Box help and triangle How. Discuss how the flood, rich soil, and planting form a process.

GAME MATERIALS

Prepare the full word-card set: nouns Pilgrims, Plymouth, harbor, farmers, Nile River, flood, crops; verbs choose, explain, describe, tell, help, grow; clues what, why, how. Supply colored shape tokens and Practice Pockets.

Shape Detectives Word Cards (Teacher Reference)

Card	Word	Correct Shape
1	Pilgrims	Red circle: noun
2	Plymouth	Red circle: noun
3	harbor	Red circle: noun
4	farmers	Red circle: noun
5	Nile River	Red circle: noun
6	flood	Red circle: noun
7	crops	Red circle: noun
8	choose	Yellow box: verb
9	explain	Yellow box: verb
10	describe	Yellow box: verb
11	tell	Yellow box: verb
12	help	Yellow box: verb
13	grow	Yellow box: verb
14	what	Green triangle: clue word
15	why	Green triangle: clue word
16	how	Green triangle: clue word

Teacher guidance: students cut out the cards and store them in a Practice Pocket. Reuse the game after the lesson as a Forgetting Interrupted activity.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Check each sort before the Lightning Round. Show grow for yellow box, river for red circle, and How for green triangle. Return to the full Nile prompt and have partners justify HOW.

Misconception / teacher move: flood is a noun on the isolated card but acts as a verb in a prompt such as "Why did the Nile flood?" Have students consider how the word is used.

Access without lowering rigor: use colored tokens, hand motions, and oral rehearsal; students still classify the words and the prompt. **Student product:** a correct card sort and marked Nile prompt.

Day Purpose: discuss the Nile prompt, then independently mark three prompts and label their question types.

Standard	Focus
TEKS	3.11A(i) planning; 3.12B(i) clear central idea; 3.12B(ii) informational genre characteristics.
ELPS	1(E) listening comprehension; 2(E) explain information; 2(F) respond to information; 4(D) sentence structures.

DISCUSS ○ LEARN

CLASS SLIDE

Discussion prompt: How did the Nile River help farmers grow crops?

TEACHER SCRIPT

"Turn to your partner and mark the question using the three shapes. What noun did you circle? What verb did you box? What clue word did you triangle?"

Expected response: Nile River (and farmers) circled, help boxed, How triangled; HOW asks for a process.

TEACHER SCRIPT

"How tells you to explain a process or way something happens. What details from the passage might help you answer this question?"

CLASS SLIDE

Display the process: river flooded; floods left rich soil; farmers planted crops in the soil.

PERSONAL CONNECTION QUESTION (DISCUSS) [3.7A](#)

Invite a personal connection to water, growing plants, or shelter, then return to the passage details. Ask: "How do you use water or shelter in your own life?" [3.7A](#)

Discuss the sequence: river flooding left rich soil, and farmers planted crops in it. Briefly compare resources near Plymouth with resources along the Nile. [3.7B](#) [3.7D](#) [3.7G](#)

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Independent practice: display the three prompts from both passages and direct students to their notebooks.

Step 1: have students mark "What natural resources did the Pilgrims find near Plymouth?" [3.7E](#)

Step 2: have students mark "Why did the Pilgrims need to build shelters quickly?"

Step 3: have students mark "How did the Nile River affect where towns and cities were built?"

Step 4: have students label each prompt WHAT, WHY, or HOW and explain the clue used.

CLASS SLIDE

Each prompt needs a red circle, yellow box, green triangle, and a WHAT / WHY / HOW label.

Independent Prompt-Marking Check

Expected marks: resources / find / What / WHAT; Pilgrims / build / Why / WHY; Nile River / affect / How / HOW.

WRITING REQUIREMENT **3.7F**

Encourage newly learned vocabulary when students explain the prompt type. **3.7F**

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect all three marked prompts. Check each noun, verb, clue, and type independently; use errors to plan the Question Type Detective intervention.

Misconception / teacher move: if the student guesses the type, cover the answer and reread the clue word before naming the thinking.

Access without lowering rigor: read prompts aloud or provide the visual chart; students place their own marks.

Student product: three independently marked prompts with question-type labels.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: celebrate accurate prompt analysis, identify a next step, and record a curiosity question.

Standard	Focus
TEKS	3.11C(i) sentence-structure revision as students improve an oral or written explanation; 3.11A(i) prompt analysis.
ELPS	1(E) listen, respond, and ask for clarification.

AWARD ✓ ASSESS

CLASS SLIDE

Award: celebrate a correctly identified noun, verb, or clue word.

TEACHER SCRIPT

"You are becoming a strategic reader. Raise your hand if you identified the noun, found the verb, and determined WHAT, WHY, or HOW. Show one thing you did well."

CLASS SLIDE

Display the three shapes and invite students to point to evidence of progress in their own work.

Have students point to an accurately marked noun, verb, or clue word and explain one strength. Accept a seated signal in place of raising a hand.

TARGET ✓ ASSESS

CLASS SLIDE

Target: identify which type felt easiest and which felt most challenging.

Have students name the easiest and most challenging question types. Record one next step and one curiosity question about how WHAT, WHY, or HOW helps a writer.

CLASS SLIDE

Curiosity: why do test writers ask WHAT, WHY, and HOW questions? How could identifying the type strengthen a response?

Embedded check: connect each named strength or target to the Day 3 prompt markings. A target should identify a specific part of the routine.

SMALL-GROUP SUPPORT: SLIDE 14

Use Thinking Clue Cards for the specific missing skill: WHAT names information, WHY gives a reason, HOW explains a process. Have students rehearse, then re-mark one prompt and explain their change.

Access without lowering rigor: offer an oral frame for naming a strength and a next step. **Student product:** an Award reflection, Target, and curiosity question.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach the prompt-marking habit to a partner, complete the exit ticket, and use the habit to plan a three-sentence SCR.

Standard	Focus
TEKS	[3.11A(i)] planning; [3.12B(i)], [3.12B(ii)], [3.12B(iii)] SCR composition; [3.11C(i)] revise sentence structure; [3.11D(i)], [3.11D(vi)], [3.11D(viii)], [3.11D(xxii)] edit.
ELPS	[1(E)] listening comprehension; [2(E)] oral explanation; [4(E)] conventions.

EXPLAIN ✓ ASSESS [3.7G]

CLASS SLIDE

Educate and Explain: have partners teach the prompt-shaping routine.

EDUCATE

TEACHER SCRIPT

"Turn to someone near you and teach what you learned about reading a prompt with the three shapes. Use your notebook to demonstrate. Teaching in your own words strengthens your learning."

CLASS SLIDE

Display WHAT, WHY, and HOW and the three-step SCR ladder: thesis (central idea), evidence, explanation.

Have partners teach how to find the noun, verb, and clue word and distinguish WHAT, WHY, and HOW. Have them demonstrate the three shapes using notebook examples.

Transfer (Nile HOW Prompt) [3.11A(i)]

CLASS SLIDE

Exit Ticket: How does the Nile River help farmers grow their crops? Have students mark the noun, verb, and clue and label the question type.

Administer the exit ticket independently: circle Nile River, box help, triangle How, and label HOW. Use section 57 for the printable version and section 58 for the key.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Check whether the student names HOW and explains that the answer requires a process. Review the three shape placements.

Access without lowering rigor: reread the intact prompt and allow visual reference; students choose and mark the parts independently.

CLASS SLIDE

Question Surgeons extension: rebuild a prompt, then transform it into WHAT, WHY, and HOW questions.

CLASS SLIDE

My Progress Tracker: invite honest reflection on finding the three prompt parts and naming the question type.

Return to the Citizenship Connection

Invite a brief reconnection to how water and shelter support the daily life of a community.

Return to the Overarching Question

Have students compare Monday and Friday thinking. Use sections 51-53 to examine the SCR ladder. Have students plan and draft the shelter response in section 62, improve one sentence, and edit complete sentences, agreement, nouns, and high-frequency words. **Student product:** partner teaching, exit ticket, three-sentence SCR, and progress reflection.

CLOSING ENCOURAGEMENT

"Today you learned that answering a question begins with understanding the question. When you circle nouns in red, box verbs in yellow, and triangle clue words in green, you unlock the thinking hidden inside the prompt. You are reading like an expert."

Student Exemplars

Use these three lesson-plan exemplars for the same prompt: Why did the Pilgrims need to build shelters quickly? Have partners rank and improve the responses.

51. Low / Developing Exemplar

Field	Detail
Student response	They built houses.
What the student did successfully	Names an action from the passage.
What is missing	A thesis (central idea) answering WHY, evidence, and explanation are missing.
Why it falls at this level	The response tells what the Pilgrims did without explaining why they needed to work quickly.
Exact next instructional step	Have the student mark the prompt, then add a thesis (central idea), evidence, and explanation.

52. Medium / Approaching Exemplar

Field	Detail
Student response	The Pilgrims built shelters quickly because winter was coming.
What the student did successfully	States a thesis (central idea) that answers WHY and uses because.
What is missing	A separate quoted or paraphrased evidence sentence and an explanation are missing.
Why it falls at this level	The response is on task but does not yet complete the three-sentence SCR ladder.
Exact next instructional step	Have the student add one piece of passage evidence and explain how it answers the prompt.

53. High / Secure Exemplar

Part	Example
Student response	The Pilgrims needed to build shelters quickly because winter was coming. The passage says winter was coming and they needed to begin building shelters. Without shelter, the Pilgrims could not survive the cold, so building quickly kept them safe.
What is working	Three sentences supply a thesis (central idea), one piece of evidence, and an explanation, all answering WHY.
Teacher notes	This is the target for end-of-module writing.
Next instructional step	Have partners share, identify the three parts, and make a light conventions edit.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Shelter response	WHY	The Pilgrims built shelters quickly because winter was coming.	Answers WHY with a reason grounded in paragraph [3].
Nile response	HOW		

		The Nile River helped farmers grow crops by leaving rich soil after its floods.	Answers HOW by explaining a process grounded in paragraphs [2]-[3].
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Secure Response: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works
Evidence	The passage says winter was coming and they needed to begin building shelters.	Gives a paraphrased detail from paragraph [3].
Explanation	Without shelter, the Pilgrims could not survive the cold, so building quickly kept them safe.	Connects the text evidence to the need to build quickly.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: students circle the main noun, box the important verb, triangle the clue word, and name WHAT, WHY, or HOW. They explain the clue used and restate the prompt without changing its demand. For the end-of-module writing, require exactly three sentences: thesis (central idea), one piece of text evidence, and an explanation. Accept varied wording when the response answers the prompt and uses accurate evidence.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	The purpose of understanding the question before answering is established.
T2	Day 1 Reveal	■ TEACH	The three shapes, DOT habit, and WHAT / WHY / HOW are modeled.
L3	Day 2 Attempt	○ LEARN	Shape Detectives sorts and the Nile prompt show guided practice.
L4	Day 3 Discuss	○ LEARN	Students explain the Nile prompt and retell the flood-to-crops process.
A5	Day 3 Use	✓ ASSESS	Three independently marked prompts show accurate parts and types.
A6	Day 4 Award	✓ ASSESS	The student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	The student identifies one next step and a curiosity question.
A8	Day 5 Explain	✓ ASSESS	The student teaches the three shapes and question types accurately.
A9	Day 5 Transfer	✓ ASSESS	The Nile exit ticket and three-sentence shelter response show transfer.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can mark the noun, verb, and clue word and name WHAT, WHY, or HOW.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	The three Day 3 prompts, student notebooks, red, yellow, and green pencils.
Related TEKS Breakout	[3.11A(i)] planning; [3.12B(i)] clear central idea.
Task	Have students independently mark each prompt with the three shapes and write its question type underneath.
Expected Response	The main noun is circled in red, verb boxed in yellow, clue word triangled in green, and type named correctly.

Informal Assessment: during Days 1-3, watch and listen during partner prompt marking and Shape Detectives. Record correct placements and explanations of question type. Use this as a planning check.

Formative Assessment: collect the three Day 3 prompts and check against the table below. Keep these with the exit ticket to show growth.

Exit Ticket Assessment: use the Nile question in section 57 to check independent prompt marking. After the lesson, use a self-selected grade-level passage for additional practice.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Marking
What natural resources did the Pilgrims find near Plymouth?	WHAT: identify	Noun resources; verb find; clue What.
Why did the Pilgrims need to build shelters quickly?	WHY: reason	Noun Pilgrims; verb build; clue Why.
How did the Nile River affect where towns and cities were built?	HOW: process	Noun Nile River; verb affect; clue How.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **[3.11A(i)]** planning; **[3.12B(i)]** clear central idea. **Target:** independent identification of prompt parts and question type.

Directions for administration: give students the intact prompt below. Have them mark the main noun, verb, and clue word with the three shapes and label the type independently.

Prompt: How does the Nile River help farmers grow their crops?

1. Selected response: have the student label the prompt WHAT, WHY, or HOW, then check the matching option: [] WHY, a reason [] HOW, a process. (2 points)

2. Prompt annotation: have the student circle the main noun in red and box the important verb in yellow. (4 points)

3. Clue marking: have the student triangle the clue word in green. (2 points)

4. Explanation: have the student explain what kind of answer the prompt requires. Record the response: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	HOW; select the process option.	Identifies the question type.	2	[3.11A(i)]
2	Circle Nile River; box help. Accept farmers as an additional important noun if Nile River is correctly identified. Award 2 points for the main noun and 2 for the verb.	Connects the topic to the important action.	4	[3.11A(i)]
3	Triangle How.	Locates the clue that signals the thinking type.	2	[3.11A(i)]
4	The prompt requires an explanation of the process or way the river helps crops grow. Award 2 for a clear process explanation, 1 for partial understanding, and 0 for an unrelated answer or no response.	Explains the demand before composing an answer.	2	[3.11A(i)]; [3.12B(i)]

59. Scoring Principle

Score prompt analysis on the accuracy of the noun, verb, clue word, question type, and explanation of the demand. The 10-point scale organizes the lesson plan's exit check for the template's gradebook format.

Minor handwriting or spelling slips should not reduce analysis points when meaning is clear. Score the three-sentence SCR separately with the writing rubric.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Question Surgeons enrichment.
7-8	70-80%	Developing	Reteach the missing shape or the WHAT / WHY / HOW distinction.
5-6	50-60%	Emerging	Use the small-group Question Type Detective intervention.
0-4	0-40%	Beginning	Reteach the three shapes with visual supports and simple prompts before reassessing.

61. Recommended Gradebook Label

Gradebook label: G3 C1 M1

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11A(i) planning; 3.12B(i) clear central idea; 3.12B(ii) genre characteristics; 3.12B(iii) craft.
Spiral TEKS	3.11C(i) revision; 3.11D(i) , 3.11D(vi) , 3.11D(viii) , 3.11D(xxii) editing; 3.7C evidence; 3.7F vocabulary; 3.7G discussion of meaning.
Purpose	Apply prompt analysis to a three-sentence SCR.
Exact Student Prompt	Why did the Pilgrims need to build shelters quickly?
Exact Student Directions	Have students DOT unfamiliar words, mark the noun, verb, and clue word, name WHY, and plan the response. Require exactly three sentences: thesis (central idea), one piece of text evidence, and an explanation.
Non-Negotiable Expectations	A thesis (central idea) answering WHY; one relevant piece of text evidence; an explanation connecting the evidence to the answer. No introduction or conclusion.

WRITING REQUIREMENT **3.7F**

Have students use newly acquired vocabulary as appropriate to communicate an accurate response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Have students DOT unfamiliar words and mark the noun, verb, and clue word.
2. Have students name WHY and explain that it calls for a reason.
3. Have students identify the topic and the action the prompt asks about.
4. Have students plan a thesis (central idea) that answers why shelter was needed quickly.
5. Have students select one supporting detail from paragraph [3]. **3.7C**
6. Have students plan how to explain the connection between winter, shelter, and safety. **3.7G**
7. Have students draft the three SCR sentences, then reread to check that all three answer the prompt.

64. Writing Assignment Rubric

Use five criteria at four levels, for up to 20 points. This scoring format applies the lesson plan's prompt-analysis and three-sentence SCR expectations. Give no added requirement for an introduction or conclusion.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Main noun circled, verb boxed, Why triangled; WHY explained as a reason.	Type and clue correct; one mark imprecise.	Some marks or type correct.	Marks and type mostly inaccurate.
Thesis (central idea)	Clearly answers WHY the Pilgrims needed shelters quickly.	Answers WHY with a slightly general reason.	Includes related information but a weak answer.	Names only the topic or action.
Evidence 3.7C	One relevant passage detail clearly supports the thesis (central idea).	Relevant detail present but imprecise.	Detail weakly related to the answer.	No text evidence.
Explanation 3.7G	Clearly explains how evidence answers the prompt.	Explains the link with limited detail.	Repeats evidence without explaining its connection.	No explanation.
Sentence structure, conventions, and vocabulary	Exactly three clear sentences; appropriate vocabulary and accurate conventions.	Three understandable sentences with minor errors.	One or more incomplete or unclear sentences.	Meaning difficult to understand.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure SCR writer	Extend with Question Surgeons prompt transformations.
14-17	70-85%	Developing	Confer on the weakest criterion and improve one sentence.
10-13	50-65%	Emerging	Support thesis (central idea), evidence, and explanation with oral rehearsal.
Below 10	Below 50%	Beginning	Reteach prompt analysis and the SCR ladder with models.

66. Teacher Feedback Shortcuts

- Strength: "You used the clue word to name the question type accurately."
- Strength: "You connected the main noun and the action the question asks about."
- Target: "Reread the clue word. Does your thesis (central idea) identify information, give a reason, or explain a process?"
- Target: "Check that your evidence comes from the passage and supports your answer."
- Evidence: "You chose relevant evidence. Now explain how it answers the question."
- Vocabulary: "Use a word from the lesson when it helps make your answer more precise."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Question Type Detective supports students who struggle to distinguish WHAT, WHY, and HOW through visual clues, frames, and scaffolded practice.
Group Size	Small group of 3-6 students
Time	10-12 minutes
Materials	Thinking Clue Cards, clue-word sort cards, sentence-frame cards, and both passages.
Relevant TEKS Breakout	3.11A(i) planning; 3.12B(i) clear central idea.
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond.

Step 1: Review the Three Question Types. Use Thinking Clue Cards: WHAT names information; WHY gives a reason; HOW explains a process.

CLASS SLIDE

WHAT: identify or name information. WHY: explain a reason. HOW: explain a process.

TEACHER SCRIPT

"You can slow down and look carefully at the thinking each question asks you to do. Circle the noun, box the verb, triangle the clue, and decide WHAT, WHY, or HOW."

Have students slow down and identify the thinking each prompt asks for before considering an answer.

Step 2: Use Thinking Clues and Sentence Frames. Offer a WHAT frame identifying passage information, a WHY frame using because, and a HOW frame using first and then.

CLASS SLIDE

Sorting prompts: Explain the reason the Pilgrims chose Plymouth. Describe the process the Nile River helped farmers grow crops. Identify the natural resources near Plymouth.

Have students use the clue word and the thinking frame together. A direction such as explain may be the verb while reason is the clue to WHY.

Step 3: Guided Sorting and the Lesson Habit. Sort "Explain the reason the Pilgrims chose Plymouth," "Describe the process the Nile River helped farmers grow crops," and "Identify the natural resources near Plymouth." Then circle the noun, box the verb, and triangle the clue.

Step 4: Supported Reassessment. Use "Describe the process the Nile River helped farmers grow crops." Have students identify Nile River as the topic, Describe as the task verb, and process as the clue; classify HOW.

Small Group Teacher Table: ask students to explain how each mark supports their decision. Accept accurate marking and a question type matching the clue; reassess after support is removed.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to mark the main noun.	The student circles the noun the question is about.	The student circles every noun.	Ask which noun the rest of the sentence is about; practice with one-noun prompts.
Ask students to name the clue word and type.	The student triangles the clue and names WHAT, WHY, or HOW.	The student guesses without reading the clue.	Cover the answer, reread the clue, and name the type.
Ask what thinking the verb requires.	The student connects the verb to the noun and task.	The student boxes an unrelated verb.	Ask which verb tells the action connected to the circled noun.
Ask whether a proposed answer fits.	The student connects the answer to WHAT, WHY, or HOW.	The student accepts a related detail that misses the demand.	Have the student restate the question and compare it with the answer.

69. Student Support Quick Reference

If a student...	Support to Provide
Confuses WHY and HOW	Use because for a reason and first / then for a process; route to Question Type Detective.
Marks the wrong noun or verb	Model the relationship between the main noun and action with one-noun prompts.
Cannot explain the question type	Use a Thinking Clue Card and an oral frame, then remove the support for reassessment.
Masters quickly	Route to Question Surgeons enrichment.

Supporting materials: Thinking Clue Cards, sentence frames, the WHAT / WHY / HOW anchor chart, three-shape key, passages, and progress tracker support the checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Question Surgeons extends mastery by having students rebuild, diagnose, and transform prompts.
Group Size	Pairs or small groups
Materials	Prompt-piece cards, small charts, and both passages.
Relevant TEKS Breakout	3.12B(i) clear central idea; 3.11A(i) planning.
Relevant ELPS	2(E) narrate and explain; 4(D) grade-appropriate sentences.

Part 1: Rebuild and Diagnose. Give groups mixed prompt pieces. Have them assemble a complete question such as "Explain the reason settlers chose Plymouth," then mark the noun, verb, and clue and record its type.

CLASS SLIDE

Question Surgeons: rebuild the prompt, diagnose its parts, transform its type, and explain the changes.

Have groups transform the prompt into all three types. **WHAT:** Identify the location where the Pilgrims settled. **WHY:** Explain the reason the Pilgrims chose Plymouth. **HOW:** Describe the process the Pilgrims used to choose a settlement location.

Part 2: Author a New Prompt. Have each student write an original SCR prompt connected to either passage, clearly representing WHAT, WHY, or HOW with a strong noun and verb. Groups exchange prompts and identify the types.

Part 3: Explain the Thinking. Have students defend the clues and explain how each transformation changes the answer required.

Expert Reflection: ask which type requires the most thinking, which would be hardest to answer, and what makes a strong SCR prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Why did the Pilgrims need to build shelters quickly?

Connection to This Module: have students apply the same three-shape routine to plan and write an SCR.

Planning Support

1. Have students mark the noun, verb, and clue word.
2. Have students name WHY and the reason it requires.
3. Have students identify the topic and the action the prompt asks about.
4. Have students plan a thesis (central idea) answering why shelters were needed quickly.
5. Have students find one supporting detail in the passage. **[3.7C]**
6. Have students plan an explanation connecting the evidence to the answer. **[3.7G]**
7. Have students draft and reread the three sentences.

WRITING REQUIREMENT **[3.7F]**

Encourage accurate use of newly learned vocabulary in the SCR.

Drafting Space: have students write exactly three sentences: thesis (central idea), one piece of text evidence, and an explanation.

Success Criteria

- The three shapes and question type are accurate.
- The thesis (central idea) answers the prompt.
- One piece of evidence comes from the passage.
- The explanation shows how the evidence answers the question.
- The response has exactly three clear sentences.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read the response aloud and improve one sentence for structure and clarity.

[3.11C(i)]

Edit: check complete simple sentences and subject-verb agreement (**[3.11D(i)]**), singular nouns (**[3.11D(vi)]**), common nouns (**[3.11D(viii)]**), and high-frequency spelling (**[3.11D(xxii)]**).

Share: have partners identify the thesis (central idea), evidence, and explanation in the three-sentence SCR.

Companion Resources: use additional revising and editing slides, lesson plans, interactive workbooks, and Module 1 answer keys for practice.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner opportunities to hear and say the thinking involved in shaping a prompt and cracking the SCR question code.

- Choral-read each prompt twice: the complete question, then only the clue word.
- Use partner echo and add: one student restates the prompt and the partner names its demand.
- Have students say noun, verb, clue word while marking the prompt.
- Read a model answer aloud and invite a thumbs signal for whether it fits the prompt.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

Pause before writing. Have students restate what the prompt asks in their own words.

PAUSE POINT: MIDWAY

Pause midway. Have students check for the circled noun, boxed verb, triangled clue, and accurate question type before answering.

PAUSE POINT: BEFORE YOU FINISH

Pause before finishing. Have students check that a reader can understand the answer and that each SCR sentence serves the thesis (central idea), evidence, or explanation.

75. At-Home Connection

Send brief question-detective activities requiring little or no materials. Each activity ends with a conversation that strengthens the learning.

TEACHER INFORMATION: TASK CARD 1

Send this card first to practice marking the noun, verb, and clue word in everyday questions.

Task Card 1: Mark the Question. [3.12B(i)]. Invite families to ask two everyday questions. Have the student name the noun, verb, and clue word using the shape routine, then classify WHAT, WHY, or HOW. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to sort family questions by type.

Task Card 2: Question Detective at Dinner. [3.12B(i)]. Invite families to ask three questions at dinner. Have the student sort WHAT, WHY, or HOW and explain the clue used. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Use the same task with a word bank and frame; retain the thinking demand.

Task Card 3: Three-Part Question Builder. [3.12B(i)]. Have the student write one WHAT, one WHY, and one HOW question about the day. Supply what, why, how, because, first, and then as a word bank and the frame "_____ did _____?" Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your own progress tracker. As you practice the three shapes, color or check the response that shows what you can do by yourself. Be honest with yourself so you can see your growth. You are in charge of your learning, and I am proud of your thinking."

Directions: invite students to reflect on each skill and mark Not Yet, Getting It, or I've Got It independently after practice.

Skill to Observe	Not Yet	Getting It	I've Got It!
Circle the main noun in red.			
Box the important verb in yellow.			
Triangle the clue word in green.			
Identify WHAT as a request to name or describe.			
Identify WHY as a request for a reason.			
Identify HOW as a request for a process or steps.			
Restate the prompt without changing its demand.			
Write the answer in a complete sentence.			
Explain the three-shape routine to a partner.			

77. Student Award

Student Award: record one demonstrated strength and the evidence in the student's work.

78. Student Target

Student Target: record one skill the student wants to improve next.

Connect the reflection to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You have learned to read a question like a detective. Circle the noun, box the verb, triangle the clue word, and you will know what the question is really asking. I am proud of the thinking you did this week."

80. Essential / Overarching Question, Answered

How can a writer tell exactly what a short constructed response prompt is asking before writing a single sentence?

A writer marks the main noun with a red circle, the verb with a yellow box, and the clue word with a green triangle, then decides whether the question asks WHAT, WHY, or HOW before beginning to write.

81. Teacher Reflection

- Which students confused WHY and HOW, and what support is needed next?
- Did Shape Detectives help students mark prompts accurately?
- Which students circled the wrong noun or boxed an unrelated verb?
- Who demonstrated independent mastery, and who needs more practice?
- Who needs Question Type Detective before Module 2, and who is ready for Question Surgeons?
- Which work samples best show progress across the week?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Photographs of independently marked Day 3 prompts.
- Completed Shape Detectives card sorts.
- Day 5 exit tickets with accurate marks and question types.
- Three-sentence SCR drafts and one revised sentence.
- The Module 1 progress tracker showing growth.
- Exit tickets at developing, approaching, and secure levels to show the range of the class.

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use this 19-slide build sheet to organize displays for the lesson-plan content. Module Slide 1 contains the weekly learning targets.

Slide	Title	Required Content	Lesson Location
1	Shaping the Prompt	Grade 3; Cluster 1; Module 1; Week 1; Low Stamina; SCR.	Cover
2	Meet Our Week	Module Slide 1: three shapes and WHAT / WHY / HOW targets.	Learning Destination; Day 1
3	Question Detectives	Would You Rather hook; Pilgrims passage title and question; DOT habit.	Day 1 Gather
4	Shaping the Prompt	Red circle: noun; yellow box: verb; green triangle: clue.	Day 1 Reveal
5	Watch the Model	Pilgrims / choose / Why; WHY asks for a reason.	Day 1 Reveal
6	SCR Ladder	Exactly three sentences: thesis (central idea), evidence, explanation.	Day 1 Reveal
7	Shape Detectives	Word-card sort, colored tokens, Lightning Round, guided Nile prompt.	Day 2 Attempt
8	Discuss the Nile Prompt	Nile River / help / How; flooding, rich soil, planting.	Day 3 Discuss
9	Independent Prompt Practice	The three Day 3 prompts, each marked and labeled.	Day 3 Use
10	Award	Identify a correctly marked noun, verb, or clue.	Day 4 Award
11	Target	Name the easiest and hardest question type; record a curiosity question.	Day 4 Target
12	Teach a Partner	Demonstrate the three shapes and explain WHAT / WHY / HOW.	Day 5 Educate and Explain
13	Exit Ticket	How does the Nile River help farmers grow their crops? Mark and label independently.	Day 5
14	Question Type Detective	Thinking Clue Cards, sorting prompts, sentence frames, reassessment.	Intervention
15	Question Surgeons	Rebuild, diagnose, transform, and author prompts.	Enrichment
16	My Progress Tracker	Reflect on independent use of the shapes and question types.	Day 5 reflection
17	Low Exemplar	They built houses. Identify the missing WHY answer.	Section 51
18	Medium Exemplar	The Pilgrims built shelters quickly because winter was coming. Identify missing evidence and explanation.	Section 52

19	High Exemplar	The Pilgrims needed to build shelters quickly because winter was coming. The passage says winter was coming and they needed to begin building shelters. Without shelter, the Pilgrims could not survive the cold, so building quickly kept them safe.	Section 53
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Guide routines and companion materials: retain retrieval, the essential question, the citizenship connection, and TRACKS annotation. Use passage retelling for **3.7D** and prompt cards for Shape Detectives.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Display the prompt and invite annotation on a shared slide or a printout.
Annotation	Have students circle the main noun, box the verb, and triangle the clue word using the same shape routine.
Breakout discussion	Use pairs for echo and add: restate a prompt and identify what it asks.
Oral response	Have students record a 20-second explanation of the type or rehearse aloud before writing.
Asynchronous option	Use digital word cards and shape tokens for Shape Detectives; collect a marked prompt afterward.
LMS submission	Collect marked prompts through a shared document or form; use a chat waterfall for the clue word.
Digital tracking	Keep quiet Pause Points and allow digital progress-tracker responses.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked well and should be retained	
What should change next time	
Most effective moment in this module	
A student who surprised me, and how	
Did the pacing fit? Where was more or less time needed?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	

Module Essential / Overarching Question: How can a writer tell exactly what a short constructed response prompt is asking before writing a single sentence? **Answer:** A writer marks the main noun with a red circle, the verb with a yellow box, and the clue word with a green triangle, then decides whether the question asks WHAT, WHY, or HOW before beginning to write.

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Teacher Lesson Plan Guide

Writing a Thesis (central idea)

Grade 3 | Cluster 1 | Module 2

Grade: 3

Cluster: 1, Single Constructed Response (SCR), taught as Short Constructed Response on the SCR ladder: thesis (central idea), evidence, explanation

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Writing a Thesis (central idea)

Content Connection / Passage Titles: "The Pilgrims Chose Plymouth" and "Life Along the Nile River" (Week 2, Medium Stamina, two informational passages)

Primary TEKS: [3.11A\(i\)](#) planning; [3.12B\(i\)](#) clear central idea; [3.12B\(ii\)](#) genre characteristics; [3.12B\(iii\)](#) craft

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Response expectations support the writing focus at the locations identified below. Preserve the thesis (central idea) as the assessed rung of the SCR ladder in this module.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Passage review before Day 1 modeling.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Thesis (central idea) writing and partner explanations throughout the week.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Day 3 discussion and Day 5 explanation.]*

1. A Little Inspiration Goes a Long Way!

When teachers give students clear habits, guided practice, and encouraging words, they teach writing and confidence.

TEACHER SCRIPT

"You can build a clear thesis (central idea) by finding the TOPIC and CHARGE, thinking of an ANSWER from your reading, and matching your sentence to the prompt."

Connection to this week: build on Module 1 prompt shaping. Circle the important noun, box the important verb, and triangle the clue word before deciding WHAT, WHY, or HOW. Module 2 turns that analysis into a thesis (central idea).

2. Why This Module Matters

A strong short constructed response begins with a thesis (central idea) statement that directly answers the prompt. Students learn to pull the TOPIC and CHARGE from the prompt, supply an ANSWER from their reading, and match their sentence structure to the prompt type.

Where it fits into writing: the thesis (central idea) is the first rung of the SCR ladder: thesis (central idea), evidence, explanation. This module teaches the thesis (central idea); later work develops evidence and explanation.

Why it matters beyond this assignment: students learn to study the exact question before building an answer in any subject.

3. Module Essential / Overarching Question

How can a writer build a thesis (central idea) statement that answers a WHAT, WHY, or Relational HOW short constructed response prompt?

Students record their thinking at the start of the week and return to it on Friday.

Student First Thinking (Monday):

Student Final Thinking (Friday):

Record how the student's understanding changed.

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Teacher distribution copy: Family Letter (English).

Tell families that this week students are learning to write a thesis (central idea), the sentence that directly answers a short constructed response prompt. Explain the Three Pieces to a Thesis (central idea): TOPIC, CHARGE, and ANSWER. The topic and charge come from the prompt; the answer comes from the writer's reading.

Explain that a WHAT prompt calls for a simple sentence with facts or details; a WHY prompt calls for a complex sentence with because and reasons; and a Relational HOW prompt calls for a simple sentence with a preposition showing ways or connections. Identify the readings as "The Pilgrims Chose Plymouth" and "Life Along the Nile River." Invite families to ask the student to teach the three pieces and explain how each sentence fits its prompt.

Close the family communication with appreciation from the teacher and The Writing Academy LLC.

6. Family Letter (Spanish) / Carta para las Familias

Copia para el docente: Carta para las Familias.

Informe a las familias que esta semana los estudiantes aprenden a escribir una tesis, también llamada idea central, para una respuesta construida corta. Explique que una tesis es la oración que responde directamente a la pregunta. Presente las Tres Partes de una Tesis: TEMA, ENCARGO y RESPUESTA. El tema y el encargo vienen de la pregunta; la respuesta viene de la lectura del escritor.

Explique que una pregunta QUÉ necesita una oración simple con hechos o detalles; una pregunta POR QUÉ necesita una oración compleja con porque y razones; y una pregunta CÓMO relacional necesita una oración simple con una preposición que muestre formas o conexiones. Mencione las lecturas "The Pilgrims Chose Plymouth" y "Life Along the Nile River." Invite a las familias a pedir al estudiante que enseñe las tres partes y explique cómo la tesis responde a la pregunta.

Cierre la comunicación agradeciendo a las familias su acompañamiento, de parte de la maestra o el maestro y The Writing Academy LLC.

7. Family Conversation Starters

- Invite families to ask the student to teach the Three Pieces to a Thesis (central idea) and identify which pieces come from the prompt.
- Suggest a comparison of the sentence type needed for WHAT and the sentence type needed for WHY.
- Invite a thesis (central idea) explaining why the Pilgrims chose Plymouth, using because.
- Invite a thesis (central idea) explaining how water connected life in both passages, using through.
- Encourage a conversation about the hardest part of building a thesis (central idea) that fits a prompt.

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Build a Thesis (central idea)

Invite families to ask a WHAT, WHY, or HOW question about the day. The student names the topic, charge, and answer, then says a thesis (central idea) matching the question type. Allow about two minutes; no paper is needed.

Family Activity: Thesis (central idea) Type at Dinner

Suggest taking turns asking a WHAT, WHY, and Relational HOW question at dinner. The student explains whether the answer needs facts or details, reasons with because, or ways and connections with a preposition.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the prompt types through Mystery Door Prompt Sort.
Reveal	■ TEACH	Models TOPIC, CHARGE, ANSWER and the matching sentence structures.
Attempt	○ LEARN	Provides guided practice through Spin, Build, and Move!
Discuss	○ LEARN	Clarifies the source of each piece and the purpose of each sentence type.
Use	✓ ASSESS	Checks independent Label It, Build It, Write It responses.
Award	✓ ASSESS	Identifies a successful thesis (central idea) feature in completed work.
Target	✓ ASSESS	Names one prompt type or thesis (central idea) piece for further practice.
Explain / Educate	✓ ASSESS	Explains the habit to a partner and completes the Relational HOW exit ticket.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 1, Module 2
Module Category	Informational Writing / Short Constructed Response: Writing a Thesis (central idea)
Primary TEKS	3.11A(i) ; 3.12B(i) ; 3.12B(ii) ; 3.12B(iii)
Primary Breakout	Plan with TOPIC, CHARGE, ANSWER; compose a clear central idea matching the prompt type.
Spiral TEKS	3.7A ; 3.7B ; 3.7C ; 3.7D ; 3.7E ; 3.7F ; 3.7G ; Social Studies 3.14C provides background only.
Recursive TEKS	

	3.11C(i) ; 3.11D(i) ; 3.11D(xxii) ; Module 1 prompt shaping; DOT and TRACKS; SCR ladder.
Content Connection	"The Pilgrims Chose Plymouth" and "Life Along the Nile River"; Week 2; Medium Stamina.
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Educate and Explain.
Student Product(s)	Labeled TOPIC, CHARGE, ANSWER; matching theses; game work; revisions; My Progress Tracker.
Formal Assessment Product	Day 5 Relational HOW exit ticket and a thesis (central idea) writing assignment.

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will write a thesis (central idea) that directly answers a short constructed response prompt by identifying the TOPIC, CHARGE, and ANSWER and matching the thesis (central idea) structure to WHAT, WHY, or Relational HOW.

I Will Statements: Teacher Learning Targets

- Students will find the TOPIC and CHARGE in a prompt.
- Students will think of an ANSWER from the passage.
- Students will write a WHAT thesis (central idea) with facts or details.
- Students will write a WHY thesis (central idea) with because and reasons.
- Students will write a Relational HOW thesis (central idea) with a preposition and connections.

I Can Statements: Teacher Look-Fors

- Students can name TOPIC, CHARGE, and ANSWER.
- Students can identify which pieces come from the prompt and which comes from the writer.
- Students can write a thesis (central idea) that fits the job of the prompt.
- Students can explain to a partner why the thesis (central idea) structure fits the prompt type.

CLASS SLIDE

Daily Deck, Module Slide 1: display the five learning targets and four success statements before instruction.

13. Success Criteria

Use these criteria to evaluate each student's thesis (central idea).

- The thesis (central idea) directly answers the prompt.
- The TOPIC and CHARGE match the prompt.
- The ANSWER comes from the passages.
- A WHAT thesis (central idea) uses a simple sentence with facts or details.
- A WHY thesis (central idea) uses a complex sentence with because and reasons.
- A Relational HOW thesis (central idea) uses a simple sentence with a preposition and ways or connections.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2: retain Spin, Build, and Move! practice showing the three pieces and the matching thesis (central idea).
- Day 3: collect four independent Label It, Build It, Write It responses with TOPIC, CHARGE, ANSWER, and final thesis (central idea).
- Day 4: collect the named strength, one next step, and any revised thesis (central idea).
- Day 5: retain the Relational HOW exit ticket and partner explanation of the three structures.

- Keep independent practice and exit evidence together with the progress tracker to make growth visible.

15. TEKS Correlations

The primary writing breakouts are **3.11A(i)** and **3.12B(i)**, **3.12B(ii)**, and **3.12B(iii)**. Revision and editing recur through **3.11C(i)**, **3.11D(i)**, and **3.11D(xxxii)**. The expectation wording below is reproduced from the lesson plan's TEKS correlations.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A(i)	Writing Process, Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1	Days 1-3	Day 3 independent practice
3.12B(i)	Writing, Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 1-5	Days 3 and 5
3.12B(ii) ; 3.12B(iii)	Writing, Genre and Craft	3.12B(ii) : compose informational texts, including brief compositions that convey information about a topic, using genre characteristics. 3.12B(iii) : compose informational texts, including brief compositions that convey information about a topic, using craft.	Days 1-2	Days 2-5	Days 3 and 5
3.11C(i)	Revising	revise drafts to improve sentence structure	Day 4 target; Day 5	Days 4-5	Day 5 sentence-type check
3.11D(i) ; 3.11D(xxxii)	Editing	3.11D(i) : edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement. 3.11D(xxxii) : edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words.	Day 5	Day 5 editing	Day 5 complete-sentence and spelling checks

Social Studies **3.14C** is interdisciplinary background only, not an assessed writing standard. Section 26 reproduces all seven writing breakouts in full.

16. Standards Coverage Matrix

The matrix separates primary writing expectations from supporting response, revision, editing, and content connections. Use the day locations to collect evidence of the actual thesis (central idea) work.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11A(i)	Plan a first draft using a range of strategies.	Days 1-3: TOPIC, CHARGE, ANSWER
PRIMARY	3.12B(i) ; 3.12B(ii) ; 3.12B(iii)	Compose a clear central idea using genre characteristics and craft.	Days 1-5: prompt-matched thesis (central idea)
RECURSIVE	3.11C(i)	Revise drafts to improve sentence structure.	Day 4 target; Day 5 revise
SPIRAL	3.7A	Describe personal connections to sources.	Day 3 discussion
SPIRAL	3.7B	Write responses showing understanding across sources.	Relational HOW work using both passages
SPIRAL	3.7C	Use text evidence to support a response.	Select accurate passage information for ANSWER
SPIRAL	3.7D	Retell, paraphrase, or summarize while maintaining meaning and order.	Passage review before modeling
SPIRAL	3.7E	Interact meaningfully with sources through annotation.	DOT and TRACKS reading
SPIRAL	3.7F	Respond using newly acquired vocabulary.	Thesis (central idea) writing and partner explanations
SPIRAL	3.7G	Discuss text ideas important to meaning.	Days 3 and 5
CONTEXT	Social Studies 3.14C	Interdisciplinary background identified in the lesson plan.	Both passages; not scored as writing
RECURSIVE	3.11D(i) ; 3.11D(xxxii)	Edit complete simple sentences with agreement and high-frequency spelling.	Day 5
RECURSIVE	Module 1 shapes; DOT; TRACKS; SCR ladder	Retrieve prompt analysis and passage-reading habits.	All five days

17. ELPS Correlations

Use the lesson plan's ELPS correlations to support listening, oral rehearsal, passage reading, and sentence structures for WHAT, WHY, and Relational HOW.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 3 and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 2, and 3
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 1, 2, and 3
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level rigor while supporting students as they build a thesis (central idea) with TOPIC, CHARGE, and ANSWER.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to TOPIC, CHARGE, and ANSWER cards when named.
Beginning	Match a prompt to WHAT, WHY, or Relational HOW using a picture-supported chart.
Intermediate	Say TOPIC, CHARGE, and ANSWER using a sentence frame.
High Intermediate	Explain in a full sentence why the structure matches the prompt type.
Advanced	Build a thesis (central idea) independently and justify the sentence type with passage details.

Language Supports

- Provide color-coded TOPIC, CHARGE, and ANSWER cards and a picture-supported WHAT / WHY / Relational HOW chart.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Provide matching sentence frames: WHAT gives facts or details; WHY uses because and reasons; Relational HOW uses through, with, by, or across to show connections.
- Allow home-language discussion of topic, charge, answer, and connections before English rehearsal.

Evidence of access: each student still identifies the three pieces and builds the sentence; supports change access without supplying the answer.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear a prompt and orally rehearse a thesis (central idea) that answers it.
Speaking	Students explain their thinking to a partner before writing, using sentence frames.
Reading	Students read both passages and the prompt closely, marking meaningful words.
Writing	Students move from an oral answer to a written thesis (central idea) matching the prompt.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read or repeat the prompt, provide cards and frames, or reduce the number of practice prompts.	Supply the TOPIC, CHARGE, or ANSWER or build the student's final sentence.

Each student must identify the three pieces and build a thesis (central idea) whose sentence type matches the prompt.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify TOPIC, CHARGE, and ANSWER.	Supported; prompt may be read aloud twice.	Correctly labeled pieces.

Inferential	Select facts, reasons, or connections from the passages.	Guided Days 1-2; independent Day 3.	The ANSWER fits the prompt.
Evaluative	Judge whether the sentence type meets the exact prompt.	Partner discussion Day 3; independent Day 5.	Student explains or revises the match.
Synthesis	Create WHAT, WHY, and Relational HOW prompts and matching theses.	Enrichment after mastery.	Three prompt-thesis (central idea) pairs and a justification.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	Student explains the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	Student explains the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	Student explains why the idea matters in the passage.	Importance and Contribution
Independent (Green)	Why is it important to me?	Student identifies an idea to value or apply personally.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	Student explains a broader lesson or significance.	Universal Meaning and Life Lessons

Primary thinking levels: Visible and Independent. Students connect an ANSWER to passage details, then independently match thesis (central idea) structure to a new prompt.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A thesis (central idea) is any first sentence.	Accepting a related sentence that does not answer the prompt.	Check whether it does the exact job of WHAT, WHY, or Relational HOW.
Every prompt uses the same structure.	Overlooking facts, reasons, or connections.	Use the Prompt Type = Thesis (central idea) Type chart before writing.
Relational HOW asks for steps.	Accepting a sequence instead of a relationship.	Ask how ideas, people, or things connect; use a preposition.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
The ANSWER comes from the prompt.	The question is copied without passage information.	Ask what the reading supplies to answer the charge.
A WHAT thesis (central idea) needs because.	Reasons appear where facts or details are requested.	Compare WHAT and WHY frames, then rebuild the thesis (central idea).
Every HOW prompt asks for steps.	The response uses first, next, and last for Relational HOW.	Use through, with, by, or across to express the connection.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Target: [3.12B\(i\)](#) establishes the clear central idea; [3.11A\(i\)](#) supports planning with TOPIC, CHARGE, and ANSWER. Students apply [3.12B\(ii\)](#) and [3.12B\(iii\)](#) when matching sentence structure to WHAT, WHY, or Relational HOW. Revision and editing use [3.11C\(i\)](#), [3.11D\(i\)](#), and [3.11D\(xxii\)](#).

26. How I Say the Standard!

TEKS says	How I say it
3.11A(i) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies. 3.12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. 3.12B(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics. 3.12B(iii) compose informational texts, including brief compositions that convey information about a topic, using craft. 3.11C(i) revise drafts to improve sentence structure. 3.11D(i) edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement. 3.11D(xxii) edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words.	Teach students to find the topic and charge, select a passage-based answer, and build a matching thesis (central idea). WHAT uses a simple sentence with facts or details. WHY uses a complex sentence with because and reasons. Relational HOW uses a simple sentence with a preposition and connections. Students then revise sentence structure and edit agreement and spelling.

27. This Week I Can...

This week's success: students name TOPIC, CHARGE, and ANSWER; identify their sources; write a thesis (central idea) fitting the prompt; and explain the sentence structure to a partner.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Retrieve Module 1: circle the important noun, box the important verb, triangle the clue word, and decide WHAT, WHY, or HOW.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). [3.7C](#)

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, show your partner how you circle the important noun, box the important verb, and triangle the clue word. Then tell whether your prompt asks WHAT, WHY, or HOW."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
TOPIC	The noun of importance from the prompt.	Have students identify Plymouth, the Nile River, or water as appropriate.
CHARGE	The verb of importance from the prompt.	Have students find made, depend, or connect.
ANSWER	The writer's response to the charge, drawn from reading.	Have students select relevant facts, reasons, or connections.
thesis (central idea)	The sentence that directly answers the prompt.	Have students combine the three pieces in the matching sentence type.

31. Conventions Connection

Retrieve complete sentences, capitalization, end punctuation, and subject-verb agreement. On Day 5, check simple sentences for WHAT and Relational HOW and the because clause for WHY. Revise sentence structure under [3.11C\(i\)](#); edit under [3.11D\(i\)](#) and [3.11D\(xxii\)](#). ELPS [4\(E\)](#) supports conventions.

32. Writing Connection

The SCR ladder begins with a thesis (central idea), followed in later work by evidence and explanation. This module builds the first sentence on purpose: the prompt supplies TOPIC and CHARGE, reading supplies ANSWER, and the prompt type determines sentence structure.

33. Watch Out!

Watch for: copied prompts without an ANSWER, because used for every prompt, or steps substituted for a Relational HOW connection. **Teacher move:** return to the three pieces and the sentence-type chart.

34. Ready Check

Read "Why did the Pilgrims choose Plymouth?" Ask students to identify the topic, verb, and clue word using the Module 1 shapes. Check whether they can locate a reason in the passage before Day 1 modeling.

35. Teacher Look-Fors

- Students identify TOPIC and CHARGE in the prompt.
- Students select an ANSWER from the passages.
- Students match WHAT to facts, WHY to because and reasons, and Relational HOW to a preposition and connections.
- Students write a complete thesis (central idea) and explain why its structure fits.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words you can use to understand questions and explain your answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
water	the clear liquid people, plants, and animals need to live	Teacher oral-rehearsal cue: The river gave people _____ to drink.
river	a long body of moving water that flows across the land	Teacher oral-rehearsal cue: The Nile is a long _____.
land	the solid ground that is not covered by water	Teacher oral-rehearsal cue: The Pilgrims found _____ for crops.
harbor	a safe place near land where ships can anchor	Teacher oral-rehearsal cue: A _____ kept the ship safe.
soil	the top layer of earth where plants grow	Teacher oral-rehearsal cue: Rich _____ helped crops grow.
farming	growing plants for food	Teacher oral-rehearsal cue: The river supported _____.
settlement	a place where people begin living in a new area	Teacher oral-rehearsal cue: Plymouth became a _____.
transportation	a way to travel or move goods	Teacher oral-rehearsal cue: Boats gave people _____.
build	to make something by putting parts together	Teacher oral-rehearsal cue: The Pilgrims had to _____ homes before winter.
trees	tall plants with a trunk that give wood and shade	Teacher oral-rehearsal cue: The Pilgrims used tall _____ to build their homes.
water / river: review	water is the resource; a river carries moving water	Have students distinguish the resource from the river.
soil / farming: review	soil supports plants; farming grows plants for food	Have students connect rich soil to farming.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are academic thinking words you can use to understand questions and explain your answers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	a sentence that directly answers the prompt	Have students explain how a thesis (central idea) answers its prompt.
prompt / response	prompt: the question or task to answer; response: the written answer	Have students match a response to its prompt.
short constructed response	a brief written answer to a prompt	Have students identify the thesis (central idea) as its first rung.
simple sentence	a complete sentence with one main idea	Have students give a WHAT thesis (central idea) with facts or details.
complex sentence / subordinating clause	complex sentence: a sentence with a main part and a dependent part; subordinating clause: a dependent part, often starting with because	Have students locate the because clause in a WHY thesis (central idea).
preposition	a word that shows a relationship, such as through	Have students identify through in a Relational HOW thesis (central idea).
topic / charge	topic: the noun of importance from the prompt; charge: the verb of importance from the prompt	Have students name the topic and charge before writing.
answer	the writer's response to the charge	Have students identify the reading information supplying the answer.
relational / connection	relational: showing how ideas, people, or things are connected; connection: a way ideas, people, or things are linked	Have students explain the connection expressed with through.
evidence	a fact from the passage that supports an answer	Have students locate supporting information in the passage.
detail / reason	detail: a small fact giving more information; reason: why something happened	Have students distinguish a WHAT detail from a WHY reason.
structure	the way a sentence is built	Have students match sentence structure to the prompt.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These words are connected to the historical topics in your passages. When you understand them, you can understand the passages more clearly."

Word	Say It This Way	Student-Friendly Definition
Mayflower	MAY-flow-er	the ship that carried the Pilgrims across the ocean
Native Americans	NAY-tiv uh-MAIR-ih-kunz	the first peoples who lived in North America
New England	noo ING-glund	a region in the northeastern United States where Plymouth is located
corn	korn	a crop the Pilgrims learned to grow in their new home
fishermen	FISH-er-men	people whose job is catching fish
merchants	MUR-chunts	people who buy, sell, or trade goods
trade	trayd	the exchange of goods between people or places
transportation	trans-por-TAY-shun	the way people or goods move from place to place
civilizations	siv-uh-luh-ZAY-shunz	large groups of people with shared ways of living and organized communities
crops	krahps	plants grown by farmers for food or other useful products
merchants / trade: review	MUR-chunts / trayd	Have students connect merchants to the exchange of goods.
crops / civilizations: review	krahps / siv-uh-luh-ZAY-shunz	Have students connect food resources to growing communities.

Use the Teach BIG Academic Vocabulary Companion App for additional academic-word practice.

39. Background Knowledge & Teacher Context

Teacher background: the two Medium Stamina informational passages describe Plymouth and life along the Nile. In 1620, the Pilgrims settled at Plymouth, where fresh water, land for crops, tall trees, and a safe harbor supported settlement.

Conceptual background: ancient Egyptians lived near the Nile because it provided water, food, rich soil, and transportation. The same reading information can serve as WHAT details, WHY reasons, or Relational HOW connections.

Connection to writing: Module 1 established the circle, box, and triangle prompt-analysis habit. Module 2 uses the TOPIC and CHARGE from the prompt and an ANSWER from the writer's reading to build a purposeful thesis (central idea).

The SCR Habit

Students DOT unfamiliar words, shape the prompt, and identify its type. They build a thesis (central idea) using TOPIC, CHARGE, and ANSWER. The SCR ladder continues with evidence and explanation in later instruction; the target this week is the complete, prompt-matched thesis (central idea). **3.7C** **3.7G**

40. Materials Needed

Category	Items
Core print materials	Copies of both passages; interactive notebooks; anchor chart paper.
Activity / game materials	WHAT / WHY / HOW spinner; prompt category and thesis (central idea)-part cards; matching cards; gameboard; game pieces; student-selected Pencil Guy markers; scissors; envelopes or scrap paper for Practice Pockets.
Writing materials	Pencils; whiteboard and markers; highlighters or colored pencils.
Assessment materials	Teacher answer key; exit slips; My Progress Tracker; thesis (central idea) writing assignment.
Technology	Projector or board for the Daily Deck cues.
Accessibility supports	Color-coded TOPIC, CHARGE, ANSWER cards; picture cues; prompt-type chart; sentence frames.

41. Preparation Before Day 1

- ☐ Prepare the Three Pieces to a Thesis (central idea) and Prompt Type = Thesis (central idea) Type anchor charts.
- ☐ Prepare the WHAT / WHY / HOW spinner, twelve prompt cards, thesis (central idea)-part cards, gameboard, and Pencil Guy markers.
- ☐ Have students cut the game cards from their Interactive Notebooks and make a Practice Pocket from an envelope or scrap paper.
- ☐ Copy both Medium Stamina passages for every student and plan the reading portions.
- ☐ Prepare WHAT, WHY, and Relational HOW modeled theses and the low, medium, and high Pilgrims exemplars.
- ☐ Set out notebooks, scissors, pencils, markers, matching cards, the teacher answer key, and exit slips.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Mystery Door Prompt Sort; model the three thesis (central idea) pieces and sentence structures.
Day 2	15	A Attempt	Spin, Build, and Move! using prompt and thesis (central idea)-part cards; a correct thesis (central idea) earns one space.
Day 3	15	D Discuss + U Use	Discuss the habit; independently complete four Label It, Build It, Write It items.
Day 4	15	A Award + T Target	Celebrate the best parts of completed work and name one next step.
Day 5	15	E Educate and Explain to Others	Teach a partner, revise and edit, and complete the Relational HOW exit check.

43. Tiny Times Transition

A Tiny Time is a quiet reset lasting under one minute with no supplies. Use it between writing blocks or after group work to rehearse a clear central idea.

- Choose a simple topic from reading or daily experience and signal for silence.
- Give students ten seconds to silently form one complete sentence stating their main point.
- Pair students with a whisper partner to share the thesis (central idea) quietly. Listen for clear, concise sentences and redirect vague wording.
- End with a nod or hand signal. Suggested teacher script: "Think of one thing you love about your school. Silently build that idea as a complete sentence. Now turn to your partner and whisper it."

Citizenship & Content Connection

44. The Citizenship Connection

Connect the passages to cooperation, shared resources, and the ways natural resources support communities. Social Studies **[3.14C]** supplies background only.

Element	This Module
Suitability	A natural connection to how people work together and use resources to support community life.
Focus	Cooperation, resource use, and connections among settlement, farming, and transportation.
Historical / Content Connection	Plymouth's water, land, trees, and harbor; the Nile's water, food, soil, and transportation. Social Studies [3.14C] is background only.
Perspective Connection	Discuss how people depended on one another and on resources in the two passage settings.
Literacy-to-Citizenship Connection	A clear thesis (central idea) helps students communicate a supported idea about community life.
Citizenship Question	Ask students how shared water resources supported survival and community growth.
Teacher Script	<i>"As you read, notice how water helped people live and work together. You can explain those connections through survival, farming, and settlement."</i>
Accuracy / Source Note	Base discussion on the two provided passages and distinguish each setting. Use the passage details as the source of the thesis (central idea) answer.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun: TOPIC from the prompt	Verb: CHARGE from the prompt	Clue word: WHAT, WHY, or HOW

Prompt Type = Thesis (central idea) Type

Thinking Type	Clue Words	What the Writer Explains
WHAT / WHY	WHAT: simple sentence. WHY: complex sentence with because.	WHAT gives facts or details; WHY gives reasons.
Relational HOW	Simple sentence with a preposition such as through.	Shows ways or connections among ideas, people, or things.

Three Pieces to a Thesis (central idea) and the SCR Ladder

Piece / Rung	Source / Role	What It Means
TOPIC	The prompt	The noun of importance.
CHARGE	The prompt	The verb of importance.
ANSWER	The writer's reading	The response to the charge, using accurate passage information. 3.7C
Thesis (central idea)	First rung of the SCR ladder	Combines TOPIC, CHARGE, and ANSWER in the correct sentence type.
Evidence and explanation	Later rungs of the SCR ladder	Evidence supports the thesis (central idea); explanation shows how the evidence supports it. This module assesses the thesis (central idea). 3.7C 3.7G

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you begin reading, use an important reading habit. While you read the passages in your Interactive Notebook, place a small dot above any word you are unsure about."

CLASS SLIDE

Display the DOT reminder: a dot marks a word the reader is not sure about yet.

Teacher encouragement: "This helps your brain keep track of words you are learning. You can notice the words you are still growing into."

CREATE THE ANCHOR CHART

Build and display the three-shape key, Three Pieces to a Thesis (central idea), Prompt Type = Thesis (central idea) Type, and the DOT reminder. TOPIC and CHARGE come from the prompt; ANSWER comes from reading. Keep these charts available all week.

47. Student Source Passage(s)

Source: the two Medium Stamina passages below are reproduced from the Module 2 lesson plan with their original numbered units. Read both before building cross-text thesis (central idea) statements.

Passage 1: "The Pilgrims Chose Plymouth" (Stamina: Medium)

- [1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean. Many of them wanted to find a place where they could live and practice their beliefs freely. The trip across the ocean was long and difficult. Storms rocked the ship, and many passengers became sick during the journey.
- [2] The Pilgrims traveled on a ship called the Mayflower. The ship was crowded with men, women, and children. Families slept in small spaces below the deck. Food and water had to last for many weeks. Even though the trip was uncomfortable, the Pilgrims continued because they hoped to build a better life.
- [3] After many weeks at sea, the travelers finally reached the coast of North America. Cold weather was beginning to spread across the land, so the Pilgrims knew they needed to find a place to settle quickly.
- [4] Groups of settlers explored the area looking for fresh water, forests, and safe places for ships to anchor. Eventually, they found an area called Plymouth. Nearby were forests filled with tall trees that could be used to build homes and fires. There was also rich soil where crops could be planted.
- [5] The harbor at Plymouth helped ships stay safe while supplies were unloaded. This made it easier for the settlers to move food, tools, and building supplies from the ship to the land.
- [6] Winter arrived soon after the Pilgrims settled. Snow and freezing temperatures covered the colony. Many families lived in small shelters while workers hurried to build stronger homes. Some settlers became sick because of the cold weather and lack of fresh food.
- [7] The Pilgrims worked together each day. Some people chopped wood for fires while others cooked meals or cared for children. Everyone had an important job. The settlers knew they needed to cooperate if they wanted the colony to survive.
- [8] When spring arrived, Native Americans in the area helped the Pilgrims learn how to grow crops such as corn. The settlers also learned how to fish and hunt in the new environment.
- [9] Slowly, Plymouth began to grow stronger. Families planted crops, repaired homes, and gathered supplies for the next winter. Over time, Plymouth became an important colony in New England.
- [10] Today, people remember the Pilgrims because they worked hard to build one of the earliest English settlements in North America.

Passage 2: "Life Along the Nile River" (Stamina: Medium)

- [1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals. Very few people lived far away from the Nile River because water was difficult to find.
- [2] Running through the desert was the Nile River, a long river that flowed from south to north. Each year, the river would rise and spill over its banks. When the floodwaters went back down, they left behind dark, rich soil that was good for growing plants.
- [3] The yearly floods were very important to the people of ancient Egypt. Without the Nile River, farmers would not have been able to grow enough food. The rich soil near the river helped crops grow well during the farming season.
- [4] Farmers planted crops such as wheat and barley in the soil left by the floodwaters. They also grew vegetables and fruits near the riverbanks. The Nile provided water for drinking, cooking, and farming.
- [5] The river also supplied fish for people to eat. Many families depended on fishing to help feed the community.

Farmers and fishermen worked hard each day to support their families.

[6] Boats traveled up and down the Nile carrying people and goods. Some boats carried food while others carried stone, wood, and supplies.

The river made travel easier because crossing the hot desert by foot was difficult.

[7] Villages, towns, and cities grew along the riverbanks. Most people in ancient Egypt lived close to the Nile because it provided water, food, and transportation.

[8] The Nile River also helped trade grow in ancient Egypt.

Merchants used boats to move goods between cities. This helped communities exchange supplies and resources.

[9] Over time, the Nile became the center of daily life for the people of ancient Egypt.

Farmers depended on the floods, fishermen depended on the water, and traders depended on the river for transportation.

[10] Today, people still remember how important the Nile River was to ancient Egypt. The river helped one of the world's earliest civilizations survive and grow.

48. Student Annotation Guide

The evidence students learn to identify in each source. **3.7E**

The Pilgrims Chose Plymouth

TRACKS	Evidence
T Time	In 1620; cold weather was beginning; winter arrived.
R Reactions	Became sick; Native Americans helped the Pilgrims learn to grow crops.
A Actions	Storms rocked the ship.
C Character/ Concept/Creature	The Pilgrims.
K Key Knowledge	The Mayflower; rich soil.
S Scenery/Setting	Crowded spaces below the deck; Plymouth's forests and harbor.

Life Along the Nile River

TRACKS	Evidence
T Time	Ancient Egypt; each year.
R Reactions	Boats traveled up and down the Nile; trade grew.
A Actions	Water was difficult to find; farmers planted crops.
C Character/ Concept/Creature	The Nile River.
K Key Knowledge	The river flowed from south to north.
S Scenery/Setting	Hot, dry desert; dark, rich soil.

49. TRACKS Evidence Highlighting

Preview both passages. Students TAP the TRACKS to find six kinds of measurable evidence and mark them consistently. TRACKS identifies passage information; circle, box, and triangle analyze the prompt; a DOT marks an unfamiliar word. **3.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Teacher materials: use the plain passage copies for reading and student copies for TRACKS highlighting and annotation. Refer to the six categories when students choose an ANSWER from the passages.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: use Mystery Door Prompt Sort to retrieve prompt types, then model TOPIC, CHARGE, ANSWER and the three sentence structures.

Standard	Focus
TEKS	[3.12B(i)] central idea; [3.11A(i)] planning
ELPS	[1(E)] listening comprehension; [2(F)] respond to information; [3(E)] pre-reading strategies; [4(D)] sentence types

GATHER ■ TEACH

CLASS SLIDE

Meet Our Week: display the Module Slide 1 learning destination and the three prompt-type signs: WHAT, WHY, RELATIONAL HOW.

TEACHER SCRIPT

"Today you are entering the Thesis (central idea) Lab. You have three mystery doors: WHAT, WHY, and RELATIONAL HOW. Listen to each prompt and decide which door it belongs behind. Study the kind of question before you answer."

CLASS SLIDE

Mystery Door prompts: What resources made Plymouth a good place to settle? Why did people live near the Nile River? How did water connect life in both passages?

Read each prompt aloud. Students point or move to the matching sign. Preview both passages, retrieve their main information, and use DOT and TRACKS during reading. **[3.7D]** **[3.7E]**

CLASS SLIDE

Display Three Pieces to a Thesis (central idea): TOPIC, CHARGE, ANSWER. Have students identify which pieces come from the prompt and which comes from reading.

REVEAL ■ TEACH

CLASS SLIDE

Retrieve the Module 1 shapes: circle the important noun, box the important verb, and triangle WHAT, WHY, or HOW. Then display the three thesis (central idea) pieces.

CLASS SLIDE

WHAT model prompt: What resources made Plymouth a good place to settle?

TEACHER SCRIPT

"You can find your TOPIC in Plymouth or resources at Plymouth. You can find your CHARGE in made. Your reading supplies the ANSWER: fresh water, land for crops, tall trees, and a safe harbor. For WHAT, you need a simple sentence with facts or details."

Model labeling TOPIC = Plymouth/resources, CHARGE = made, ANSWER = the resources from the reading. Show how the writer contributes the answer instead of copying the question.

Modeled Thesis (central idea) Building (Teacher Think-Aloud)

CLASS SLIDE

WHAT model: Plymouth had fresh water, land for crops, tall trees, and a safe harbor. Identify its complete subject and predicate and its list of factual details.

Model WHY next: Why did people live near the Nile River? TOPIC = people near the Nile River; CHARGE = did live/lived; ANSWER = water, food, rich soil, transportation. Model: People lived near the Nile River because it provided water, food, rich soil, and transportation. Identify the dependent because clause.

WHY: a complex sentence with because supplies reasons. Read the modeled thesis (central idea) aloud and connect each reason to the passage.

Relational HOW: model How did water connect life in both passages? TOPIC = water; CHARGE = connect; ANSWER = survival, farming, settlement. Model: Water connected life in both passages through survival, farming, and settlement. Identify through as the preposition showing the connection.

Connect the Thesis (central idea) to the SCR Ladder

CLASS SLIDE

Display Prompt Type = Thesis (central idea) Type: WHAT = simple sentence with facts/details; WHY = complex sentence with because and reasons; Relational HOW = simple sentence with a preposition and ways/connections.

CLASS SLIDE

Display TOPIC: noun of importance from the prompt. CHARGE: verb of importance from the prompt. ANSWER: the writer's response drawn from reading.

CLASS SLIDE

Display the SCR ladder: thesis (central idea), evidence, explanation. Emphasize that the thesis (central idea) is this week's writing target.

Point to the three pieces in each model. Use passage information to ground the answer and discuss how a preposition connects ideas across the two texts. **3.7B** **3.7C** **3.7G**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Have students name TOPIC, CHARGE, and ANSWER for one shared prompt and identify its matching sentence structure.

Misconception / teacher move: if a student says all pieces come from the prompt, ask which information the reading contributes to answer the charge.

Access: provide picture cues, cards, and oral rehearsal while leaving the identification and answer to the student.

Product: sorted prompts and labeled modeled theses.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: practice identifying the three pieces and building the matching sentence through Spin, Build, and Move!

Standard	Focus
TEKS	3.11A(i) planning; 3.12B(i) central idea; 3.12B(ii) genre characteristics
ELPS	1(C) follow directions; 2(F) respond to information; 4(D) sentence types

ATTEMPT ○ LEARN

CLASS SLIDE

Spin, Build, and Move!: spin WHAT / WHY / HOW, draw a matching prompt card, identify TOPIC, CHARGE, and ANSWER, and build a thesis (central idea). A correct thesis (central idea) moves the Pencil Guy forward one space.

CLASS SLIDE

Display the three-part cards and prompt-type chart beside the gameboard. Students choose a Pencil Guy marker for their pair or small group.

Provide one spinner, twelve prompt cards, thesis (central idea)-part cards, a gameboard, and a Pencil Guy marker per group. Have students store cut cards in a Practice Pocket. Teacher Script: "Now you will play Spin, Build, and Move! Choose your Pencil Guy marker. Spin, draw a matching prompt, and name TOPIC, CHARGE, and ANSWER. Build the correct kind of thesis (central idea). When your thesis (central idea) is correct, move your Pencil Guy forward one space."

GAME MATERIALS

Prepare the WHAT / WHY / HOW spinner, matching cards, gameboard, and student-selected Pencil Guy markers. Keep the teacher answer key available for checking.

Spin, Build, and Move! Prompt Cards and Teacher Answer Key

Type	Prompt Card	Answer Key Thesis (central idea)
WHAT 1	What resources made Plymouth a good place to settle?	Plymouth had fresh water, land for crops, tall trees, and a safe harbor.
WHAT 2	What did the Nile River provide for ancient Egyptians?	The Nile River provided ancient Egyptians with water, fish, rich soil, and transportation.
WHAT 3	What made Plymouth a safe harbour?	The Pilgrims found forests, fresh water, land for crops, and a safe harbor near Plymouth. Focus the follow-up on the harbor's safe anchoring.
WHAT 4	What important features were found at Plymouth?	Plymouth had forests, fresh water, land for crops, and a safe harbor.
WHY 1	Why did the Pilgrims choose Plymouth?	The Pilgrims chose Plymouth because it had fresh water, land for crops,

		trees for building, and a safe harbor.
WHY 2	Why did towns and cities grow along the Nile River?	Towns and cities grew along the Nile River because the river supported farming, drinking water, fishing, and travel.
WHY 3	Why did farmers use the Nile River?	Farmers used the Nile River because the river provided rich soil and water for crops.
WHY 4	Why did the Pilgrims need to build shelters quickly?	The Pilgrims needed to build shelters quickly because winter was coming.
HOW 1	How did water support life in both passages?	Water supported life in both passages through farming, drinking, and survival.
HOW 2	How did natural resources connect survival in both passages?	Natural resources connected survival in both passages through food, water, shelter, and farming.
HOW 3	How did the harbor help the Pilgrims' settlement?	The harbor helped the Pilgrims' settlement through safe anchoring for their ship.
HOW 4	How did the Nile River connect farming and transportation?	The Nile River connected farming and transportation through rich soil for crops and boat travel.

Teacher guidance: check the three pieces and the sentence type before awarding one space. Reuse the game after the lesson as a Forgetting Interrupted Activity. For the safe-harbor card, direct attention to safe anchoring rather than treating every resource as a harbor feature.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Listen for the source of each piece. Check WHAT facts, WHY because and reasons, and Relational HOW prepositions and connections before the marker moves.

Misconception / teacher move: if a student uses because for a WHAT prompt or lists steps for Relational HOW, return to the matching sentence-type chart.

Access: permit oral rehearsal and color-coded cards; each student supplies an answer and helps build the sentence.

Product: matched prompt and thesis (central idea)-part cards plus written theses.

Day Purpose: discuss how the three pieces and sentence structures work, then complete Label It, Build It, Write It independently.

Standard	Focus
TEKS	3.12B(i) central idea; 3.12B(ii) genre characteristics; 3.12B(iii) craft
ELPS	1(E) listening comprehension; 2(E) explain orally; 2(F) respond; 4(D) sentence types

DISCUSS ○ LEARN

CLASS SLIDE

Discussion: name the three pieces; identify the two from the prompt and the one from the writer; compare WHAT facts, WHY reasons, and Relational HOW connections.

TEACHER SCRIPT

"What three pieces do you use to build a thesis (central idea)? Which two do you find in the prompt, and which one do you supply from your reading?"

Expected thinking: TOPIC and CHARGE come from the prompt; ANSWER comes from the writer's reading. WHAT uses facts, WHY uses reasons, and Relational HOW shows connections.

TEACHER SCRIPT

"For Relational HOW, you show how ideas, people, or things are connected. You need a connection or relationship. Which preposition could you use: by, through, with, or across?"

CLASS SLIDE

Discuss how facts/details differ from reasons and how ways/connections differ from reasons. If the idea is accurate but the sentence type does not match, have the student choose the matching frame and revise.

PERSONAL CONNECTION QUESTION (DISCUSS) [3.7A](#)

Invite students to describe a personal connection to using water or cooperating with others. Return to what each passage says before selecting a thesis (central idea) answer. [3.7A](#)

Compare how land and water supported life at Plymouth and along the Nile. Require the cross-text answer to reflect both sources. [3.7B](#) [3.7G](#)

USE (Independent Practice) ✓ ASSESS

CLASS SLIDE

Label It, Build It, Write It: for each of the four prompts in Section 56, have students record Prompt, TOPIC, CHARGE, ANSWER, and Final Thesis (central idea).

Step 1: students read and shape each prompt, then label its TOPIC and CHARGE. [3.7E](#)

Step 2: students identify an ANSWER from the passage or passages.

Step 3: students match the prompt type to a sentence type.

Step 4: students write the complete thesis (central idea) independently and check its match to the prompt. [3.12B\(i\)](#) [3.12B\(ii\)](#)

CLASS SLIDE

Display the four independent prompts: Plymouth's useful features; Egyptian dependence on the Nile; land and water connecting survival; the Pilgrims' need to build shelters quickly.

Independent Thesis (central idea) Check

Teacher key: Item 1: TOPIC Plymouth; CHARGE made; ANSWER fresh water, tall trees, land for crops, safe harbor. Item 2: TOPIC ancient Egyptians/Nile River; CHARGE depend; ANSWER water, food, soil, transportation. Item 3: TOPIC land and water; CHARGE connect; ANSWER farming, shelter, drinking water, settlement. Item 4: TOPIC Pilgrims; CHARGE begin building; ANSWER winter was coming. Section 56 gives matching theses.

WRITING REQUIREMENT 3.7F

Encourage accurate use of module vocabulary when it fits the thesis (central idea) naturally. Score the prompt match and three pieces. 3.7F

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect all four independently labeled responses. Check both the source of each piece and the sentence structure; retain this work with the Day 5 ticket.

Misconception / teacher move: a copied question supplies no answer. A first-next-last sequence does not show the Relational HOW connection. Return to the prompt type and passage information.

Access: read prompts aloud and provide the chart or blank frames; students select all three pieces and write independently. **Product:** four completed prompt-to-thesis (central idea) responses.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: celebrate a demonstrated strength in thesis (central idea) building and identify one specific next step.

Standard	Focus
TEKS	3.12B(i) central idea; 3.11C(i) revise sentence structure
ELPS	1(E) listening comprehension during reflection and feedback

AWARD ✓ ASSESS

CLASS SLIDE

Award choices: Three-Piece Snap; Pencil Guy Parade; Notebook Brag Line; Partner Praise.

TEACHER SCRIPT

"You studied the prompt, built your answer on purpose, and matched your sentence type to the job of the question. You can celebrate that strong writing habit."

CLASS SLIDE

Three-Piece Snap: students snap three times while naming TOPIC, CHARGE, ANSWER. Pencil Guy Parade: students hold up their marker. Notebook Brag Line: students record a successful part. Partner Praise: partners identify a specific strength.

Have students point to completed work as evidence. Accept a quiet or seated gesture for recognition.

TARGET ✓ ASSESS

CLASS SLIDE

Target stems: one thesis (central idea)-building part done well; one part needing practice; one question still held; one prompt type to improve.

Have students complete the reflection stems, identify a next step, and revise a thesis (central idea) if it reveals a sentence-type mismatch. **[3.11C(i)]**

CLASS SLIDE

Curiosity prompts: could one topic support WHAT, WHY, and HOW? Why must the thesis (central idea) match the exact job? How might it change in a longer response? What is missing when an answer gives no facts, reasons, or connections?

Embedded check: each target names an actionable piece or sentence structure, supported by the student's work.

SMALL-GROUP SUPPORT: SLIDE 14

Use Thesis (central idea) Match-Up after Day 3 as needed: make TOPIC, CHARGE, and ANSWER visible with cards, choose a sentence frame, and build the thesis (central idea). Section 67 contains the full routine.

Access: allow oral reflection before recording the next step. **Product:** a named strength, a specific target, and a revision when needed.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach the three pieces and structures to a partner, revise and edit, then complete the Relational HOW exit check.

Standard	Focus
TEKS	[3.12B(iii)] craft; [3.11C(i)] revise; [3.11D(i)] complete simple sentences and agreement; [3.11D(xxxii)] spelling
ELPS	[1(E)] listening comprehension; [2(E)] oral explanation; [4(E)] conventions

EXPLAIN ✓ ASSESS [3.7G]

CLASS SLIDE

Turn and Teach: display the three pieces and the WHAT / WHY / Relational HOW sentence-type chart.

EDUCATE

TEACHER SCRIPT

"Now you are going to become the teacher. Turn to someone near you and explain how you write a thesis (central idea). Teach the Three Pieces to a Thesis (central idea) and show how you change your sentence for WHAT, WHY, and Relational HOW. Use an example from your passages."

CLASS SLIDE

Provide oral frames naming the three pieces, the sentence type and information for each prompt type, and one passage example.

Listen for TOPIC, CHARGE, ANSWER; simple sentences with facts for WHAT; complex sentences with because and reasons for WHY; and simple sentences with a preposition and connections for Relational HOW. Have partners identify the pieces in an example.

Transfer: Relational HOW Across Both Passages [3.7B]

CLASS SLIDE

Exit Ticket: How did water connect life in both passages? Students identify TOPIC, CHARGE, and ANSWER, then write a Relational HOW thesis (central idea). Section 57 supplies the printable check.

Administer independently. Teacher key: TOPIC = water; CHARGE = connect; ANSWER = helping people survive, grow food, and build communities. Thesis (central idea): Water connected life in both passages through survival, farming, and settlement.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Check the three pieces and whether through or another accurate preposition expresses a connection. Have students revise structure and edit complete sentences, agreement, and spelling. [3.11C(i)] [3.11D(i)]

[3.11D(xxii)]

Access: reread the prompt and permit rehearsal or a blank frame; the student selects the answer and writes independently.

CLASS SLIDE

Prompt Architect Challenge: students ready for enrichment create one WHAT, one WHY, and one Relational HOW prompt, write a matching thesis (central idea) for each, and explain each structure.

CLASS SLIDE

My Progress Tracker: have students privately reflect on finding TOPIC and CHARGE, supplying ANSWER, writing the three thesis (central idea) types, and explaining the match.

Return to the Citizenship Connection

Ask students to reconnect the readings to shared resources: how did water support community life in each setting?

Return to the Overarching Question

Return to the essential question in Section 3. Students compare initial and final thinking and use Sections 51-53 to explain improvement. **Product:** partner teaching, labeled exit ticket, prompt-matched thesis (central idea), and progress reflection.

CLOSING ENCOURAGEMENT

"You learned a strong SCR writing habit. You find TOPIC and CHARGE in the prompt and build your ANSWER from reading. You use facts for WHAT, because and reasons for WHY, and a preposition with connections for Relational HOW. You can study the prompt and build a thesis (central idea) that fits its job."

Student Exemplars

Use these three lesson-plan exemplars for the prompt: Why did the Pilgrims choose Plymouth? Show them without levels, ask students to rank them, and have partners improve the low response by adding because and passage-based reasons.

51. Low / Developing Exemplar

Field	Detail
Student response	The Pilgrims chose Plymouth.
What the student did successfully	Includes the TOPIC and CHARGE.
What is missing	An ANSWER to WHY is missing because no reason is supplied.
Why it falls at this level	Names the action without explaining why.
Exact next instructional step	Have the student add because and reasons from the passage.

52. Medium / Approaching Exemplar

Field	Detail
Student response	The Pilgrims chose Plymouth because it had fresh water.
What the student did successfully	Directly answers WHY and uses because.
What is missing	Other relevant passage-based reasons can strengthen the answer.
Why it falls at this level	Correct complex sentence structure with one reason; a fuller answer includes the other relevant resources.
Exact next instructional step	Have the student add land for crops, trees for building, and a safe harbor.

53. High / Secure Exemplar

Part	Example
Clue word	WHY
Thinking type	Reasons in a complex sentence with because
Strong thesis (central idea)	The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.
Why it works	Includes TOPIC, CHARGE, and a passage-based ANSWER. This is the Module 2 thesis (central idea) target and is ready to begin a later SCR.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
WHAT	WHAT	Plymouth had fresh water, land for crops, tall trees, and a safe harbor.	A simple sentence supplies factual details.
Relational HOW 3.7B	HOW	Water connected life in both passages through survival, farming, and settlement.	A simple sentence uses through to show connections across both passages.

Secure Thesis (central idea): Sentence Structure and Readiness for the SCR Ladder

Feature	Text from the Secure Model	Why It Works
TOPIC and CHARGE	The Pilgrims chose Plymouth	Names who and the action from the prompt.
ANSWER and structure	because it had fresh water, land for crops, trees for building, and a safe harbor	The dependent because clause gives reasons. Evidence and explanation are later SCR rungs; this module assesses the thesis (central idea).

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate understanding: students identify TOPIC and CHARGE in the prompt, choose an ANSWER from the reading, and combine the pieces into a thesis (central idea) with the matching structure. Accept varied wording when it directly answers the exact prompt. WHAT gives facts/details, WHY gives reasons with because, and Relational HOW shows ways/connections with a preposition. A complete SCR is developed later through evidence and explanation.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Mystery Door sort reveals recognition of prompt types.
T2	Day 1 Reveal	■ TEACH	Three thesis (central idea) pieces and matching sentence structures modeled.
L3	Day 2 Attempt	○ LEARN	Spin, Build, and Move! produces matched cards and theses.
L4	Day 3 Discuss	○ LEARN	Students explain the source of each piece and compare sentence structures.
A5	Day 3 Use	✓ ASSESS	Four independent Label It, Build It, Write It responses.
A6	Day 4 Award	✓ ASSESS	Student identifies a strength in completed thesis (central idea) work.
A7	Day 4 Target	✓ ASSESS	Student names a next step and revises a mismatch when needed.
A8	Day 5 Explain	✓ ASSESS	Student teaches the pieces and structures to a partner.
A9	Day 5 Transfer	✓ ASSESS	Independent water-connections ticket with TOPIC, CHARGE, ANSWER, and thesis (central idea).

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students identify the three pieces and write a thesis (central idea) matching the prompt type.
Who Administers It	Classroom teacher during the lesson.
Materials Needed	Day 3 prompts, notebooks, pencils, prompt-type chart, and both passages.
Related TEKS Breakout	3.11A(i) planning; 3.12B(i) clear central idea; 3.12B(ii) genre characteristics; 3.12B(iii) craft.
Task	Students independently label TOPIC, CHARGE, ANSWER and write a complete thesis (central idea) in the correct sentence type.

Expected Response	TOPIC and CHARGE come from the prompt; ANSWER comes from reading; the thesis (central idea) structure fits WHAT, WHY, or Relational HOW.
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Informal assessment: during Days 1-3, observe sorting, game work, and oral explanations. Record who identifies all three pieces and matches the sentence structure. Use this as a planning check.

Formative assessment: collect the four Day 3 independent theses. The table below retains all four prompts and the information needed for feedback.

Exit assessment: on Day 5, use "How did water connect life in both passages?" Check TOPIC, CHARGE, ANSWER and the Relational HOW thesis (central idea). Keep this evidence beside Day 3 work.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
What made Plymouth a safe and useful place for settlement?	WHAT	Fresh water, tall trees, land for crops, and a safe harbor made Plymouth a safe and useful place for settlement.
Why did ancient Egyptians depend on the Nile River? Also: Why did the Pilgrims begin building shelters quickly?	WHY (independent items 2 and 4)	Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation. Item 4: The Pilgrims began building shelters quickly because winter was coming.
How did land and water connect survival in both passages?	Relational HOW	Land and water connected survival in both passages through farming, shelter, drinking water, and settlement.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 3.12B(ii); 3.12B(iii) | **Target:** students identify the three pieces and write a Relational HOW thesis (central idea).

Directions for administration: provide both passages. Have students read the prompt, identify TOPIC and CHARGE, choose an ANSWER from reading, and write a complete thesis (central idea). Keep all choices and writing independent.

Prompt: How did water connect life in both passages?

1. Selected response. Have students mark the required thinking: [] REASONS (WHY) [] CONNECTIONS (Relational HOW) (2 points)

2. Constructed response. Have students write one complete thesis (central idea) answering the prompt. (4 points)

3. Identify the pieces. Have students label TOPIC = _____ and CHARGE = _____. (2 points)

4. Transfer / application. Have students name the ANSWER from the passages and underline the preposition in the thesis (central idea): _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	CONNECTIONS (Relational HOW).	HOW asks for a relationship across the passages.	2	<u>3.12B(ii)</u>
2	Water connected life in both passages through survival, farming, and settlement. Award 4 for a complete, accurate connection across both passages in a simple sentence with a preposition; 3 for a clear but general connection; 2 for related facts without the connection; 1 for topic only; 0 for no relevant response.	Combines TOPIC, CHARGE, and ANSWER in the required structure.	4	<u>3.12B(i)</u> ; <u>3.12B(iii)</u>
3	TOPIC: water. CHARGE: connect. Award 1 point for each.	Finds the two pieces supplied by the prompt.	2	<u>3.11A(i)</u>
4	ANSWER: water helped people survive, grow food, and build communities. Underline through, or another accurate preposition. Award 1 for the passage-based answer and 1 for the preposition.	Selects the writer's answer and recognizes how the relationship is expressed.	2	<u>3.7C</u> ; <u>3.12B(iii)</u>

59. Scoring Principle

Score the module's thesis (central idea) target: the three pieces, accurate passage-based answer, and matching sentence structure. Use the 10-point classroom conversion consistently. Minor handwriting or spelling errors do not remove meaning points; record conventions separately when they do not alter the answer. Do not require a full SCR to demonstrate Module 2 mastery.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Prompt Architect Challenge enrichment.
7-8	70-89%	Developing	Reteach the missing piece or sentence-type match.
5-6	50-69%	Emerging	Use Thesis (central idea) Match-Up in a small group.
0-4	Below 50%	Beginning	Model one prompt with visible cards, then have the student rebuild a thesis (central idea) independently.

61. Recommended Gradebook Label

Gradebook label: G3 C1 M2

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11A(i) planning; 3.12B(i) central idea; 3.12B(ii) genre characteristics; 3.12B(iii) craft.
Spiral TEKS	3.11C(i) revising; 3.11D(i) sentences and agreement; 3.11D(xxxii) spelling; 3.7B ; 3.7C ; 3.7F .
Purpose	Apply the Three Pieces to a Thesis (central idea) habit to a Relational HOW prompt.
Exact Student Prompt	How did water connect life in both passages?
Exact Student Directions	Have students identify TOPIC and CHARGE, choose ANSWER from both passages, and write a simple sentence with a preposition showing ways or connections.
Non-Negotiable Expectations	The thesis (central idea) directly answers the prompt, includes all three pieces, and uses a preposition to show a passage-based connection. Assess the thesis (central idea) rung of the SCR ladder.

WRITING REQUIREMENT [3.7F](#)

Encourage accurate module vocabulary as appropriate to the answer. Preserve the thesis (central idea) as the writing target. [3.7F](#)

63. Student Planning Frame

Provide the frame only as access support; each student supplies the thinking and final wording.

1. Have students read the prompt and circle the TOPIC.
2. Have students box the CHARGE, or verb of importance.
3. Have students triangle HOW and recognize the relational demand.
4. Have students select an ANSWER from both passages. [3.7C](#)
5. Have students choose a preposition showing the connection.
6. Have students combine the three pieces in one complete thesis (central idea).
7. Have students reread for a direct answer and revise structure or edit as needed.

64. Writing Assignment Rubric

Use five criteria worth up to four points each for this classroom thesis (central idea) assignment. Score the three pieces and structure without requiring the later evidence and explanation rungs. Award zero for no scorable evidence in a criterion.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
TOPIC and CHARGE [3.11A(i)]	Both accurately identified and carried into the thesis (central idea).	Both present; one slightly imprecise.	Only one accurate piece.	Topic or action unclear.
ANSWER [3.12B(ii)]	Clearly answers how water connects life in both passages.	Answers with a somewhat general connection.	Gives related facts without a clear connection.	Repeats the prompt without answering.
Passage grounding [3.7C]	Accurate connection supported by both passages.	Accurate information; one source less clear.	Relevant information from only one source.	Unsupported or inaccurate information.
Sentence structure [3.12B(iii)]	Simple sentence with a preposition showing connections.	Connection clear; structure needs a small revision.	Uses reasons or steps instead of the required relationship.	No complete relational sentence.
Conventions and vocabulary [3.11D(i)] ; [3.11D(xxxii)] ; [3.7F]	Complete sentence, agreement, correct high-frequency spelling, and precise vocabulary.	Minor errors do not obscure meaning.	Several errors or imprecise words affect clarity.	Errors make meaning difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure thesis (central idea) writer	Prompt Architect Challenge: create three prompt-thesis (central idea) pairs.
14-17	70-85%	Developing	Confer on the weakest criterion and revise the thesis (central idea).
10-13	50-65%	Emerging	Use Match-Up with visible TOPIC, CHARGE, and ANSWER cards.
Below 10	Below 50%	Beginning	Reteach one prompt type with a model, cards, and oral rehearsal.

66. Teacher Feedback Shortcuts

- Teacher feedback: "You found the TOPIC and CHARGE in the prompt."
- Teacher feedback: "You supplied an ANSWER from your reading."
- Teacher feedback: "Check whether your sentence gives facts for WHAT, reasons for WHY, or connections for Relational HOW."
- Teacher feedback: "Your thinking is on the right track. Now match your sentence structure to the prompt."
- Teacher feedback: "You used through to show a connection across both passages."
- Teacher feedback: "Reread your thesis (central idea) and check its complete sentence, agreement, and spelling."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Thesis (central idea) Match-Up: make TOPIC, CHARGE, and ANSWER visible before building a thesis (central idea).
Group Size	Small group of 3-6 students.
Time	10-12 minutes.
Materials	Color-coded prompt strips, topic cards, charge cards, answer cards, and sentence frames.
Relevant TEKS Breakout	[3.11A(i)] planning; [3.12B(i)] clear central idea.
Relevant ELPS	[1(C)] follow oral directions; [2(F)] restate and respond.

Step 1: Slow Down the Parts. Use Thesis (central idea) Match-Up after Day 3. Display one prompt and separate cards for TOPIC, CHARGE, and ANSWER.

CLASS SLIDE

Display the three pieces and identify their sources: TOPIC and CHARGE from the prompt; ANSWER from reading.

TEACHER SCRIPT

"You can slow the work down and make each part easier to see. Pull the parts apart, name them, and put them back together to build your thesis (central idea)."

Step 2: Sentence Frame Support. Provide WHAT facts/details, WHY with because, and Relational HOW with through. Read the prompt aloud; students choose the matching frame.

Step 3: Guided Match-Up. Use "Why did the Pilgrims choose Plymouth?"

CLASS SLIDE

Cards: TOPIC = the Pilgrims/Plymouth; CHARGE = choose; ANSWER = fresh water, land for crops, trees, and a harbor.

Have students match the cards and build: The Pilgrims chose Plymouth because it had fresh water, land for crops, trees, and a harbor.

Step 4: Additional Practice. WHAT: What did the Nile River provide? Model: The Nile River provided water, fish, rich soil, and transportation. Relational HOW: How did water connect life in both passages? Model: Water connected life in both passages through farming, drinking, and settlement.

Step 5: Connect Back to the Habit. Students name the three pieces before reading each thesis (central idea) aloud and explain which frame matches the prompt type.

Teacher answer guidance: accept a direct answer with facts/details for WHAT, because and reasons for WHY, or a preposition with ways/connections for Relational HOW. Keep selection of the answer and final wording with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the three pieces.	TOPIC, CHARGE, ANSWER; the first two come from the prompt.	Every piece comes from the prompt.	Ask which part the writer supplies from reading.
Ask what WHAT needs.	A simple sentence with facts or details.	Uses because and reasons.	Reread and distinguish details from reasons.
Ask what WHY needs.	A complex sentence with because and reasons.	Right idea, wrong sentence type.	Teacher script: "Your thinking is on the right track. Now strengthen your habit by matching your sentence structure to the prompt."
Ask what Relational HOW needs.	A simple sentence with a preposition showing connections.	Gives a sequence of steps.	Ask how ideas, people, or things are connected.

69. Student Support Quick Reference

If a student...	Support to Provide
Cannot separate the three pieces	Use color-coded prompt, TOPIC, CHARGE, and ANSWER cards in Match-Up.
Confuses facts, reasons, and connections	Compare the three frames using the Prompt Type = Thesis (central idea) Type chart.
Has the right idea but the wrong sentence type	Have the student choose the matching frame and revise.
Masters quickly	Route to Prompt Architect Challenge enrichment.

Supporting materials: color-coded cards, sentence frames, the prompt-type chart, and Spin, Build, and Move! support the checks and reteaching.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Prompt Architect Challenge: students create WHAT, WHY, and Relational HOW prompts and matching theses.
Group Size	Pairs or small groups.
Materials	Both passages, notebooks, and the prompt-type thesis (central idea) chart.
Relevant TEKS Breakout	3.12B(i) clear central idea; 3.11A(i) planning.
Relevant ELPS	2(E) oral explanation; 4(D) sentence lengths, types, and connecting words.

Part 1: Design the Prompts. Have students create one WHAT, one WHY, and one Relational HOW prompt using the two passages. **3.7B**

CLASS SLIDE

Display the challenge: three prompt types, three matching theses, and an explanation of why each structure fits.

Teacher script: "You are ready to design your own prompts. Write one WHAT, one WHY, and one Relational HOW prompt. Then prove your understanding by building a matching thesis (central idea) for each."

Part 2: Build Matching Theses. WHAT example: What resources helped the Pilgrims settle at Plymouth? The Pilgrims used fresh water, forests, land for crops, and a safe harbor to settle at Plymouth. WHY example: Why did life grow along the Nile River? Life grew along the Nile River because the river provided water, rich soil, fish, and transportation.

Part 3: Connect Across Texts. Relational HOW example: How did water connect the lives of the Pilgrims and ancient Egyptians? Water connected the lives of the Pilgrims and ancient Egyptians through survival, farming, and community growth.

Expert reflection: partners explain how WHAT gives details, WHY gives reasons with because, and Relational HOW shows connections with through. Have each student share one prompt and justify its thesis (central idea) structure.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: How did water connect life in both passages?

Connection to this module: students use TOPIC, CHARGE, and ANSWER to build a thesis (central idea) matching a Relational HOW prompt.

Planning Support

1. Have students read the prompt and identify the TOPIC.
2. Have students find the CHARGE, the verb of importance.
3. Have students select the ANSWER from the two passages.
4. Have students identify Relational HOW as a request for ways or connections.
5. Have students select a preposition such as through to show the relationship.
6. Have students write a complete simple sentence combining all three pieces.
7. Have students reread to verify that the thesis (central idea) answers the prompt.

WRITING REQUIREMENT **3.7F**

Encourage appropriate use of module vocabulary in the thesis (central idea). **3.7F**

Drafting space: have students write the thesis (central idea) statement on the lines provided. Assess the first rung of the SCR ladder.

Success Criteria

- The thesis (central idea) directly answers the prompt.
- The TOPIC and CHARGE match the prompt.
- The ANSWER uses information from both passages.
- A preposition shows ways or connections.
- The thesis (central idea) is a complete simple sentence.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read the thesis (central idea) aloud and check that it is a simple sentence showing a connection. **3.11C(i)**

Edit: have students check complete sentences, subject-verb agreement, and correctly spelled high-frequency words. **3.11D(i)** **3.11D(xxxii)**

Share: have students read to a partner who names TOPIC, CHARGE, ANSWER, and the preposition.

Companion resources: additional revising and editing slides, teacher lesson plans, interactive workbooks, and Module 2 answer keys support continued practice.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner opportunities to hear and say the thinking while building a thesis (central idea) that answers the prompt.

- Read the prompt aloud and have students rehearse a one-sentence thesis (central idea); partners echo it back.
- Use two tries: students say the thesis (central idea) in two ways and explain which is stronger.
- Read three sample theses aloud; students signal which directly answers the prompt.
- Have partners read each other's thesis (central idea) aloud and check that it answers the prompt rather than merely repeating it.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

Give students quiet time to identify the job of the prompt and restate it before writing.

PAUSE POINT: MIDWAY

Pause so students can check whether the thesis (central idea) supplies an answer instead of repeating the prompt. Have them revise immediately when needed.

PAUSE POINT: BEFORE YOU FINISH

Have students check whether a reader could understand the answer without seeing the prompt. Ask them to revise the thesis (central idea) for clarity and completeness.

75. At-Home Connection

Use brief, no-material home conversations to reinforce thesis (central idea) building. Each task takes a few minutes and ends with an oral explanation.

TEACHER INFORMATION: TASK CARD 1

Send this card first to practice naming TOPIC, CHARGE, and ANSWER.

Task Card 1: Three Pieces to a Thesis (central idea). Invite families to ask a question about the student's day. The student names the TOPIC, CHARGE, and ANSWER for a thesis (central idea). **3.12B(i)**. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to practice matching prompt type to sentence structure at dinner.

Task Card 2: Thesis (central idea) Type at Dinner. Invite families to help the student make one WHAT, one WHY, and one Relational HOW prompt about the day. The student identifies facts/details, reasons with because, or connections with a preposition. **3.12B(i)**. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Provide a word bank: topic, charge, answer, because, reason. Have the student write one WHY thesis (central idea) about the day using the frame _____ because _____. **3.12B(j)**. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. As you learn this week, you can color in or check how you feel about each skill. Be honest with yourself so you can see your growth. You are in charge of your learning, and you can be proud of your thinking."

Directions for the teacher: present the tracker as a private reflection. After practice, have students check or color one response for each skill and identify evidence of independent success.

Student Skill	Not Yet	Developing	Secure
Finds the TOPIC in a prompt.			
Finds the CHARGE in a prompt.			
Supplies an ANSWER from the passages.			
Writes a WHAT thesis (central idea) with facts or details.			
Writes a WHY thesis (central idea) with because and reasons.			
Writes a Relational HOW thesis (central idea) with a preposition and connections.			
Explains why the thesis (central idea) fits the prompt.			
Identifies which pieces come from the prompt and which comes from reading.			
Revises the thesis (central idea) for the matching structure and a complete answer.			

77. Student Award

Student strength: have the student name one successful thesis (central idea)-building skill and point to evidence in completed work.

78. Student Target

Student next step: have the student name one thesis (central idea) piece or prompt type for further practice.

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You learned an important SCR writing habit. You find TOPIC and CHARGE in the prompt and supply an ANSWER from your reading. You use a simple sentence with facts or details for WHAT, a complex sentence with because and reasons for WHY, and a simple sentence with a preposition and connections for Relational HOW. You can study the prompt, think carefully, and build a thesis (central idea) that fits its job."

80. Essential / Overarching Question, Answered

How can a writer build a thesis (central idea) statement that answers a WHAT, WHY, or Relational HOW short constructed response prompt?

The writer finds the TOPIC and CHARGE in the prompt, thinks of an ANSWER from the passages, and matches the sentence type to the prompt: a simple sentence with facts or details for WHAT, a complex sentence with because and reasons for WHY, and a simple sentence with a preposition and ways or connections for Relational HOW.

81. Teacher Reflection

- Which students could name the three pieces but could not turn them into a sentence?
- Which prompt type needed the most reteaching: WHAT, WHY, or Relational HOW?
- Did Spin, Build, and Move! help students match sentence structure to the prompt?
- Who demonstrated independent mastery, and who needs additional guided practice?
- Who needs Thesis (central idea) Match-Up before Module 3, and who is ready for Prompt Architect Challenge?
- Which examples best show growth from Day 3 to Day 5?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Photographs of the Three Pieces to a Thesis (central idea) and prompt-type anchor charts.
- Day 3 Label It, Build It, Write It independent responses.
- Day 5 water-connections exit tickets.
- Completed Spin, Build, and Move! game work and thesis (central idea) revisions.
- The Module 2 My Progress Tracker showing growth across the week.
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use this 19-row build sheet to organize the Module 2 lesson-plan content into presentation cues. The lesson plan identifies the learning destination as Module Slide 1; other numbers below are build-sheet positions, not verified physical slide numbers.

Slide	Title	Required Content	Lesson Location
1	Writing a Thesis (central idea)	Grade 3; Cluster 1; Module 2; Week 2; Medium Stamina; SCR	Cover
2	Learning Destination	Five learning targets and four success statements; lesson plan Module Slide 1	Section 12; Day 1
3	Mystery Door Prompt Sort	WHAT, WHY, RELATIONAL HOW signs and three opening prompts	Day 1 Gather
4	Three Pieces to a Thesis (central idea)	TOPIC and CHARGE from prompt; ANSWER from reading	Day 1 Reveal
5	WHAT, WHY, Relational HOW Models	Plymouth resources; Nile reasons; water connections	Day 1 Reveal
6	Prompt Type = Thesis (central idea) Type	Simple facts; complex because and reasons; simple preposition and connections; SCR ladder	Day 1 Reveal
7	Spin, Build, and Move!	Spinner, twelve prompt cards, thesis (central idea)-part cards, Pencil Guy; correct thesis (central idea) earns one space	Day 2 Attempt
8	Discuss the Habit	Sources of three pieces; facts versus reasons versus connections	Day 3 Discuss
9	Label It, Build It, Write It	Four independent prompts; label pieces and write matching theses	Day 3 Use
10	Award	Three-Piece Snap; Pencil Guy Parade; Notebook Brag Line; Partner Praise	Day 4 Award
11	Target	One strength, one practice need, one question, one prompt type to improve	Day 4 Target
12	Turn and Teach	Explain the three pieces and all three sentence structures with an example	Day 5 Educate / Explain
13	Exit Ticket	How did water connect life in both passages? Identify pieces and write thesis (central idea)	Day 5; Sections 57-58
14	Thesis (central idea) Match-Up	Visible cards; matching frames; Pilgrims WHY, Nile WHAT, water HOW	Section 67
15	Prompt Architect Challenge	Create one WHAT, one WHY, one Relational HOW prompt and matching theses	Section 70
16	My Progress Tracker	Reflect on pieces, prompt types, and the reason each structure fits	Section 76
17	Low Exemplar	The Pilgrims chose Plymouth. Missing WHY answer	Section 51

18	Medium Exemplar	The Pilgrims chose Plymouth because it had fresh water. Correct structure, one reason	Section 52
19	High Exemplar	The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. Repeat and answer the essential question.	Section 53; closure

Companion materials: use interactive notebook cards, Practice Pockets, the spinner, gameboard, and Pencil Guy markers for practice. Keep the essential question, retrieval, DOT, TRACKS, and partner teaching connected to the daily routine. 3.7D 3.7E

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Share one student's thesis (central idea) for brief whole-class feedback on the three pieces and structure.
Annotation	Students mark TOPIC, CHARGE, and clue word in a shared document and use DOT and TRACKS on passage copies.
Breakout discussion	Pairs build a thesis (central idea) from a prompt in breakout rooms, then share it with the class.
Oral response	Post sentence frames on screen; students rehearse aloud before typing.
Asynchronous option	Use a digital WHAT / WHY / HOW spinner, movable part cards, and Pencil Guy marker; a correct thesis (central idea) earns one space.
LMS submission	Collect theses through a form or shared document and apply the same criteria used in person.
Digital tracking	Keep Pause Points and a private digital progress tracker.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	Essential / Overarching Question: How can a writer build a thesis (central idea) statement that answers a WHAT, WHY, or Relational HOW short constructed response prompt? Answer: The writer finds the TOPIC and CHARGE in the prompt, thinks of an ANSWER from the passages, and matches the sentence type to the prompt: a simple sentence with facts or details for WHAT, a complex sentence with because and reasons for WHY, and a simple sentence with a preposition and ways or connections for Relational HOW.

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Teacher Lesson Plan Guide

Understanding and Selecting Strong Evidence

Grade 3 | Cluster 1 | Module 3

Grade: 3

Cluster: 1, Single Constructed Response (SCR), using the SCR ladder: thesis (central idea), evidence, explanation

Module: 3 of the cluster

Primary Instructional Category: Informational Writing / Short Constructed Response (SCR)

Module Title: Understanding and Selecting Strong Evidence

Content Connection / Passage Titles: “The Pilgrims Chose Plymouth” and “Life Along the Nile River” (Week 3, High Stamina)

Primary TEKS: [3.11A](#) (planning), [3.12B](#) (informational writing), [3.7C](#) (text evidence)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

The Response strand supports selection, discussion, and use of text evidence. Teach each expectation at the point named below.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected texts. *[Day 3 Discuss.]*
- **[3.7B]** write a response to a literary or informational text that demonstrates an understanding of a text. *[Days 3 and 5; SCR evidence builder.]*
- **[3.7C]** use text evidence to support an appropriate response. *[CSI checks throughout the week.]*
- **[3.7D]** retell and paraphrase texts in ways that maintain meaning and logical order. *[Passage review before selecting exact quoted evidence.]*
- **[3.7E]** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. *[DOT and TRACKS annotation.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Evidence explanations and writing tasks.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[CSI discussion and partner teaching.]*

1. A Little Inspiration Goes a Long Way!

When students learn to prove their thinking with confidence, they begin to see themselves as readers, writers, and thinkers.

TEACHER SCRIPT

"You can prove your thinking with evidence. This week you will choose proof that supports your thesis (central idea) and show where the passage words begin and end."

Connection to this week: build on Module 2 theses by selecting purposeful passage proof and introducing exact quotations clearly.

2. Why This Module Matters

Students build on their thesis (central idea) work by learning that evidence is proof from the passage that supports an answer. They select evidence with purpose, check it with the CSI HABIT, and introduce exact passage words with a signal marker and quotation marks.

Where it fits into writing: the SCR ladder develops a thesis (central idea), evidence, and explanation. Module 3 concentrates on selecting and citing strong evidence for an existing thesis (central idea).

Why it matters beyond this assignment: purposeful proof helps students distinguish a supported claim from an opinion or an unrelated detail.

3. Module Essential / Overarching Question

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

Have students record an initial response and revisit it on Friday.

Initial thinking to collect Monday:

Final thinking to collect Friday:

Reflection to collect: changes in the student's understanding of strong evidence.

Family Communication

4. Parent Communication Purpose

Give families a clear picture of evidence selection, conversation questions, and brief activities requiring no preparation. Invite conversation so students can explain their learning at home.

How to Send It: copy the letter in the family's preferred language or send both. Share the same conversation starters and activities in either language.

5. Family Letter (English)

English family letter to send: Dear Families,

This week your student is learning to select strong evidence for a short constructed response. Evidence is proof from the passage that supports an answer. Students will learn that evidence is not an opinion, a random detail, or a sentence copied without a reason.

Students will use the CSI HABIT: Connects to the prompt, Supports the thesis (central idea), and helps Infer additional ideas. They will practice signal markers such as "The text states," and quotation marks around exact passage words while reading "The Pilgrims Chose Plymouth" and "Life Along the Nile River." Please invite your student to explain what evidence is, what makes it strong, and how a signal marker introduces a quote.

With appreciation, Your student's teacher, The Writing Academy LLC

6. Family Letter (Spanish) / Carta para las Familias

Carta en español para enviar: Estimadas familias:

Esta semana su estudiante está aprendiendo a seleccionar evidencia sólida para una respuesta construida corta. La evidencia es prueba del pasaje que ayuda a apoyar una respuesta. Los estudiantes aprenderán que la evidencia no es una opinión, un detalle al azar ni una oración copiada sin una razón.

Los estudiantes usarán el HÁBITO CSI: se Conecta con la pregunta, Sustenta la tesis (idea central) y ayuda a Inferir ideas adicionales. También practicarán marcadores de señal, como "El texto dice," y comillas para las palabras exactas del pasaje. Leeremos "The Pilgrims Chose Plymouth" y "Life Along the Nile River." Pueden apoyar en casa pidiendo a su estudiante que explique qué es la evidencia, qué la hace sólida y cómo un marcador de señal presenta una cita.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy LLC

7. Family Conversation Starters

- Invite families to ask what evidence is and what is not evidence.
- Invite families to ask for the three CSI words and their meanings.
- Invite families to ask why a passage sentence can be weak evidence for a particular thesis (central idea).
- Invite families to ask what a signal marker does before a quote.

- Invite families to ask where the comma and quotation marks belong in a quoted-evidence sentence.

8. Simple Family Activities

Send these two brief conversation activities with the family letter; neither needs a worksheet.

Family Activity: Evidence Detective

Invite families to share one fact from a book, show, or conversation and one opinion. Have the student explain which could be passage evidence and why.

Family Activity: CSI at Dinner

Invite families to ask for a claim about the day and a fact that supports it. Have the student explain how the proof connects, supports, and helps someone infer more.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 1, Module 3
Module Category	Informational Writing / SCR: Understanding and Selecting Strong Evidence
Primary TEKS	3.11A ; 3.12B ; 3.7C
Primary Breakout	Select purposeful evidence for a thesis (central idea) and introduce an exact quote.
Spiral TEKS	3.7A ; 3.7B ; 3.7D ; 3.7E ; 3.7F ; 3.7G ; Social Studies 3.14C background
Recursive TEKS	3.11C revision; 3.11D editing; DOT; TRACKS; SCR ladder
Content Connection	The Pilgrims Chose Plymouth; Life Along the Nile River; Week 3; High Stamina
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Educate / Explain
Student Product(s)	

	CSI game decisions; Thesis (central idea) + Evidence Builder; revised evidence sentence; progress tracker
Formal Assessment Product	Quoted-evidence exit ticket and Thesis (central idea) + Evidence writing assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: students will select strong passage evidence for a thesis (central idea) using CSI and write quoted evidence with a signal marker, comma, and quotation marks.

I Will Statements

- 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 Statements

- 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.”

CLASS SLIDE

Display Module Slide 1 learning targets: evidence versus opinion, CSI, signal markers, and quotation punctuation.

13. Success Criteria

Use these observable criteria when reviewing student evidence sentences.

- Evidence comes from the passage, not an opinion.
- Evidence connects to the prompt and supports the thesis (central idea).
- Evidence helps the reader infer an additional idea.
- A signal marker introduces the quoted evidence.
- A comma follows the signal marker.
- Quotation marks enclose the exact words from the passage.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2: retain CSI Evidence Quest classifications and oral justifications.
- Day 3: retain the Thesis (central idea) + Evidence Builder and the CSI check.
- Day 4: retain a named strength, a specific target, and an improved evidence sentence.
- Day 5: retain one independently written quoted-evidence sentence and CSI explanation.
- Keep the Day 3 builder and Day 5 exit ticket together to show growth.

15. TEKS Correlations

Primary targets are [3.11A](#), [3.12B](#), and [3.7C](#). The lesson plan’s central-idea, genre, and craft breakouts are addressed within [3.12B](#); revision and editing support the evidence sentence.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A	Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1	Days 1-3	Day 3 builder
3.11B ; 3.11C	Drafting and revising	develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Days 1, 4	Days 3-5	Revised evidence sentence
3.12B	Informational writing	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Days 1-2	Days 1-5	Builder and exit ticket
3.7C	Response	use text evidence to support an appropriate response	Day 1	Days 1-5	CSI justification
3.11D	Editing	edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling of words with grade-	Days 1, 5	Days 3, 5	Quotation and editing checks

		appropriate orthographic patterns and rules and high-frequency words			
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Use Social Studies **3.14C** only for background connections. The writing assessment measures evidence selection and quotation use.

16. Standards Coverage Matrix

Use the matrix to track primary evidence targets, supporting response skills, and recursive revision and editing. The SCR ladder remains thesis (central idea), evidence, explanation.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	3.11A	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Day 1 modeling; Days 1-3 selection
PRIMARY	3.12B	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Days 1-5; builder and exit ticket
RECURSIVE	3.11C	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4 target; Day 5 revision
SPIRAL	3.7A	describe personal connections to a variety of sources, including self-selected texts	Day 3 Discuss
SPIRAL	3.7B	write a response to a literary or informational text that demonstrates an understanding of a text	Days 3 and 5
PRIMARY	3.7C	use text evidence to support an appropriate response	CSI and quoted evidence throughout
SPIRAL	3.7D	retell and paraphrase texts in ways that maintain meaning and logical order	Passage review
SPIRAL	3.7E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	DOT and TRACKS
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate	Evidence explanations and writing
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning	CSI discussions and partner teaching
SPIRAL	Social Studies 3.14C	Background connection: geography, natural resources, and settlement	Both passages; not a writing score
RECURSIVE	3.11D	edit drafts using standard English conventions	Days 3 and 5
RECURSIVE	SCR ladder / CSI	Thesis (central idea), evidence, explanation; Connects, Supports, Infers	All five days

17. ELPS Correlations

Use the lesson plan correlation table to plan listening comprehension, oral justification, reading for purpose, and accurate quoted-evidence sentences.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 1, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 2 and 3
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Days 3 and 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level evidence decisions while providing language support.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to an evidence or opinion card and to C, S, or I when named.
Beginning	Use a picture and word bank to complete an oral evidence frame.
Intermediate	Use “This evidence is strong because it supports _____.”
High Intermediate	Explain how a quote connects to the prompt, supports the thesis (central idea), and helps infer more.
Advanced	Independently compare two quotes and write the stronger choice with accurate punctuation.

Language Supports

- Provide visual evidence/opinion cards and the CSI checklist.
- Allow oral rehearsal before writing.
- Read the intact thesis (central idea) and evidence cards aloud; reduce the number of cards when needed.
- Provide signal-marker, comma, and quotation-mark cards.
- Invite home-language discussion before English rehearsal; preserve the evidence decision.

Evidence of access: students may point, rehearse, or use a frame, but they still choose the quote and explain why it supports the thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen to passage details and classify evidence or opinion.
Speaking	Students justify evidence choices using connects, supports, and inferences.
Reading	Students read both high-stamina passages and locate exact words that match a thesis (central idea).
Writing	Students write a signal marker, comma, and correctly enclosed passage quotation.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read thesis (central idea) and evidence cards aloud, repeat directions, provide CSI or signal-marker cards, and reduce the number of cards.	Choose the strongest evidence or supply the reason it supports the thesis (central idea).

Students must decide whether a statement is evidence and explain its CSI match.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Identify passage evidence versus opinion.	Supported on Day 1.	Accurate evidence/non-evidence sort.

Inferential	Use CSI to decide whether proof supports a specific thesis (central idea).	Guided Days 1-2; independent Day 3.	Explanation of the connection, support, and inference.
Evaluative	Compare two quotes and justify the stronger match.	Partners Day 2; independent Day 5.	Strongest quote selected and correctly written.
Synthesis	Build an evidence ladder with two quotes and explain their relative strength.	Extension after mastery.	Two relevant quotes and a supported inference.

22. The Five Thinking Levels

Use these thinking levels to describe the independence and depth shown in evidence selection.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	Student can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	Student can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	Student can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	Student can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	Student can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Primary focus: Visible and Independent, Levels 3-4. Students connect passage proof to a thesis (central idea) and infer why the selected detail matters.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Every copied sentence is strong evidence.	An accurate quotation is accepted without checking relevance.	Ask which thesis (central idea) words the quote proves and apply CSI.
A quote needs no introduction.	Evidence is dropped into the response.	Require a signal marker, comma, and quotation marks.
The longest quote is strongest.	Length substitutes for relevance.	Compare the job each quote does for the thesis (central idea).

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
An opinion is evidence.	The response uses “I think” instead of passage proof.	Sort opinion and text-proof cards, then locate an exact quote.
Every passage detail supports every thesis (central idea).	A background detail is labeled strong for an unrelated thesis (central idea).	Ask which exact thesis (central idea) words the quote proves.
Quotation marks are decorations.	A comma is omitted or only part of the exact words is enclosed.	Rehearse signal marker, comma, quotation marks, exact words.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards: **[3.12B]** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **[3.7C]** use text evidence to support an appropriate response. **Planning:** **[3.11A]** plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. Module 3 applies these standards to selecting and citing evidence for an SCR thesis (central idea).

26. How I Say the Standard!

TEKS says	How I say it
[3.11A] plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; [3.11B] develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion; and (ii) developing an engaging idea with relevant details; [3.11C] revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.12B] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.7C] use text evidence to support an appropriate response; [3.11D] edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iii) singular, plural, common, and proper nouns; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (vi) prepositions and prepositional phrases; (vii) pronouns, including subjective, objective, and possessive cases; (viii) coordinating conjunctions to form compound subjects, predicates, and sentences; (ix) capitalization of official titles of people, holidays, and geographical names and places; (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and (xi) correct spelling	Teacher explanation: students choose passage proof that supports the thesis (central idea), check it with CSI, and write a signal marker, comma, and quotation marks around the exact words. Official wording source: Texas Education Agency, Grade 3 TEKS, §110.5.

of words with grade-appropriate orthographic patterns and rules and high-frequency words;

27. This Week I Can...

Weekly target: students distinguish evidence from opinion, choose a strong quote using CSI, and introduce it with a signal marker and correct punctuation.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read an informational passage and identify useful details.
- Retrieve Module 1 prompt shaping: circle the important noun, box the important verb, and triangle WHAT, WHY, or HOW.
- Use the Module 2 thesis (central idea) as the answer the evidence must support.
- Use DOT to mark an unfamiliar word.
- Recognize the SCR ladder: thesis (central idea), evidence, explanation. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner how you shape a prompt. Then read a Module 2 thesis (central idea) and name what your answer needs proof for."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
evidence	proof from the passage that supports an answer	Have students locate passage proof.
CSI	Connects, Supports, Infers	Have students check a quote against the prompt and thesis (central idea).
signal marker	words that introduce quoted evidence	Rehearse "The text states," before the quote.
quoted evidence	exact text words used as proof	Have students add the comma and quotation marks.

31. Conventions Connection

Teach the quoted-evidence pattern: Signal marker, "quoted evidence." Have students check the comma after the marker, both quotation marks, exact wording, capitalization, and spelling. Connect to **[3.11D]**; the official capitalization, punctuation, and spelling expectations are **[3.11D(ix)]**, **[3.11D(x)]**, and **[3.11D(xi)]**. Use ELPS 4(E) for language conventions.

32. Writing Connection

The SCR ladder connects thesis (central idea), evidence, and explanation. Module 2 supplied the thesis (central idea); Module 3 adds purposeful, correctly introduced passage proof. A brief CSI explanation shows why the evidence belongs and prepares students to develop explanation further.

33. Watch Out!

Common misconception: any copied sentence is strong evidence. **Teacher move:** place the quote beside the thesis (central idea) and ask which part it proves. A true background detail can still be weak for the selected thesis (central idea).

34. Ready Check

Read the Pilgrims thesis (central idea) and two statements: “The land also had rich soil where crops could be planted” and “I think Plymouth was the best place.” Ask students to identify text proof and explain the match. Use responses to plan Day 1 support.

35. Teacher Look-Fors

- Students distinguish passage proof from opinion.
- Students check Connects, Supports, and Infers.
- Students choose a relevant quote for the supplied thesis (central idea).
- Students introduce the quote with a signal marker, comma, and quotation marks.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"You will use these academic words to explain why your evidence is strong."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"You need these everyday words to talk about proof, quotes, and the details you choose."

Word	Student-Friendly Definition	Oral Rehearsal Frame
proof	something that shows an idea is true	Oral frame to model: "The quote is _____ for my answer."
words	letters put together to make meaning	Oral frame to model: "I use the exact _____ from the passage."
sentence	a group of words that shares a complete thought	Oral frame to model: "My evidence is a _____ from the passage."
detail	a small fact that gives more information	Oral frame to model: "This _____ supports my thesis (central idea)."
quote	exact words taken from a text	Oral frame to model: "I put quotation marks around a _____."
match	to fit or go together	Oral frame to model: "My evidence must _____ my thesis (central idea)."
strong	helpful and clear	Oral frame to model: "I choose _____ evidence."
weak	not helpful enough for the job	Oral frame to model: "This is _____ evidence for my thesis (central idea)."
build	to make something by putting parts together	Oral frame to model: "The Pilgrims had to _____ homes before winter."
water	the clear liquid people, plants, and animals need to live	Oral frame to model: "The river gave the people fresh _____ to drink."
proof (review)	something that shows an idea is true	Oral frame to model: "The quote about crops gives _____ for the thesis (central idea)."
match (review)	to fit or go together	Oral frame to model: "Have partners check the evidence and thesis (central idea) _____."

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"You will use these academic words to explain how your evidence connects, supports, and helps you infer more."

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	proof from the passage that helps support an answer	Oral frame to model: "My _____ comes from the text."
thesis (central idea)	a sentence that directly answers the prompt	Oral frame to model: "My evidence supports my _____."
prompt	the question or task the writer is asked to answer	Oral frame to model: "My evidence connects to the _____."
quoted evidence	exact words from the text used as proof	Oral frame to model: "I use _____ to support my answer."
signal marker	words that introduce quoted evidence	Oral frame to model: "The text states, is a _____."
punctuation	marks that help readers understand writing	Oral frame to model: "I use correct _____ around a quote."
support	to give proof that helps an idea	Oral frame to model: "My quote will _____ my thesis (central idea)."
inference	an idea figured out from clues in the text	Oral frame to model: "The evidence helps me make an _____."
connect	to fit with or relate to	Oral frame to model: "Strong evidence must _____ to the prompt."
quote	to use the exact words from a text	Oral frame to model: "I can _____ a sentence correctly."
relevant	closely connected to the topic or prompt	Oral frame to model: "I choose _____ evidence."
strong evidence	text proof that connects, supports, and helps infer	Oral frame to model: "I use CSI to choose _____."

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"You will meet these special words in the passages. Use them to understand the resources people needed."

Word	Say It This Way	Student-Friendly Definition
voyage	VOY-ij	a long trip by ship or boat
passengers	PASS-en-jerz	people traveling in a vehicle or ship who are not the crew
seasick	SEE-sik	feeling sick because a boat is moving on the water
survival skills	ser-VY-vul skils	abilities that help people stay alive in a difficult place
squash	skwahsh	a plant with a vegetable that the Pilgrims grew for food
fertile	FUR-tl	able to grow many healthy plants well
natural resources	NATCH-er-ul ree-SOR-siz	useful things found in nature, such as forests or water
harvest season	HAR-vist SEE-zun	the time of year when farmers gather ripe crops
sailors	SAY-lerz	people who work or travel on boats and ships
historians	his-TOR-ee-unz	people who study and write about the past
fertile (review)	FUR-tl	Apply the word when discussing soil near Plymouth and the Nile.
natural resources (review)	NATCH-er-ul ree-SOR-siz	Have students connect water, forests, and soil to settlement.

Use the lesson plan vocabulary words for oral rehearsal. The final review rows reinforce passage and evidence language; additional academic-word practice is available in the Teach BIG Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

Teacher background: Module 2 theses provide the purpose for evidence selection. The Pilgrims thesis (central idea) names fresh water, land for crops, trees for building, and a safe harbor. The Nile thesis (central idea) names water, food, rich soil, and transportation. Read both passages at high stamina.

Conceptual background: a passage sentence can be accurate but weak for a particular thesis (central idea). Use CSI: Connects to the prompt, Supports the thesis (central idea), and helps the reader Infer additional ideas.

Content connection: both passages describe the role of natural resources in settlement and daily life. Compare relevant details without substituting an opinion for proof.

The SCR Habit

SCR ladder: thesis (central idea) answers the prompt; evidence provides passage proof; explanation connects proof to the answer. Retrieve Module 1 noun, verb, and WHAT / WHY / HOW shaping, then concentrate on the evidence step. **3.7C**; **3.7G**

40. Materials Needed

Category	Items
Core print materials	Copies of both high-stamina passages; interactive notebooks; whiteboard and anchor chart paper
Activity / game materials	Evidence, non-evidence, strong/weak, thesis (central idea), and CSI cards; Evidence / Not Evidence / Strong / Weak spinner; gameboard; student-selected Pencil Guy markers
Writing materials	Pencils; highlighters; sentence strips; quotation-mark cards; Practice Pocket envelopes or scrap paper
Assessment materials	Exit slips; Thesis (central idea) + Evidence Builder; progress tracker
Technology	Projector or board for the daily lesson cues
Accessibility supports	CSI checklist mini-cards; signal-marker cards; read-aloud and oral rehearsal supports

41. Preparation Before Day 1

- ☐ Prepare “What Is Evidence?” and “CSI HABIT for Strong Evidence” anchor charts.
- ☐ Write signal markers and the pattern: Signal marker, “quoted evidence.”
- ☐ Copy both high-stamina passages and preserve the numbered paragraphs for locating quotations.
- ☐ Prepare the Evidence / Not Evidence / Strong / Weak spinner, evidence and thesis (central idea) cards, CSI checklist, gameboard, and Pencil Guy markers.
- ☐ Have students cut out notebook game cards and make a Practice Pocket from an envelope or scrap paper.
- ☐ Prepare the strong Pilgrims quote, weak Nile background quote, signal-marker strips, and punctuation cards.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Evidence Detective Freeze; model evidence versus opinion, CSI, signal markers, and quotations.
Day 2	15	A Attempt	Play CSI Evidence Quest and justify card classifications.
Day 3	15	D Discuss + U Use	Discuss CSI, then independently complete the Thesis (central idea) + Evidence Builder.
Day 4	15	A Award + T Target	Celebrate evidence strengths and identify a specific next step.
Day 5	15	E Educate and Explain to Others	Teach a partner, revise and edit an evidence sentence, and complete the exit ticket.

43. Tiny Times Transition

Use this brief, quiet reset between reading, partner talk, and instruction to reinforce evidence evaluation.

- Read a sentence softly and name the thesis (central idea) it should support.
- Have students silently evaluate whether it is strong evidence for that thesis (central idea).
- Have students show thumbs up for strong evidence or thumbs down for weak evidence.

- Invite one or two whispered reasons, then transition to the next activity.

Citizenship & Content Connection

44. The Citizenship Connection

Use the two passages to connect careful evidence use with informed discussion about communities and natural resources.

Element	This Module
Suitability	A natural connection to how people depend on water, soil, forests, and transportation.
Focus	Responsible use of shared resources and evidence in discussion.
Historical / Content Connection	The passages connect natural resources, geography, and settlement; Social Studies 3.14C supplies background context.
Perspective Connection	Different communities depend on resources in different ways; compare the passage details.
Literacy-to-Citizenship Connection	Claims about communities should be checked against information and supported with proof.
Citizenship Question	Teacher question: “How can you use evidence to explain why a resource matters to a community?”
Teacher Script	<i>“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.”</i>
Accuracy / Source Note	Treat the two texts as instructional passages. Keep quotations exact and distinguish text details from additional historical claims.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key (Module 1 Retrieval)

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHAT / WHY / HOW)

Evidence Is / Evidence Is Not

Category	Examples	Instructional Use
Evidence IS	Passage words or ideas; proof; a relevant detail	Proof that supports the thesis (central idea) and matches the prompt.
Evidence IS NOT	Opinion alone; a random detail; a purposeless copied sentence	Require a purposeful match, not merely a true sentence.

SCR Ladder and CSI Evidence Check

Step / Check	SCR Tool	What It Means
1	Thesis (central idea)	The answer to the prompt.
2	Evidence	Passage proof for the thesis (central idea). 3.7C
3	Explanation	How the evidence proves the thesis (central idea). 3.7G
CSI	Connects / Supports / Infers	Check the prompt connection, thesis (central idea) support, and additional inference.
Quote	Signal marker and punctuation	Signal marker, “quoted evidence.”

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"While you read, place a small dot above any word you are unsure about. Then use CSI to check the evidence you choose: does it connect to the prompt, support your thesis (central idea), and help you infer more?"

CLASS SLIDE

Display DOT = an unfamiliar word; CSI = Connects, Supports, Infers; quotation pattern = Signal marker, “quoted evidence.”

Encouragement to say: “You are noticing words you can learn. You can return to the passage and choose proof with purpose.”

CREATE THE ANCHOR CHART

Display the Module 1 circle/noun, box/verb, triangle/WHAT-WHY-HOW key and DOT reminder. Add the SCR ladder, evidence/non-evidence chart, CSI definitions, and signal markers: The text states, The author says, The passage explains, The text shows, The author describes.

47. Student Source Passage(s)

Source: the two high-stamina instructional passages in the Module 3 lesson plan. Numbered passage wording is reproduced verbatim; use these exact words in quotation practice.

Passage 1: “The Pilgrims Chose Plymouth” (Stamina: High)

- [1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean searching for a place where many of them could live and practice their beliefs freely. They left England because they wanted more freedom. The Pilgrims hoped to build a safe community where families could live according to their own beliefs.
- [2] The Pilgrims traveled on a ship called the Mayflower. The voyage lasted for many weeks. The ship carried more than one hundred passengers, including men, women, and children. The ship was crowded, and families had very little space.
- [3] During the trip, storms caused huge waves to crash against the ship. Strong winds pushed the Mayflower off course several times. Many passengers became seasick because the ship rocked back and forth on the rough water.
- [4] Life on the ship was not easy. Most passengers stayed below deck for long periods of time. Meals were simple and included dried meat, bread, beans, and cheese. The travelers had to protect their food and water because they did not know how long the trip would last.
- [5] After many weeks at sea, the Pilgrims finally reached the coast of North America. Winter was beginning, so the settlers needed to find a place to live quickly.
- [6] Small groups explored the land looking for fresh water, forests, and safe harbors. Eventually, they found an area called Plymouth. Nearby forests provided wood for homes, fires, and tools. The land also had rich soil where crops could be planted.
- [7] The harbor at Plymouth made it possible for ships to anchor safely. Settlers unloaded tools, food, and supplies from the Mayflower. These supplies helped the colony survive during the first months.
- [8] Winter in Plymouth was harsh. Snow and freezing temperatures covered the land. Many settlers still lived on the Mayflower while homes were being built.
- [9] Workers spent long days cutting trees and building shelters. Some people gathered firewood while others cooked meals or cared for children. Everyone in the colony had responsibilities.
- [10] Many Pilgrims became sick during the winter because of the cold weather and lack of fresh food. Some families lost loved ones during this difficult time. Even during hardships, the settlers continued helping one another.
- [11] When spring arrived, the environment became easier to manage. Native Americans in the area helped the Pilgrims learn important survival skills. The settlers learned how to grow corn in the local soil and where to fish and hunt.
- [12] The Pilgrims planted crops such as corn, beans, and squash. Families worked together in the fields during planting season. As crops began to grow, the colony slowly became stronger.
- [13] Boats traveled along the coast carrying people and goods between settlements. More settlers arrived from England hoping to begin new lives in North America.
- [14] Over time, Plymouth grew into an important colony. New homes, farms, and buildings were constructed. Families worked hard every day to improve the community.
- [15] The natural environment played an important role in the colony’s success. Forests provided wood. Rivers and harbors supported travel and trade. Fertile soil helped farmers grow crops.
- [16] Today, Plymouth is remembered as one of the earliest English colonies in North America. The Pilgrims’ story shows how teamwork, determination, and natural resources helped settlers survive in a new environment.

Passage 2: “Life Along the Nile River” (Stamina: High)

- [1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals. Because of this, most people settled close to the Nile River.
- [2] The Nile River was one of the most important rivers in the ancient world. It flowed through the desert from south to north. Each year, the river would rise and flood nearby land.
- [3] When the floodwaters went back down, they left behind dark, rich soil. This soil was good for growing plants and crops. Without the floods, farming would have been much harder in ancient Egypt.
- [4] The yearly flooding followed a pattern. Ancient Egyptians learned when the floods would arrive and planned their farming around the river. Farmers waited for the floodwaters to go down before planting seeds.
- [5] Farmers planted crops such as wheat and barley in the rich soil near the riverbanks. They also grew vegetables and fruits. The Nile provided water for drinking, cooking, and farming.
- [6] The river also supplied fish for people to eat. Fishing became an important part of life in ancient Egypt. Many families depended on fish and crops for food.
- [7] Farmers worked hard throughout the year. They planted seeds, cared for crops, and gathered food during harvest season. Rich soil near the Nile helped crops grow better than crops in the dry desert.
- [8] The Nile River also helped people travel from place to place. Boats moved up and down the river carrying people and goods. Some boats carried food while others transported wood, stone, or tools.
- [9] Travel by boat was often easier than traveling across the desert. The river connected villages, towns, and cities throughout ancient Egypt.
- [10] Trade grew because of the Nile River. Merchants exchanged goods between communities. Cities near the river became busy centers of trade and business.
- [11] Many people in ancient Egypt lived close to the riverbanks. Villages and towns were built near the Nile because families depended on water and farmland.
- [12] The Nile also influenced jobs in ancient Egypt. Some people became farmers while others worked as fishermen, merchants, builders, or sailors.
- [13] The river provided important natural resources for the civilization. Water helped crops grow, fish provided food, and transportation helped trade develop.
- [14] Ancient Egyptians respected the Nile because they understood how important it was to survival. Without the river, living in the desert would have been much more difficult.
- [15] The environment shaped daily life in ancient Egypt. Farmers depended on floodwaters, merchants depended on boats, and families depended on the river for water and food.
- [16] Over time, large cities grew along the Nile River. Temples, homes, markets, and farms appeared throughout the region. The civilization became stronger because the Nile supported farming and trade.
- [17] Today, historians study the Nile River to understand how geography influenced ancient civilizations. The river helped ancient Egypt become one of the world’s earliest and most successful civilizations.

48. Student Annotation Guide

The evidence students learn to identify in each source. **3.7E**

The Pilgrims Chose Plymouth

TRACKS	Evidence
T Time	In 1620; winter was beginning
R Reactions	became seasick; continued helping one another
A Actions	explored the land; cutting trees and building shelters
C Character/ Concept/Creature	The Pilgrims
K Key Knowledge	rich soil for crops; forests for homes; safe harbor
S Scenery/Setting	Atlantic Ocean; Plymouth; coast of North America

Life Along the Nile River

TRACKS	Evidence
T Time	Ancient Egypt; each year
R Reactions	Trade grew; civilization became stronger
A Actions	planted seeds; boats carried goods
C Character/ Concept/Creature	Ancient Egyptians; Nile River
K Key Knowledge	floodwaters left rich soil; river supplied water and fish
S Scenery/Setting	hot, dry desert; Nile riverbanks

49. TRACKS Evidence Highlighting

Preview both passages, then have students locate and mark TRACKS details. Use DOT for unfamiliar words and the circle, box, and triangle for prompt analysis. After marking a detail, require a CSI check against the chosen thesis (central idea). **3.7E**

Use the same six TRACKS categories and color labels. Highlighting locates possible proof; CSI determines whether that proof serves the response.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards: have students retain their evidence and thesis (central idea) cards in a Practice Pocket for later retrieval practice.

50. Five-Day GRADUATE Lesson

Use each day's purpose, model, task, expected response, embedded check, access support, and product to document learning.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: distinguish evidence from opinion and reveal CSI and the quoted-evidence pattern.

Standard	Focus
TEKS	3.12B informational writing; 3.7C text proof; 3.11A planning
ELPS	1(E) listening comprehension; 3(E) pre-reading; 2(E) oral explanation

GATHER ■ TEACH

CLASS SLIDE

Display the week's targets: distinguish evidence from opinion; use CSI; select a supporting quote; add a signal marker and correct punctuation.

TEACHER SCRIPT

"You are becoming an Evidence Detective. If you hear real passage proof, freeze and make quote fingers. If you hear an opinion, cross your arms. Listen carefully."

CLASS SLIDE

Display "The Pilgrims Chose Plymouth" and "Life Along the Nile River." Read at high stamina and mark unfamiliar words with DOT.

Have students read both high-stamina passages, DOT unfamiliar words, and locate possible proof. **3.7E**

CLASS SLIDE

Model the chant with gestures: "Hey! Hey! Hey! Evidence is on the way!"

REVEAL ■ TEACH

CLASS SLIDE

Display 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.

CLASS SLIDE

Display the prompt: Why did the Pilgrims choose Plymouth? Thesis (central idea): The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

TEACHER SCRIPT

"You can check this quote with CSI. Does it connect to your prompt? Does it support your thesis (central idea)? Does it help you infer why Plymouth was useful? The crop detail supports land for growing food."

Read four statements: "The land also had rich soil where crops could be planted."; "I think the Pilgrims were probably happy"; "The Nile provided water for drinking, cooking, and farming."; "The Nile River was the best river ever." Students freeze and make quote fingers for text proof and cross arms for opinion.

Modeled CSI Check (Teacher Think-Aloud)

CLASS SLIDE

Display the strong model: The text states, “The land also had rich soil where crops could be planted.”

Model with the prompt “Why did the Pilgrims choose Plymouth?” and the thesis (central idea): The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. Select a relevant quote rather than an opinion.

Evidence: 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).

Weaker evidence: “Ancient Egypt was mostly covered by hot, dry desert.” gives Nile background but does not directly show what the river provided.

Connect Evidence to the SCR Ladder

CLASS SLIDE

Display the SCR ladder: thesis (central idea), evidence, explanation. Highlight evidence as this module’s focus.

CLASS SLIDE

Display CSI: C = Connects to the prompt; S = Supports the thesis (central idea); I = helps Infer additional ideas.

CLASS SLIDE

Display signal markers: The text states, The author says, The passage explains. Model a comma after the marker and quotation marks around exact words.

Point to each SCR ladder step. Keep the independent target on strong evidence for a thesis (central idea); use a short CSI explanation to show the connection. **3.7C**; **3.7G**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Ask students to classify a statement as text proof or opinion, then use one CSI word to explain its strength for the supplied thesis (central idea).

Misconception / teacher move: if a student calls every quote strong, ask which exact thesis (central idea) words it proves.

Access: read the cards aloud and provide CSI visuals. **Student product:** evidence/non-evidence responses, a CSI check, and a modeled quoted-evidence sentence.

DAY 2 | GRADUATE STAGE: ATTEMPT | GROUP: PARTNERS | 15 MINUTES | ○ LEARN

Day Purpose: practice classifying and matching proof during CSI Evidence Quest.

Standard	Focus
TEKS	3.11A evidence planning; 3.7C text proof
ELPS	1(C) directions; 2(F) response to information

ATTEMPT ○ LEARN

CLASS SLIDE

Display CSI Evidence Quest: spin, draw, classify, match a thesis (central idea), explain with CSI. A correct turn earns one space.

CLASS SLIDE

Display the four spinner choices: Evidence / Not Evidence / Strong / Weak. Show the thesis (central idea) beside each quote.

Pairs or small groups use an Evidence / Not Evidence / Strong / Weak spinner, cards, a gameboard, and a chosen Pencil Guy marker. A correct classification with a CSI explanation earns one space. Alternate readers and explainers.

GAME MATERIALS

Prepare the four-category spinner, evidence and thesis (central idea) cards, CSI checklist, gameboard, Pencil Guy marker, and Practice Pocket.

CSI Evidence Quest Cards and Routine (Teacher Reference)

Card / Step	Card or Routine	Classification / CSI Check
1	The text states, “The land also had rich soil where crops could be planted.”	Evidence; strong for the Pilgrims thesis (central idea).
2	The passage explains, “The Nile provided water for drinking, cooking, and farming.”	Evidence; strong for the Nile thesis (central idea).
3	The author says, “The harbor at Plymouth made it possible for ships to anchor safely.”	Evidence; strong for the Pilgrims thesis (central idea).
4	I think the Pilgrims were brave.	Not evidence; opinion.
5	The text states, “Ancient Egypt was mostly covered by hot, dry desert.”	Evidence; weaker for the Nile-resource thesis (central idea).
6	The passage explains, “When the floodwaters went back down, they left behind dark, rich soil.”	Evidence; strong for the rich-soil claim.
7	Plymouth was probably the best place ever.	Not evidence; opinion.
8	The author describes, “Boats moved up and down the river carrying people and goods.”	Evidence; strong for transportation.
9	The text states, “Winter was beginning, so the settlers needed to find a place to live quickly.”	Strong for urgency; weak for Plymouth’s resources.
10	I like learning about rivers.	Not evidence; personal preference.
11	Thesis (central idea) cards: The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.	Also use: Water connected life in both passages through survival, farming, and settlement.
12	Spin, draw, classify, match a thesis (central idea) when needed, explain with CSI, then switch roles.	A correct classification and explanation earns one space.

Teacher guidance: cut out notebook cards and store them in a Practice Pocket. Reuse the game to interrupt forgetting. Cards below use exact words from the high-stamina passages.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding one space, check the evidence classification and listen for a defensible CSI match.

Misconception / teacher move: text origin establishes evidence, but the thesis (central idea) match determines its strength. Compare a background quote with direct resource proof.

Access: reduce the card set and read it aloud; students still decide. **Student product:** evidence classifications and CSI justifications.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ LEARN then ✓ ASSESS

Day Purpose: discuss why evidence has a job, then independently select and punctuate a quote.

Standard	Focus
TEKS	[3.12B] genre and supporting details; [3.7C] evidence
ELPS	2(E) and 2(F) oral response; 4(D) sentence structures; 4(E) conventions

DISCUSS ○ LEARN

CLASS SLIDE

Display discussion prompts: evidence versus opinion; strong versus weak; CSI; signal markers; quotation marks; one quote with different theses.

TEACHER SCRIPT

"What makes your evidence strong? How does it connect to your prompt and support your thesis (central idea)?"

Expected responses distinguish passage proof from opinion, explain strong versus weak evidence, and describe signal markers and quotation marks.

TEACHER SCRIPT

"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?"

CLASS SLIDE

Display the contrast: "Ancient Egypt was mostly covered by hot, dry desert." gives background; "The Nile provided water for drinking, cooking, and farming." directly supports a Nile resource.

PERSONAL CONNECTION QUESTION (DISCUSS) **[3.7A]**

Ask: "When have you needed proof to explain an idea in your own life?" Invite a brief connection, then return to the passage evidence. **[3.7A]**

Compare how water and other natural resources supported life in the two passages. Require relevant details from each and return to the selected thesis (central idea). **[3.7B]; [3.7G]**

USE (Independent Practice) ✓ ASSESS

CLASS SLIDE

Display the independent task: add one correctly introduced quote to the Pilgrims thesis (central idea), then judge the desert quote for the Nile thesis (central idea).

Step 1: have students read the Pilgrims thesis (central idea) and locate candidate evidence. **[3.7E]**

Step 2: have students choose the best quote for the thesis (central idea).

Step 3: have students add a signal marker, comma, and quotation marks.

Step 4: have students judge “Ancient Egypt was mostly covered by hot, dry desert.” for the Nile thesis (central idea) and explain its weakness. **[3.7C]**

CLASS SLIDE

Display the success pattern: Signal marker, “quoted evidence.” Require an exact text match and a purposeful thesis (central idea) match.

Independent Thesis (central idea) + Evidence Builder

Possible response: The text states, “The land also had rich soil where crops could be planted.” CSI: connects to why Plymouth was chosen, supports land for crops, and suggests a source of food.

WRITING REQUIREMENT [3.7F]

Have students use the module terms evidence, thesis (central idea), signal marker, or inference when explaining their selection. Preserve exact words inside the quote. **[3.7F]**

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the evidence sentence and weak-evidence judgment. Check exact wording, thesis (central idea) relevance, signal marker, comma, and quotation marks.

Misconception / teacher move: a quoted desert detail is background. Ask for a quote that directly proves a resource in the Nile thesis (central idea).

Access: offer “The text states, ‘_____.’” while leaving the quote choice to the student. **Student product:** independent evidence sentence and weak-evidence judgment.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: celebrate purposeful evidence choices and identify a specific next step.

Standard	Focus
TEKS	[3.11C] revision; [3.7C] purposeful proof
ELPS	1(E) listening comprehension; oral reflection with support

AWARD ✓ ASSESS

CLASS SLIDE

Display Award choices: evidence chant, CSI Air Tap, Notebook Glow Line, partner praise.

TEACHER SCRIPT

"You began proving your thinking with real passage evidence. Point to one strong choice you made and explain why it works."

CLASS SLIDE

Display reflection stems for students to complete: “One thing I did well with evidence was _____.”
“You chose strong evidence when you _____.”

Invite the evidence chant, a three-finger CSI Air Tap, a Notebook Glow Line, or partner praise. Have students point to actual work supporting the strength they name.

TARGET ✓ ASSESS

CLASS SLIDE

Display Target stems: one understanding, one practice need, one quotation question, and one way to improve the evidence.

Collect reflections on one understanding, one needed practice, one question about quoting, and one way to strengthen evidence. Invite questions about whether one quote can support different theses.

CLASS SLIDE

Display a possible improvement: replace an unrelated quote with “The land also had rich soil where crops could be planted.” and introduce it with “The text states,”.

Embedded check: the target names an observable improvement, such as replacing an unrelated quote or adding a missing signal marker.

SMALL-GROUP SUPPORT: SLIDE 14

Use Evidence or Not? Match-Up: sort evidence and opinion, match proof to a thesis (central idea), add a signal marker, and read the sentence aloud.

Access: rehearse the reflection orally before writing. **Student product:** a supported Award reflection, a specific Target, and an improved evidence sentence.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach a partner about evidence, revise and edit the quotation, and apply CSI independently.

Standard	Focus
TEKS	3.12B craft; 3.11D editing; 3.7C evidence
ELPS	2(E) oral explanation; 4(D) sentences; 4(E) conventions

EXPLAIN ✓ ASSESS **3.7G**

CLASS SLIDE

Display Turn and Teach: evidence, non-evidence, CSI, and signal markers.

EDUCATE

TEACHER SCRIPT

"Turn to someone near you and teach what you learned about choosing strong evidence. Explain what evidence is, what it is not, how you use CSI, and how you introduce a quote."

CLASS SLIDE

Display oral frames: “Evidence is ____.” “Strong evidence supports ____.” “A signal marker helps by ____.”

Partners explain what evidence is and is not, what makes it strong, and how a signal marker introduces it. Listen for all three CSI parts and accurate quotation punctuation.

Transfer: Pilgrims Evidence Sentence **3.7B**

CLASS SLIDE

Display exit ticket thesis (central idea): The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. Ask for one strong quote and a CSI explanation.

Have students independently write one strong quoted-evidence sentence for the Pilgrims thesis (central idea) and explain the CSI parts. Use section 57 for the printable assessment and section 58 for its key.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Have each student name which thesis (central idea) words the quote supports and explain an additional inference.

Access: reread the thesis (central idea) and offer a signal-marker bank; students select the quote and supply the justification.

CLASS SLIDE

Display Evidence Ladder Challenge: select two quotes for a thesis (central idea), explain which is strongest, and state an inference.

CLASS SLIDE

Display the progress tracker. Have students mark their independent evidence-selection and quotation skills.

Return to the Citizenship Connection

Teacher question: “How can you use proof to explain why a resource matters to a community?”

Return to the Overarching Question

Have students compare Monday’s initial thinking with Friday’s response to the essential question. **Student product:** partner explanation, revised and edited quote, independent exit ticket, and progress reflection.

CLOSING ENCOURAGEMENT

“You learned that evidence is proof from the passage that supports your thinking. You can use CSI: Connects to the prompt, Supports your thesis (central idea), and helps you Infer additional ideas. You can introduce exact words with a signal marker, comma, and quotation marks. Hey! Hey! Hey! Evidence is on the way!”

Student Exemplars

Use the three exemplars with the same Pilgrims thesis (central idea). Have partners rank them with CSI and improve the opinion response before comparing it with the unrelated quotation.

51. Low / Developing Exemplar

Field	Detail
Student response	"I think Plymouth was a good place."
What the student did successfully	The student expresses an idea about Plymouth.
What is missing	The response supplies opinion rather than passage proof.
Why it falls at this level	It does not select evidence that supports the thesis (central idea).
Exact next instructional step	Have the student locate an exact passage detail about Plymouth's resources and introduce it with a signal marker.

52. Medium / Approaching Exemplar

Field	Detail
Student response	"Ancient Egypt was mostly covered by hot, dry desert."
What the student did successfully	The student uses exact passage words.
What is missing	The quote does not support the Pilgrims thesis (central idea) or identify Plymouth's resources.
Why it falls at this level	Accurate text words alone do not establish relevance to the selected thesis (central idea).
Exact next instructional step	Return to the Pilgrims thesis (central idea) and choose proof about land, forests, fresh water, or the harbor.

53. High / Secure Exemplar

Part	Example
Thesis (central idea)	The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.
Quoted evidence	The text states, "The land also had rich soil where crops could be planted."
CSI check	Connects to why Plymouth was chosen; supports land for crops; helps infer a source of food.
Why it works	Exact words from paragraph [6], a signal marker, a comma, and quotation marks make this a strong Module 3 evidence sentence.

Additional Secure Exemplars

Passage / Focus	Thesis (central idea) Detail	Strong Quoted Evidence	Why It Works
	Safe harbor		

Pilgrims resource		The author says, “The harbor at Plymouth made it possible for ships to anchor safely.”	Supports the safe-harbor part of the thesis (central idea); paragraph [7].
Nile resource 3.7B	Water	The passage explains, “The Nile provided water for drinking, cooking, and farming.”	Supports water for daily life and farming; paragraph [5].

Secure Response: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works
Evidence	The text states, “The land also had rich soil where crops could be planted.”	Supplies exact proof about productive land.
Explanation	This shows that Plymouth offered land for growing food, which helped make it useful for settlement.	Connects the crop detail to the thesis (central idea) and states a reasonable inference.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Adequate understanding: students distinguish evidence from opinion, use CSI to select proof for a specific thesis (central idea), and write a signal marker, comma, and quotation marks around exact passage words. Accept alternate quotations when the student explains a defensible match. A quote need not prove every part of the thesis (central idea); it must directly support the part claimed. Keep the SCR ladder visible: thesis (central idea), evidence, explanation.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Evidence Detective Freeze distinguishes proof from opinion.
T2	Day 1 Reveal	■ TEACH	CSI and correct quotation use are modeled.
L3	Day 2 Attempt	○ LEARN	CSI Evidence Quest classifications and thesis (central idea) matches.
L4	Day 3 Discuss	○ LEARN	Students explain why evidence is strong or weak and make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent evidence sentence and judgment of weak Nile evidence.
A6	Day 4 Award	✓ ASSESS	Student names an evidence strength and points to the work.
A7	Day 4 Target	✓ ASSESS	Student identifies and acts on a specific evidence or punctuation target.
A8	Day 5 Explain	✓ ASSESS	Student teaches CSI and signal markers accurately.
A9	Day 5 Transfer	✓ ASSESS	Independent Pilgrims quote, correct punctuation, and CSI justification.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students select strong evidence for a thesis (central idea) and write it as quoted evidence.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both high-stamina passages, evidence and thesis (central idea) cards, CSI checklist, notebooks, and pencils.
Related TEKS Breakout	3.11A planning; 3.12B informational writing; 3.7C text evidence; 3.11C revision; 3.11D editing.
Task	Students select one relevant quote, introduce it correctly, and explain its CSI match.
Expected Response	The quote comes from the passage, supports the thesis (central idea), and uses a signal marker, comma, and quotation marks.

Informal assessment: during Days 1-3, listen as students freeze for evidence, classify CSI cards, and explain their choices. Use this planning check to identify evidence/opinion confusion.

Formative assessment: Day 3 students write a Pilgrims evidence sentence and judge the desert-background quote for the Nile thesis (central idea). The latter is weaker because it does not directly show what the river provided.

Exit ticket: Day 5 students independently write one strong quote for the Pilgrims thesis (central idea) and explain its CSI parts. Retain it with the Day 3 builder.

Assessment Task Bank (Teacher Reference)

Task	Thinking Demand	Expected Response
Pilgrims thesis (central idea): choose and write the best evidence.	Select and cite	The text states, “The land also had rich soil where crops could be planted.”
Nile thesis (central idea): judge the desert-background quotation.	Evaluate	Weaker evidence: it gives background without directly proving what the Nile provided.
Nile thesis (central idea): select direct resource proof.	Transfer	The passage explains, “The Nile provided water for drinking, cooking, and farming.”

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **[3.12B]; [3.7C]; [3.11D]. Teacher target:** select and correctly introduce a strong quote.

Directions to read aloud: “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.”

Thesis (central idea) supplied to students: The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

1. Selected response. Have students classify “I think Plymouth was a good place”: [] EVIDENCE [] OPINION. (2 points)

2. Constructed response. Have students write one strong quoted-evidence sentence with a signal marker, comma, and quotation marks. (4 points)

3. CSI check. Have students explain how the quote Connects to the prompt and Supports the thesis (central idea). (2 points)

4. Transfer / application. Have students state an additional idea the evidence helps them Infer: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	OPINION. Award 2 for the correct classification; 0 otherwise.	A personal judgment is not passage proof.	2	[3.7C]
2	The text states, “The land also had rich soil where crops could be planted.” Award 1 each for a relevant exact quote, a signal marker, a comma after the marker, and quotation marks around the exact words. Accept other relevant exact quotations.	Selects purposeful proof and introduces it clearly.	4	[3.12B]; [3.7C]; [3.11D]
3	Award 1 for explaining that the quote answers why Plymouth was chosen and 1 for identifying support for the land-for-crops part of the thesis (central idea). Accept equivalent connections for alternate quotes.	Explains Connects and Supports.	2	[3.7C]; [3.12B]
4	Secure inference: growing crops could provide food for settlement. Award 2 for	Uses passage proof to Infer an additional idea.	2	[3.7C]; [3.12B]

	a reasonable inference linked to the chosen quote; 1 for a plausible but unexplained inference; 0 for unrelated or absent thinking.			
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59. Scoring Principle

Score evidence selection, CSI reasoning, and the explicitly taught quotation pattern separately. Do not remove relevance or inference points for unrelated handwriting or spelling slips. Award the punctuation points only when the required comma and quotation marks are present; never count the same error twice.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Evidence Ladder Challenge.
7-8	70-89%	Developing	Reteach the missing CSI connection or quotation feature.
5-6	50-69%	Emerging	Use Evidence or Not? Match-Up in a small group.
0-4	Below 50%	Beginning	Read evidence and opinion cards aloud; rebuild one quote with signal-marker and punctuation cards.

61. Recommended Gradebook Label

Gradebook label: G3 C1 M3

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11A planning; 3.12B informational writing; 3.7C evidence
Spiral TEKS	3.11C revising; 3.11D editing; 3.7F vocabulary; 3.7G discussion
Purpose	Students pair a Module 2 thesis (central idea) with one strong, correctly introduced passage quote.
Exact Student Prompt	Teacher prompt: “Why did the Pilgrims choose Plymouth?”
Exact Student Directions	Teacher directions: have students read the thesis (central idea), select a quote using CSI, write the thesis (central idea) and evidence sentence, and explain the match. Require a signal marker, comma, and quotation marks.
Non-Negotiable Expectations	Relevant exact text proof; a prompt and thesis (central idea) match; a reasonable inference; signal marker and quotation punctuation. The SCR ladder remains thesis (central idea), evidence, explanation.

WRITING REQUIREMENT **3.7F**

Have students use evidence, thesis (central idea), signal marker, or inference when explaining their choice. Preserve the passage wording inside the quote. **3.7F**

63. Student Planning Frame

Offer this planning sequence as access support; students make the evidence decision and write the sentence.

1. Have students read the prompt and retrieve noun, verb, and WHAT / WHY / HOW shaping as needed.
2. Have students read the Module 2 thesis (central idea) and identify what needs proof.
3. Have students locate candidate quotations in the passage.
4. Have students check that the selected evidence Connects to the prompt.
5. Have students identify the thesis (central idea) words the quote Supports. **3.7C**
6. Have students state an additional idea they can Infer. **3.7G**
7. Have students add a signal marker and comma, place quotation marks around exact words, and reread the sentence.

64. Writing Assignment Rubric

Score five criteria on the four-level scale for 20 possible points. Report evidence quality and quotation conventions separately so the next teaching step is clear.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Evidence source and accuracy	Relevant exact words from the correct passage.	Relevant quote with a minor copying slip.	Partly accurate passage detail.	Opinion or no passage proof.
Connects and Supports	Explains both prompt connection and thesis (central idea) support.	Relevant quote with one connection only partly explained.	Quote is related but weak for the thesis (central idea).	No purposeful thesis (central idea) match.
Inference 3.7C	Reasonable additional idea clearly grounded in the quote.	Reasonable inference with a partial link.	Repeats the detail without developing an inference.	Unrelated inference or none.
Signal marker and quotation punctuation	Signal marker, comma, and both quotation marks used correctly.	One quotation feature missing or incorrect.	Two quotation features missing or incorrect.	Quote is dropped in without the taught pattern.
Clarity and vocabulary 3.7F	Clear evidence sentence and accurate vocabulary in the CSI explanation.	Meaning clear with minor sentence or vocabulary errors.	Meaning needs clarification.	Meaning is unclear or response absent.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure evidence selection and citation	Evidence Ladder Challenge: compare two quotations.
14-17	70-85%	Developing	Confer on the weakest criterion and revise the evidence sentence.
10-13	50-65%	Emerging	Small-group evidence/opinion and thesis (central idea)-match practice.
Below 10	Below 50%	Beginning	Rebuild one evidence sentence with cards, a CSI checklist, and oral rehearsal.

66. Teacher Feedback Shortcuts

- Strength script: “You selected passage proof that supports your thesis (central idea) when you chose _____.”
- Strength script: “You explained the connection clearly when you said _____.”
- Target script: “Which exact words in your thesis (central idea) does this quote prove?”
- Target script: “Use CSI to compare this quote with another detail from the passage.”
- Evidence script: “What additional idea can you infer from this proof?”
- Conventions script: “Read your signal marker, add its comma, and check both quotation marks.”

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Evidence or Not? Match-Up: Support students who need practice recognizing evidence and using signal markers.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Evidence and non-evidence cards, thesis (central idea) cards, signal-marker cards, quote cards, CSI mini-cards
Relevant TEKS Breakout	3.11A planning; 3.12B informational writing; 3.7C evidence
Relevant ELPS	1(C) oral directions; 2(F) restate and respond

Step 1: Slow Down the Match-Up. Have students sort statements into Evidence and Not Evidence.

CLASS SLIDE

Display the sort: Evidence / Not Evidence. Keep the selected thesis (central idea) beside the cards.

TEACHER SCRIPT

"You will slow down and make the evidence work easier to see. First sort what is evidence and what is not. Then match real evidence to your thesis (central idea) and add a signal marker."

Read each card aloud and keep the thesis (central idea) visible. Ask students to point to the words that supply proof.

Step 2: Match the Evidence. Have students match a quote to the Pilgrims thesis (central idea).

CLASS SLIDE

Display the Pilgrims thesis (central idea): The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.

Use the quote "The harbor at Plymouth made it possible for ships to anchor safely." with the signal marker "The author says,". Expected full sentence: The author says, "The harbor at Plymouth made it possible for ships to anchor safely."

Step 3: Add a Signal Marker. Have students build the sentence with a marker, comma, quotation cards, and exact text words.

Step 4: Read It Aloud. Have students rehearse "The text states, '____.'" or "The passage explains, '____.'" , then write the full sentence.

Step 5: Connect Back to CSI. Ask students to name whether the card is passage evidence and explain how it matches the thesis (central idea) before reading the full sentence.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Read a statement and ask whether it is evidence.	Student identifies text proof or opinion.	"I think" is treated as evidence.	Ask whether the statement came from the passage; return to the cards.
Ask students to apply CSI to a quote and thesis (central idea).	Student explains connection, support, and inference.	Every quotation is labeled strong.	Ask which exact thesis (central idea) words the quote proves.
Ask students to write a quoted-evidence sentence.	Student uses a signal marker, comma, quotation marks, and exact words.	The quote is dropped in or punctuation is omitted.	Rehearse the pattern with sentence and punctuation cards.
Ask students to compare two relevant quotes.	Student explains why one more directly supports the selected thesis (central idea).	Length is used as the only measure of strength.	Return to the job each quote does for the thesis (central idea).

69. Student Support Quick Reference

If a student...	Support to Provide
Cannot distinguish evidence from opinion	Use Evidence or Not? Match-Up and read each card aloud.
Chooses a related but weak quote	Use CSI and underline the thesis (central idea) words the quote supports.
Forgets quotation punctuation	Provide signal-marker and quotation-mark cards to build the sentence.
Masters quickly	Route to Evidence Ladder Challenge.

Supporting materials: evidence cards, thesis (central idea) cards, CSI checklist, signal-marker cards, quotation-mark cards, and CSI Evidence Quest support the module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Evidence Ladder Challenge: Extend mastery by comparing two pieces of evidence for a thesis (central idea) and explaining which is stronger.
Group Size	Pairs or small groups
Materials	Both high-stamina passages, notebooks, and CSI checklist cards
Relevant TEKS Breakout	3.12B informational writing; 3.11A planning; 3.7C evidence
Relevant ELPS	2(E) narrate and explain; 4(D) grade-appropriate sentences

Part 1: Choose a Thesis (central idea). Offer the Pilgrims thesis (central idea), the Nile thesis (central idea), or "Water connected life in both passages through survival, farming, and settlement." **3.7B**

CLASS SLIDE

Display the Evidence Ladder Challenge: thesis (central idea), first quote, second quote, CSI comparison, and supported inference.

Have students add two quoted-evidence sentences, compare their strength with CSI, and state an inference.

Part 2: Build the Evidence Ladder. Nile model: The passage explains, “The Nile provided water for drinking, cooking, and farming.” The author describes, “Boats moved up and down the river carrying people and goods.” The first directly supports water and farming; the second directly supports transportation.

Part 3: Explain the Comparison. Have students explain which quote best supports the part of the thesis (central idea) emphasized. Together, the two models suggest the Nile supported daily life and movement of goods.

Expert reflection: partners explain the strength of each quote for the chosen thesis (central idea) and share their evidence ladders.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Why did the Pilgrims choose Plymouth?

Connection: have students use CSI to select and write one strong quoted-evidence sentence for the Module 2 thesis (central idea).

Planning Support

1. Have students read the prompt and retrieve noun, verb, and WHAT / WHY / HOW shaping as needed.
2. Have students read the Module 2 thesis (central idea) and identify what needs proof.
3. Have students locate candidate quotations in the passage.
4. Have students check that the selected evidence Connects to the prompt.
5. Have students identify the thesis (central idea) words the quote Supports. **[3.7C]**
6. Have students state an additional idea they can Infer. **[3.7G]**
7. Have students add a signal marker and comma, place quotation marks around exact words, and reread the sentence.

WRITING REQUIREMENT **[3.7F]**

Require accurate module vocabulary in the CSI explanation while leaving quoted passage words unchanged. **[3.7F]**

Drafting directions: have students write the thesis (central idea) and one strong quoted-evidence sentence, then state the CSI match. **[3.7C]**; **[3.7F]**

Success Criteria

- The quote comes from the passage.
- The quote connects to the prompt and supports the thesis (central idea).
- The writer can explain an additional inference.
- A signal marker introduces the quote.
- A comma and quotation marks enclose the exact words correctly.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Have students read the evidence sentence aloud and check that its quote clearly supports the thesis (central idea). **[3.11C]**

Edit. Have students check the comma after the signal marker, both quotation marks, exact wording, capitalization, and spelling. **[3.11D]**

Share. Have students read the thesis (central idea) and evidence sentence to a partner; the partner names the CSI parts that make the proof strong.

Companion resources: use Module 3 revising and editing slides, teacher plans, interactive notebooks, and answer keys for additional practice.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner opportunities to hear and say the reasoning behind evidence selection.

- Read a passage detail aloud; have partners say whether it proves the thesis (central idea) and explain why.
- Read the prompt, then have students identify supporting details by ear.
- Read two quotes aloud; have the class choose the stronger match and justify it.
- Have partners read selected evidence aloud and check it against the thesis (central idea).

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

Ask students to pause and restate what the prompt asks before selecting proof.

PAUSE POINT: MIDWAY

Have students test each detail: does it prove the thesis (central idea)? Direct them to replace weak evidence.

PAUSE POINT: BEFORE YOU FINISH

Have students check whether a reader can understand the answer and see how the quote supports it.

75. At-Home Connection

Send brief evidence conversations home. Each takes a few minutes and requires little or no preparation.

TEACHER INFORMATION: TASK CARD 1

Send this card first to practice distinguishing evidence from opinion.

Task Card 1: Evidence Detective. Invite families to ask for one fact from a passage and one opinion, then have the student explain which could be evidence and why. **[3.12B]**. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to rehearse the CSI HABIT with an everyday claim.

Task Card 2: CSI at Dinner. Invite families to ask for a claim about the day and a supporting fact. Have the student explain Connects, Supports, and Infers. **[3.12B]**. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Provide this language-supported version without reducing the evidence decision.

Task Card 3: Signal Marker Builder. Send a word bank with “The text states,” “The author says,” comma, and quotation marks. Have the student practice a correctly introduced quoted-evidence sentence. **[3.12B]**. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your progress tracker. After you practice each skill, check the box that matches what you can do on your own. Be honest so you can see your growth and choose your next step."

Directions for the teacher: have students mark one response per skill after practice. Use the tracker for reflection, not as the only evidence of mastery.

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

77. Student Award

Student Award prompt: have students name one evidence skill they can already do and point to proof in their work.

78. Student Target

Student Target prompt: have students identify one next step in evidence selection or quotation use.

Connect the reflection to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You learned that evidence is proof from the passage that supports your thinking. You can use CSI: Connects to the prompt, Supports your thesis (central idea), and helps you Infer additional ideas. You can introduce exact words with a signal marker, comma, and quotation marks. Hey! Hey! Hey! Evidence is on the way!"

80. Essential / Overarching Question, Answered

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

A writer rereads the prompt and thesis (central idea), then uses CSI to choose proof that Connects to the prompt, Supports the thesis (central idea), and helps the reader Infer additional ideas. The writer introduces the exact passage words with a signal marker and comma and encloses those words in quotation marks.

81. Teacher Reflection

- Which students distinguished evidence from opinion but struggled to choose strong proof for a thesis (central idea)?
- Did CSI Evidence Quest help students explain why evidence was strong or weak?
- Which students need more practice with signal markers, commas, or quotation marks?
- Who demonstrated independent mastery, and who needs guided evidence selection?
- Who needs Evidence or Not? Match-Up, and who is ready for Evidence Ladder Challenge?
- Which evidence best shows growth from the Day 3 builder to the Day 5 exit ticket?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Photographs of the CSI HABIT anchor chart
- Completed CSI Evidence Quest classifications and explanations
- Day 3 Thesis (central idea) + Evidence Builder work
- Day 5 quoted-evidence exit tickets and CSI explanations
- The Module 3 progress tracker and revised evidence sentences
- Samples at developing, approaching, and secure levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use this 19-position build sheet to prepare Module 3 lesson slides from the lesson plan content. Locations below refer to this teacher guide.

Slide	Title	Required Content	Lesson Location
1	Cover	Understanding and Selecting Strong Evidence; Grade 3; Cluster 1; Module 3; Week 3; High Stamina; SCR	Cover
2	Meet Our Week	Evidence versus opinion; CSI; signal markers; quotation punctuation	Section 12; Day 1
3	Evidence Detective Freeze	Four proof/opinion statements; freeze and quote fingers; cross arms for opinion	Day 1 Gather
4	What Is Evidence?	Passage proof versus opinion, random detail, and purposeless copying	Day 1 Reveal
5	CSI HABIT	Connects to prompt; Supports thesis (central idea); Infers additional ideas	Day 1 Reveal
6	Signal Markers and Quotations	The text states, “The land also had rich soil where crops could be planted.” Model signal marker, comma, exact words, quotation marks.	Day 1 Reveal
7	CSI Evidence Quest	Four-category spinner; card; thesis (central idea) match; CSI explanation; move one space	Day 2 Attempt
8	Talk About Evidence	Strong versus weak; same quote with different theses; signal markers	Day 3 Discuss
9	Thesis (central idea) + Evidence Builder	Pilgrims quote and CSI; judge Nile desert-background quote	Day 3 Use
10	Award	Chant; CSI Air Tap; Notebook Glow Line; partner praise	Day 4 Award
11	Target	One understanding, practice need, quotation question, and improvement	Day 4 Target
12	Turn and Teach	Define evidence; explain CSI; introduce a quote	Day 5 Explain
13	Exit Ticket	Pilgrims thesis (central idea); one strong quoted-evidence sentence; CSI explanation	Day 5; section 57
14	Evidence or Not? Match-Up	Sort; match thesis (central idea); add signal marker; read aloud	Section 67
15	Evidence Ladder Challenge	Two quotes; compare strength; explain an inference	Section 70
16	My Progress Tracker	Evidence selection and quotation skills; independent reflection	Section 76
17	Developing Exemplar	Opinion about Plymouth; missing passage proof	Section 51
18	Approaching Exemplar	Desert quote from Nile passage does not support Pilgrims thesis (central idea)	Section 52

19	Secure Exemplar	The text states, “The land also had rich soil where crops could be planted.” Explain relevance and CSI.	Section 53
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Supporting routines: retain DOT, TRACKS, prompt-shaping retrieval, and the essential-question return. Use retelling or paraphrasing for comprehension (**3.7D**), then require exact words when quoting. Game cards support CSI Evidence Quest.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Display the thesis (central idea) at the top of the shared passage so every quote is checked against it.
Annotation	Have students highlight exact proof in a shared passage and mark candidate details.
Breakout discussion	Have partners compare evidence choices and explain CSI in breakout rooms.
Oral response	Have students rehearse a signal marker and quote by voice before typing.
Asynchronous option	Use a poll to classify proof or opinion and compare strong or weak quotes. Have students submit a CSI explanation.
LMS submission	Collect one supporting detail and a complete quoted-evidence sentence through a shared document or form.
Digital tracking	Keep quiet pause points and have students update the progress tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Essential / Overarching Question, Revisited	How can a writer choose and cite the strongest evidence from a passage to support a thesis (central idea)? A writer rereads the prompt and thesis (central idea), then uses CSI to choose proof that Connects to the prompt, Supports the thesis (central idea), and helps the reader Infer additional ideas. The writer introduces the exact passage words with a signal marker and comma and encloses those words in quotation marks.

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Teacher Lesson Plan Guide

Explaining Evidence / Build the Full SCR Ladder

Grade 3 | Cluster 1 | Module 4

Grade: 3

Cluster: 1, Short Constructed Response (SCR)

Module: 4 of the cluster

Primary Instructional Category: Informational Writing / Single Constructed Response (SCR)

Module Title: Explaining Evidence / Build the Full SCR Ladder

Content Connection / Passage Titles: “The Pilgrims Chose Plymouth” and “Life Along the Nile River” (Week 4, Very High Stamina, SCR Informational)

Primary TEKS: [3.11A\(i\)](#) planning; [3.12B\(i\)](#) clear central idea; [3.12B\(ii\)](#) genre characteristics; [3.12B\(iii\)](#) craft

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **[3.7A]** describe personal connections to a variety of sources, including self-selected text. *[Day 3: relevant Story/Anecdote connections.]*
- **[3.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[Day 3 and enrichment: compare how resources support life in both passages.]*
- **[3.7C]** use text evidence to support an appropriate response. *[Days 1-5: evidence supports the thesis (central idea).]*
- **[3.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Day 1 and slide build sheet: paraphrase passage meaning without changing it.]*
- **[3.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[DOT, TRACKS, annotation, and Flip-Flap Explanation Notes.]*
- **[3.7F]** respond using newly acquired vocabulary as appropriate. *[Oral rehearsal and every writing task: use explanation vocabulary.]*
- **[3.7G]** discuss specific ideas in the text that are important to the meaning. *[Days 3 and 5: explain why evidence matters.]*

1. A Little Inspiration Goes a Long Way!

Students grow stronger when teachers return to the same ideas, add one new layer, and let success build on success.

TEACHER SCRIPT

"You already know how to write a thesis (central idea) and add evidence. This week you will explain what your evidence means and build the full SCR ladder."

Connection to this week's thinking: after a thesis (central idea) and evidence, students explain what the evidence means and how it proves the thesis (central idea). Module 1's three prompt shapes remain a retrieval habit for WHAT / WHY / HOW.

2. Why This Module Matters

A short constructed response needs more than a thesis (central idea) and a quote. Writers must explain what the evidence means, why it matters, and how it proves the thesis (central idea). In this final module, students bring together the full SCR ladder: thesis (central idea), evidence, and explanation.

Where it fits into writing: the explanation sentence follows evidence and connects the text proof to the thesis (central idea).

Why it matters beyond this assignment: explaining evidence helps readers understand a writer's thinking in every subject.

3. Module Essential / Overarching Question

How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response?

Record initial thinking on Monday and revisit the question on Friday.

Monday reflection: record the student's first thinking.

Friday reflection: record the student's final thinking.

Growth reflection: record what changed in the student's thinking.

Family Communication

4. Parent Communication Purpose

Families are partners in this work. Send a clear picture of the week's learning, questions for conversation, and two simple activities requiring no special materials. Invite families to listen as the student explains an idea; these conversations strengthen learning.

How to Send It: copy the letter in each family's preferred language, or send both. Share the same conversation starters and family activities in either language.

5. Family Letter (English)

Dear Families,

This week your student is learning how to explain evidence in a short constructed response. After writers give evidence from a passage, they explain what the evidence means or why it matters. This helps the reader understand how the evidence supports the thesis (central idea), or central idea.

Students will practice two explanation bookends. A Definition explanation can begin with "This means" or "This shows." A Story/Anecdote explanation can begin with "This reminds me of" or "This makes me think of." The word this points back to the evidence sentence right before it. We will read "The Pilgrims Chose Plymouth" and "Life Along the Nile River" and bring thesis (central idea), evidence, and explanation together in a full SCR ladder.

With appreciation, Your student's teacher, The Writing Academy LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante está aprendiendo a explicar la evidencia en una respuesta construida corta. Después de presentar evidencia de un pasaje, los escritores explican lo que significa la evidencia o por qué es importante. Esto ayuda al lector a entender cómo la evidencia apoya la tesis o idea central.

Los estudiantes practicarán dos formas de explicación. Una explicación de definición puede comenzar con "Esto significa" o "Esto muestra." Una explicación de historia/anécdota puede comenzar con "Esto me recuerda" o "Esto me hace pensar." La palabra esto señala la oración de evidencia que está justo antes. Pueden apoyar en casa pidiéndole a su estudiante que explique qué significa una evidencia y cómo apoya la idea central. ¡Gracias por acompañar a su estudiante en este aprendizaje!

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy LLC

7. Family Conversation Starters

- Invite families to ask what an explanation sentence does.
- Invite the student to teach how explanation differs from evidence.
- Ask families to listen for Definition starters: "This means" or "This shows."
- Ask families to listen for Story/Anecdote starters: "This reminds me of" or "This makes me think of."
- Have families ask what the word this points back to in an explanation sentence.

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Explain the Detail

Invite families to share one detail from a book, show, or conversation. The student explains what the detail means or why it matters with “This means” or “This shows.” Allow about two minutes; no paper is needed.

Family Activity: Build the Ladder at Dinner

Invite the student to share a thesis (central idea), evidence, and explanation from either passage. Ask families to listen for how the explanation helps the evidence support the thesis (central idea).

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates explanation through Mystery Object Explain-It.
Reveal	■ TEACH	Models Definition and Story/Anecdote explanations and the referent of this.
Attempt	○ LEARN	Produces Evidence or Explanation Relay Race sorts and added explanations.
Discuss	○ LEARN	Reveals how students distinguish proof from its meaning.
Use	✓ ASSESS	Produces the independent Bookends of Explanation notebook activity.
Award	✓ ASSESS	Identifies a demonstrated explanation strength.
Target	✓ ASSESS	Names and acts on one explanation goal.
Explain / Educate	✓ ASSESS	Produces partner teaching and the full SCR ladder exit ticket.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 3, Cluster 1, Module 4
Module Category	Informational Writing / Short Constructed Response: Explaining Evidence / Build the Full SCR Ladder
Primary TEKS	3.11A(i) ; 3.12B(i) ; 3.12B(ii) ; 3.12B(iii)
Primary Breakout	Explain how evidence proves a thesis (central idea) through Definition or Story/Anecdote.
Spiral TEKS	3.7A , 3.7B , 3.7C , 3.7D , 3.7E , 3.7F , 3.7G ; Social Studies 3.14C provides background context.
Recursive TEKS	3.11C(i) sentence revision; 3.11D(i) sentences; 3.11D(xxii) high-frequency spelling in the lesson plan breakout notation; DOT and TRACKS.

Content Connection	“The Pilgrims Chose Plymouth” and “Life Along the Nile River”; Week 4; Very High Stamina
Daily Lesson Time	About 15 minutes per day, 5 days
Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Flip-Flap Explanation Notes; relay sorts; two explanation bookends; revised explanation; progress tracker
Formal Assessment Product	Build the Full SCR Ladder exit ticket and writing assignment

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will write an explanation sentence after evidence that tells what the evidence means, why it matters, or what the reader can understand from it, and will connect the explanation to the thesis (central idea).

I Will Statements

- Have students state what their evidence means.
- Have students use “This means” or “This shows” for Definition.
- Have students use “This reminds me of” or “This makes me think of” for Story/Anecdote.
- Have students explain how evidence proves the thesis (central idea).
- Have students connect all three parts of the full SCR ladder.

I Can Statements

- Check whether students distinguish evidence from explanation.
- Check whether students begin explanations with signal markers.
- Check whether students use this to refer to the preceding evidence.
- Check whether students build a full SCR with thesis (central idea), evidence, and explanation.

CLASS SLIDE

Daily Deck, Module Slide 4: present the I Will and I Can statements before instruction.

13. Success Criteria

Use these observable success criteria to assess the completed SCR ladder.

- The explanation follows the evidence sentence.
- The explanation uses the writer’s own words.
- The explanation uses a Definition or Story/Anecdote signal marker.
- The explanation tells what the evidence means or why it matters.
- The word this points to the preceding evidence.
- The thesis (central idea), evidence, and explanation work together.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1: students distinguish evidence from explanation and identify the referent of this.
- Day 2: accurate relay sorts and a relevant added explanation.
- Day 3: Bookends of Explanation includes both Definition and Story/Anecdote.
- Day 4: an explanation revision and a specific next step.
- Day 5: a full SCR with connected thesis (central idea), evidence, and explanation. Keep Day 3 and Day 5 work together to show growth.

15. TEKS Correlations

Use the lesson plan’s breakout labels to locate instruction. Parent TEKS wording appears in Section 26; the lesson plan’s parenthetical labels identify smaller instructional breakouts.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
3.11A(i)	Writing Process: Planning	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies	Day 1	Days 1-3	Day 3 Use; writing assignment
3.12B(i)	Writing: Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 1-5	Day 5 SCR
3.12B(ii) ; 3.12B(iii)	Writing: Genre	3.12B(ii) : compose informational texts, including brief compositions that convey information about a topic, using genre characteristics. 3.12B(iii) : compose informational texts, including brief compositions that convey information about a topic, using craft	Day 1	Days 1-5	Day 3 bookends; Day 5 SCR
3.11C(i)	Revising	revise drafts to improve sentence structure	Day 4	Day 4	Revised explanation
3.11D(i) ; 3.11D(xxxii)	Editing	3.11D(i) : edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement. 3.11D(xxxii) : edit drafts using standard English conventions, including correct spelling of words with grade-appropriate high-frequency words	Days 1 and 5	Days 1 and 5	Day 5 sentence and spelling check

Social Studies **3.14C** is background context only; assess the writing standards through the SCR.

16. Standards Coverage Matrix

Classify each standard by its role. The lesson plan's **3.12B(i)**, **3.12B(ii)**, and **3.12B(iii)** breakouts divide the full **3.12B** expectation into central idea, genre characteristics, and craft.

Classification	TEKS	Student Expectation / Instructional Focus	Where It Occurs
PRIMARY	3.11A(i)	plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping	Days 1-3 explanation planning
PRIMARY	3.12B(i) ; 3.12B(ii) ; 3.12B(iii)	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft	Days 1-5; bookends; full SCR
RECURSIVE	3.11C(i)	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity	Day 4 explanation revision
SPIRAL	3.7A	describe personal connections to a variety of sources, including self-selected text	Day 3 Story/Anecdote discussion
SPIRAL	3.7B	write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources	Day 3; enrichment
SPIRAL	3.7C	use text evidence to support an appropriate response	All SCR evidence sentences
SPIRAL	3.7D	retell, paraphrase, or summarize texts in ways that maintain meaning and logical order	Passage paraphrase and explanation distinction
SPIRAL	3.7E	interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating	DOT, TRACKS, Flip-Flap Notes
SPIRAL	3.7F	respond using newly acquired vocabulary as appropriate	All writing tasks
SPIRAL	3.7G	discuss specific ideas in the text that are important to the meaning	Definition and Story/Anecdote discussion
CONTEXT	Social Studies 3.14C	Geography, resources, and community development in the two passages	Background only; not a writing score
RECURSIVE	3.11D(i) ; 3.11D(xxxii)	Complete sentences and spelling, using the lesson plan breakout labels	Days 1 and 5
RECURSIVE	DOT / TRACKS / SCR ladder	Reading, evidence, and response habits across the cluster	All five days

17. ELPS Correlations

Match language supports to the lesson plan's ELPS correlation matrix: students listen, distinguish evidence from explanation, discuss meaning, and write connected sentences. Use this matrix consistently for the daily lesson alignments.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 1, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 2, and 3
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 2, 3, and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Days 1 and 5

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

Maintain grade-level rigor while supporting emergent bilingual students as they explain what evidence means and how it supports a thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the evidence and its matching explanation when each part is named.
Beginning	Match an evidence sentence to a Definition explanation using a signal-marker strip.
Intermediate	Say what evidence means using “This means ____.”
High Intermediate	Explain orally how evidence supports the thesis (central idea) using either explanation bookend.
Advanced	Write and justify an explanation that shows how evidence proves the thesis (central idea).

Language Supports

- Provide paired evidence and explanation strips.
- Use a sort mat labeled Evidence and Explanation.
- Keep all four signal markers visible.
- Allow pointing and oral rehearsal before writing.
- Invite home-language discussion before an English explanation; retain the same reasoning demand.

Evidence of Access Without Reduced Rigor: paired strips, sort mats, visible signal markers, and oral rehearsal support language. Students supply the meaning and write the explanation.

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear evidence aloud and explain how it supports the thesis (central idea).
Speaking	Students rehearse their thinking with a partner using the supplied frames.
Reading	Students read the passages and prompt closely, marking words that carry meaning.
Writing	Students write how evidence supports the thesis (central idea), moving from an oral idea to a connected response.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read and repeat the thesis (central idea) and evidence; allow pointing; provide “This means,” “This shows,” “This reminds me of,” and “This makes me think of.”	Supply what the evidence means or write the explanation for a student.

The student must use original wording to explain how evidence supports the thesis (central idea).

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate evidence and explanation sentences.	Supported; read the pair twice if needed.	Identifies text proof and the sentence explaining its meaning.

Inferential	Tell what evidence means and how it supports the thesis (central idea).	Guided Days 1-2; independent by Day 5.	Writes a connected explanation with a signal marker.
Evaluative	Judge whether an explanation fits the evidence and thesis (central idea).	Partner discussion Day 3; independent by Day 5.	Explains why copied evidence or random thoughts are weak.
Synthesis	Compare Definition and Story/ Anecdote explanations within a full SCR.	Enrichment after mastery.	Selects the stronger explanation and justifies the choice.

22. The Five Thinking Levels

Use this progression to name the level of thinking required by a prompt and response. Retain the symbol and color labels for teacher reference.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	The student can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	The student can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	The student can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	The student can explain what The student can learn, value, or apply to the student's own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	The student can explain the universal lesson or significance.	Universal Meaning and Life Lessons

Where this module primarily operates: Visible and Independent, Levels 3-4. Students explain passage evidence and evaluate whether a connection supports the thesis (central idea). Enrichment extends reflection on the two bookends.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Explanation is another quote.	A second quote may be accepted as explanation.	Ask for the meaning of the quote in the writer's own words.
Any personal connection explains evidence.	An unrelated story may be accepted.	Reread the evidence and check how the connection clarifies it.
This is only a sentence starter.	The referent may be left untaught.	Point from this to the preceding evidence sentence at each practice.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
Explanation is copied evidence.	The writer repeats the quote or adds another quote.	Provide "This means" and ask for the meaning in original words.
A random opinion explains evidence.	An unrelated thought follows the quote.	Return to what the evidence helps the reader understand about the thesis (central idea).
This can begin a new topic.	The sentence changes topics after this.	Have the writer draw an arrow from this to the preceding evidence.

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standard and breakouts being taught: **[3.12B]** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. The lesson plan identifies **[3.12B(i)]** as central idea, **[3.12B(ii)]** as genre characteristics, and **[3.12B(iii)]** as craft. Students plan through **[3.11A(i)]**, revise through **[3.11C(i)]**, and edit complete sentences and spelling through **[3.11D(i)]** and **[3.11D(xxxii)]** in the lesson plan breakout notation.

26. How I Say the Standard!

TEKS says	How I say it
[3.11A] : plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; [3.12B] : compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; [3.11C] : revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; [3.11D(i)] : edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement; [3.11D(xi)] : edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words;	Teach students to plan a response, state a clear thesis (central idea), provide evidence, and explain its meaning using one of the two bookends. Revise for clarity and edit sentences and spelling. The lesson plan divides [3.12B] into three instructional breakouts and labels its high-frequency spelling breakout [3.11D(xxxii)] ; the official spelling subpart is [3.11D(xi)] . Source: Texas Education Agency, Grade 3 TEKS .

27. This Week I Can...

Weekly target: students distinguish evidence from explanation, use a signal marker, connect this to the evidence, and build the full SCR ladder.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Recall the Module 1 prompt shapes: circle the noun, box the verb, triangle the clue word; decide WHAT / WHY / HOW.
- Recall Module 2: write a thesis (central idea) that answers the prompt.
- Recall Module 3: choose evidence supporting the thesis (central idea).
- Use DOT to mark unfamiliar passage words and TRACKS to locate evidence.
- Write a complete sentence and recognize text proof. **[3.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner what a thesis (central idea) does and what evidence does. Point to one piece of evidence from the Pilgrims or Nile River passage."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
explanation	a sentence telling what evidence means or why it matters	Have students explain the detail after reading it.
signal marker	words showing the kind of explanation	Rehearse "This means" and "This reminds me of."
thesis (central idea)	the central idea answering the prompt	Check that evidence and explanation support it.
this	a demonstrative pronoun pointing back to something already named	Have students point to the evidence sentence before it.

31. Conventions Connection

Retrieve complete sentences, capitalization of the first word, end punctuation, and subject-verb agreement on Days 1 and 5. On Day 5, check grade-appropriate high-frequency spelling. Use [3.11D\(i\)](#) and the lesson plan's [3.11D\(xxii\)](#) spelling breakout; ELPS 4(E) supports conventions.

32. Writing Connection

An explanation follows evidence and tells what the proof means, why it matters, or what the reader can understand from it. Definition and Story/Anecdote make that connection visible in the three-part SCR ladder.

33. Watch Out!

Common misconception: copied evidence or an unrelated thought counts as explanation. **Teacher move:** point to the evidence and prompt an original statement of its meaning using one of the four signal markers.

34. Ready Check

Read the thesis (central idea) and evidence from the Pilgrims model. Ask students to identify the central idea and text proof. Use responses to identify who needs paired strips and oral rehearsal before adding an explanation.

35. Teacher Look-Fors

- Students put the explanation after evidence.
- Students explain in original words instead of repeating a quote.
- Students connect this to the preceding evidence.
- Students use a signal marker and write complete, correctly punctuated sentences.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"You can use these academic thinking words to understand questions and explain your answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"You use these everyday words to tell what evidence means and why it matters."

Word	Student-Friendly Definition	Oral Rehearsal Frame
tell	to say or explain something	Oral rehearsal frame to model: "I can _____ what the evidence means."
means	shows the idea something has	Oral rehearsal frame to model: "This _____ the Pilgrims had resources."
matters	is important	Oral rehearsal frame to model: "The evidence _____ because it supports the thesis (central idea)."
quote	the exact words from a text	Oral rehearsal frame to model: "The evidence sentence can use a _____."
copy	to write the same words again	Oral rehearsal frame to model: "I do not _____ the evidence for my explanation."
thought	an idea in the mind	Oral rehearsal frame to model: "My explanation is not a random _____."
story	an account of something that happened	Oral rehearsal frame to model: "A _____ explanation helps connect an idea to life."
explain	to tell what something means or why it matters	Oral rehearsal frame to model: "I can _____ my evidence."
build	to make something by putting parts together	Oral rehearsal frame to model: "The Pilgrims had to _____ homes before winter."
water	the clear liquid people, plants, and animals need to live	Oral rehearsal frame to model: "The river gave people fresh _____ to drink."
tell / means	Rehearse the distinction between stating a detail and explaining it.	Oral rehearsal frame to model: "This means _____."
quote / copy	Contrast quoting evidence with copying it as explanation.	Oral rehearsal frame to model: "The quote means _____."

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"You can use these academic thinking words to understand questions and explain your answers."

Word	Student-Friendly Definition	Oral Rehearsal Frame
explanation	a sentence that tells what evidence means or why it matters	Oral rehearsal frame to model: "My _____ comes after my evidence."
evidence	a quote or detail supporting the thesis (central idea)	Oral rehearsal frame to model: "My _____ gives proof from the passage."
thesis (central idea)	the central idea that answers the prompt	Oral rehearsal frame to model: "My _____ is supported by evidence."
signal marker	words showing the kind of explanation	Oral rehearsal frame to model: "'This means' is a _____."
definition	an explanation telling what evidence means	Oral rehearsal frame to model: "A _____ explanation can start with 'This shows.'"
anecdote / story	anecdote: a short story or connection; story: a connection explaining an idea	Oral rehearsal frame to model: "An _____ helps a reader understand more. A _____ explanation can start with 'This reminds me of.'"
demonstrative pronoun	a word pointing to something already named and close by	Oral rehearsal frame to model: "The word _____ points back to the evidence."
metacognition	thinking about one's own thinking	Oral rehearsal frame to model: "Using the same passages helps with _____."
clarify / elaborate	clarify: make an idea easier to understand; elaborate: add more information	Oral rehearsal frame to model: "An explanation can _____ evidence. Writers _____ by telling what it means."
support	to give proof for an idea	Oral rehearsal frame to model: "Evidence and explanation _____ the thesis (central idea)."
response	the answer a writer gives	Oral rehearsal frame to model: "My _____ has a thesis (central idea), evidence, and explanation."
punctuation / capitalize	punctuation: marks showing where a sentence ends; capitalize: use a capital letter at the beginning	Oral rehearsal frame to model: "Check the last _____. _____ the first word."

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"You will find these historical words in the passages. When you understand them, you can explain the passages more clearly."

Word	Say It This Way	Student-Friendly Definition
Mediterranean Sea	med-ih-tuh-RAY-nee-un SEE	the sea where the Nile River empties
flood cycle	fluhd SY-kul	the regular pattern of a river rising and then going back down
flax	flaks	a plant used in ancient Egypt to make cloth and clothing
nets	nets	woven ropes used by fishermen to catch fish
pyramids	PIR-uh-midz	huge stone buildings made in ancient Egypt
mud bricks	muhd briks	blocks made from mud used to build homes
river valley civilizations	RIV-er VAL-ee siv-uh-luh-ZAY-shunz	early large communities that grew beside rivers
geography	jee-OG-ruh-fee	the study of Earth's land, water, and places
construction projects	kun-STRUHK-shun PROJ-ekts	planned jobs for building something large
temples	TEM-pulz	buildings used for worship in ancient Egypt
flood cycle / flax	fluhd SY-kul / flaks	Review how the flood cycle supported farming and how flax supplied clothing.
geography / river valley civilizations	jee-OG-ruh-fee / RIV-er VAL-ee siv-uh-luh-ZAY-shunz	Review how land and water influenced where communities grew.

For additional academic word practice, use the Teach BIG Academic Vocabulary Companion App.

39. Background Knowledge & Teacher Context

What the teacher needs to know: Plymouth offered water, farmland, forests, and a safe harbor. The Nile supplied water, fish, rich soil, and transportation. Both Very High stamina passages extend familiar content.

Important conceptual background: Module 2 developed thesis (central idea) writing; Module 3 added evidence. Module 4 adds an explanation in the writer's own words after that evidence.

Content connection: explain how resources met daily needs and supported settlement. Definition clarifies meaning; Story/Anecdote connects that meaning to a relevant life experience.

The SCR Habit

Students DOT unfamiliar words, shape the prompt, and use TRACKS to locate evidence. Build thesis (central idea), evidence, then explanation. The word this points to the preceding evidence. The two DEEP FACTS bookends are D = Definition and S = Story/Anecdote. **3.7G**

40. Materials Needed

Category	Items
Core print materials	Both Very High stamina passages; anchor chart paper; interactive notebooks; note-taking templates
Activity / game materials	Evidence, explanation, and sort cards; sentence strips; spinner; racing cards; cones or markers; gameboard and pieces; student-selected Pencil Guy markers
Writing materials	Whiteboard and markers; pencils; highlighters or colored pencils
Assessment materials	Exit slips; Day 3 notebook activity; progress tracker; writing assignment
Technology	Projector or board for the Daily Deck cues
Accessibility supports	Paired strips; Evidence / Explanation mats; signal markers; four-flap page

41. Preparation Before Day 1

- ☐ Prepare “What an Explanation Does,” “Our Two Bookends for Explaining,” and “Why We Use THIS” anchor charts.
- ☐ Prepare evidence and explanation cards, sort mats, relay lanes or gameboards, and Pencil Guy markers.
- ☐ Prepare sentence strips and the four-flap note-taking page.
- ☐ Copy both Very High stamina passages for each student.
- ☐ Prepare the carried-forward thesis (central idea) and evidence models and both kinds of explanations.
- ☐ Have students cut out notebook game cards and make a Practice Pocket from an envelope or scrap paper.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Mystery Object Explain-It; model Definition and Story/ Anecdote explanations.
Day 2	15	A Attempt	Play Evidence or Explanation Relay Race, then add an explanation.
Day 3	15	D Discuss + U Use	Discuss the bookends; complete Bookends of Explanation independently.
Day 4	15	A Award + T Target	Celebrate explanation work and identify one next step.
Day 5	15	E Educate and Explain to Others	Teach a partner and build the full SCR ladder.

43. Tiny Times Transition

Use a brief, quiet bridge of less than one minute between reading and writing or independent and group work. No materials are needed.

- Select a fact from the current passage that supports the thesis (central idea).
- Have students silently consider how the fact proves the central idea.
- Invite a whispered “because” sentence to an elbow partner; listen for the connection.

- Return attention with a gentle hand signal or soft chime. For example, use Plymouth's rich soil to explain why settlers could grow food.

Citizenship & Content Connection

44. The Citizenship Connection

Use the passages to connect natural resources, shared responsibilities, and community survival. Social Studies **3.14C** provides background context.

Element	This Module
Suitability	Both passages show people depending on natural resources and working together.
Focus	Responsible participation in a community and care for shared resources.
Historical / Content Connection	Plymouth settlers shared survival tasks; Nile communities worked during planting and harvest seasons. Social Studies 3.14C .
Perspective Connection	Members of communities contribute in different ways to meet daily needs.
Literacy-to-Citizenship Connection	Evidence-based explanations help a reader understand how community choices respond to needs.
Citizenship Question	Ask students how water and teamwork help communities meet daily needs.
Teacher Script	<i>“You can use evidence from both passages to explain how people met their needs. As you read, notice how water and working together helped each community.”</i>
Accuracy / Source Note	Use the supplied passages as the source for historical details and distinguish passage evidence from a present-day personal connection.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHAT / WHY / HOW)

The Two Explanation Bookends

Bookend	Signal Markers	What the Writer Explains
Definition	This means; This shows	Tells what evidence means or why it matters.
Story/Anecdote	This reminds me of; This makes me think of	Connects evidence to an idea that helps the reader understand more.

The Full SCR Ladder and Explanation Check

Step / Check	SCR Part / Habit	What It Means
1	Thesis (central idea)	Answers the prompt.
2	Evidence	Provides proof from the passage. 3.7C
3	Explanation	Explains what the proof means and how it supports the thesis (central idea). 3.7G
Check	THIS	Points back to the preceding evidence sentence.
Check	Own words	Explanation is not another quote, copied evidence, or a random thought.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"While you read the passages in your Interactive Notebook, place a small dot above any word you are unsure about. You will circle the noun, box the verb, and triangle the clue word in the prompt. Then decide whether it asks WHAT, WHY, or HOW."

CLASS SLIDE

DOT = a word not yet understood. Use shapes on the prompt and TRACKS in the passage.

Teacher encouragement script: "You help your brain keep track of new words when you notice what you are still learning."

CREATE THE ANCHOR CHART

Display the three shapes, WHAT / WHY / HOW meanings, and DOT reminder. Add the three-part SCR ladder, the two explanation bookends, and an arrow from this to the evidence. Reuse these charts all week.

47. Student Source Passage(s)

Source note: these are the lesson plan's Very High stamina passages. Earlier-module evidence sentences retained in the lesson plan's modeling and game are identified as carried-forward practice; use the numbered passages for fresh quotation.

Passage 1: "The Pilgrims Chose Plymouth" (Stamina: Very High)

- [1] In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean searching for a place where many of them could live and practice their beliefs freely. The Pilgrims hoped to build a new community where families could worship the way they wanted.
- [2] The Pilgrims traveled on a ship called the Mayflower. More than one hundred passengers crowded onto the ship. Men, women, and children traveled together during the long voyage.
- [3] The trip across the ocean lasted for many weeks. Storms caused the ship to rock back and forth on rough water. Huge waves crashed against the sides of the Mayflower. Many passengers became seasick during the difficult journey.
- [4] Life on the ship was crowded and uncomfortable. Families slept in small spaces below deck. Meals were simple and often included dried meat, bread, beans, and cheese. Fresh water had to last for the entire trip.
- [5] Even though conditions were difficult, the Pilgrims continued traveling because they hoped to build a better future in North America.
- [6] After many weeks at sea, the travelers finally saw land. The Pilgrims reached the coast near present-day Massachusetts. Winter was beginning, so the settlers needed to find a place to settle quickly.
- [7] Small groups explored the area looking for forests, fresh water, rich soil, and safe harbors. These natural resources would help the settlers survive.
- [8] Eventually, the Pilgrims selected an area called Plymouth. Nearby forests provided wood for homes, fires, and tools. The harbor allowed ships to anchor safely while supplies were unloaded.
- [9] The land around Plymouth also had rich soil where crops could be planted. Streams provided fresh water for drinking and farming.
- [10] Soon after arriving, the settlers began building shelters. Workers chopped trees and carried wood to construction sites. Families hurried to finish homes before the cold weather became worse.
- [11] Winter in Plymouth was harsh. Snow and freezing temperatures covered the colony. Many settlers became sick because of the cold weather and lack of fresh food.
- [12] Some families still lived aboard the Mayflower while homes were being built. Crowded living spaces caused diseases to spread quickly.
- [13] Even during these hardships, the Pilgrims worked together every day. Some people gathered wood while others cooked meals or cared for children. Everyone had responsibilities that helped the colony survive.
- [14] The settlers depended heavily on natural resources. Forests provided lumber and firewood. Rivers and harbors supported travel and trade. Rich soil helped farmers grow crops.
- [15] When spring arrived, Native Americans in the region helped the Pilgrims learn important survival skills. The settlers learned how to grow corn in the local soil. They also learned where to fish and hunt.
- [16] Farmers planted corn, beans, and squash, and also tried English crops such as wheat and barley. Families worked together during planting and harvesting seasons.
- [17] As the weather became warmer, the colony slowly improved. Homes were repaired, gardens were planted, and more supplies were gathered for the next winter.
- [18] Boats traveled along the coast carrying people and goods between settlements. Trade helped colonies exchange supplies and food.
- [19] Over time, more settlers arrived from England hoping to build new lives in North America. Plymouth continued growing as new homes, farms, and buildings were constructed.
- [20] Religion remained an important part of daily life in the colony. Families attended church services together

and worked closely with neighbors.

[21] Although life in Plymouth improved over time, the settlers still faced challenges. Harsh winters, poor harvests, and sickness sometimes created problems for the colony.

[22] Despite these hardships, the Pilgrims continued working together. Their determination helped Plymouth become one of the earliest successful English colonies in North America.

[23] Today, Plymouth remains an important part of American history. The story of the Pilgrims shows how people adapted to a new environment using teamwork, natural resources, and hard work.

Passage 2: “Life Along the Nile River” (Stamina: Very High)

[1] Ancient Egypt was mostly covered by hot, dry desert. In many places, the land was too dry to grow crops or raise animals. Because water was difficult to find in the desert, most people settled near the Nile River.

[2] The Nile River was one of the longest rivers in the world. It flowed through the desert from south to north before emptying into the Mediterranean Sea.

[3] The Nile was very important to ancient Egypt because it provided water in a dry environment. Each year, the river would rise and flood nearby land.

[4] When the floodwaters moved back down, they left behind dark, rich soil along the riverbanks. This soil was fertile and helped farmers grow crops.

[5] The yearly floods followed a regular pattern. Ancient Egyptians learned when the river would rise and when the floods would end. Farmers planned their planting seasons around the flood cycle.

[6] Without the Nile River, farming would have been very difficult in ancient Egypt. Most of the desert land was too dry for crops to survive.

[7] Farmers planted crops such as wheat and barley in the rich soil near the Nile. They also grew vegetables, fruits, and flax. Flax was used to make cloth and clothing.

[8] The Nile also supplied water for drinking, cooking, and farming. Families depended on the river every day.

[9] Fishing became another important activity along the Nile. Fishermen used nets and boats to catch fish from the river. Fish provided food for many families.

[10] Farmers and fishermen worked hard throughout the year. During planting season, farmers prepared fields and planted seeds. During harvest season, workers gathered crops before they spoiled.

[11] The Nile River also helped transportation and trade grow in ancient Egypt. Boats traveled up and down the river carrying people and goods.

[12] Some boats carried food while others carried wood, tools, stone, or building supplies. Merchants traded goods between villages and cities.

[13] Traveling by river was much easier than crossing the hot desert. The Nile connected communities throughout ancient Egypt.

[14] Villages, towns, and cities were built near the riverbanks because families depended on water and farmland. Large populations gathered along the Nile.

[15] The environment influenced many jobs in ancient Egypt. Some people became farmers while others worked as fishermen, merchants, builders, or sailors.

[16] Builders used stone from nearby areas to create temples, statues, and pyramids. Boats on the Nile helped transport heavy materials used in construction projects.

[17] The Nile River also supported trade with nearby regions. Merchants exchanged food, tools, cloth, and other supplies with different communities.

[18] Religion was also connected to the Nile. Ancient Egyptians believed the river was a gift that helped life continue in the desert.

[19] The river influenced daily routines throughout the civilization. Farmers depended on floodwaters.

Fishermen depended on the river for food. Merchants depended on boats for transportation and trade.

[20] Families often lived in homes made from mud bricks near the riverbanks. Communities worked together during planting and harvest seasons.

- [21] Children in ancient Egypt helped families with daily chores. Some gathered water while others helped care for crops or animals.
- [22] As trade and farming improved, cities along the Nile became larger and stronger. Markets, temples, and homes appeared throughout the region.
- [23] The Nile helped ancient Egypt become one of the world's earliest river valley civilizations. Access to water, fertile soil, transportation, and food allowed the civilization to grow.
- [24] Historians study the Nile River because it shows how geography can influence where people settle and how civilizations develop.
- [25] The environment around the Nile shaped nearly every part of life in ancient Egypt. The river provided natural resources, transportation, and fertile farmland.
- [26] Today, people still recognize the importance of the Nile River in ancient history. The river helped ancient Egypt survive and become one of the most successful civilizations of the ancient world.

48. Student Annotation Guide

The evidence students learn to identify in each source. **3.7E**

The Pilgrims Chose Plymouth

TRACKS	Evidence
T Time	In 1620; present-day Massachusetts
R Reactions	became seasick; worked together every day
A Actions	Storms caused the ship to rock; began building shelters
C Character/Concept/Creature	The Pilgrims; Religion
K Key Knowledge	the Mayflower; rich soil
S Scenery/Setting	rough water; Snow and freezing temperatures

Life Along the Nile River

TRACKS	Evidence
T Time	Ancient Egypt; Each year
R Reactions	Fishing became another important activity; cities along the Nile became larger and stronger
A Actions	rise and flood nearby land; planned their planting seasons
C Character/Concept/Creature	The Nile River; Ancient Egyptians believed
K Key Knowledge	one of the longest rivers in the world
S Scenery/Setting	hot, dry desert; the Mediterranean Sea; dark, rich soil

49. TRACKS Evidence Highlighting

Preview both passages. Students TAP the TRACKS by identifying six kinds of evidence. Shapes analyze the prompt; DOT marks unfamiliar words; TRACKS marks passage evidence. **3.7E**

Keep the six categories, wording, and colors consistent. Color names remain labels in this black-and-white guide.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Teacher use: have students highlight their copies with the listed colors, then choose relevant evidence and explain its meaning.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GRADUATE STAGE: GATHER + REVEAL | GROUP: WHOLE CLASS | 15 MINUTES | ■ TEACH

Day Purpose: use Mystery Object Explain-It to introduce explanation; model Definition and Story/Anecdote, the referent of this, and the full SCR ladder.

Standard	Focus
TEKS	[3.12B(i)] clear central idea; [3.12B(ii)] genre characteristics; [3.12B(iii)] explanation craft; [3.11D(i)] complete sentences
ELPS	1(E) listening comprehension; 2(E) oral explanation; 2(F) responding; 3(E) prereading; 4(E) conventions

GATHER ■ TEACH

CLASS SLIDE

Module Slide 4: show the learning destination. Students explain what evidence means, use both explanation bookends, and build the full SCR ladder.

TEACHER SCRIPT

“You will explain an object without naming it. Turn to a partner and tell what it does or why it matters. When you explain, you help another person understand more. Say it with me: Wow! Wow! Wow! I’m explaining now!”

CLASS SLIDE

Mystery Object Explain-It: partners explain an object’s use without naming it. Chant with three fingers raised beside each side of the face, then roll hands: “Wow! Wow! Wow! I’m explaining now!” Repeat twice.

Hold up a pencil, water bottle, or book without naming it. Partners explain its use. Pause for talk, then name the difference between naming and explaining. Read the passages with DOT and TRACKS. **[3.7E]**

CLASS SLIDE

Thesis (central idea) + Evidence + Explanation. Reusing familiar passages and terms interrupts forgetting and supports metacognition.

REVEAL ■ TEACH

CLASS SLIDE

Explaining IS: telling what evidence means, showing why it matters, helping the reader understand more. Explaining IS NOT: copying the quote, giving another quote, or a random thought.

CLASS SLIDE

Pilgrims model: The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. The text states, “There was also fresh water and land where crops could be planted.”

TEACHER SCRIPT

“You learned to write a thesis (central idea) in Module 2 and add evidence in Module 3. Now you will add an explanation after your evidence. Use “This means” or “This shows” for Definition. Use “This reminds me of” or “This makes me think of” for Story/Anecdote. Your word this points directly back to your evidence. When you notice how you learn, you practice metacognition: thinking about your own thinking.”

Model from the carried-forward Module 3 sentences in the lesson plan. Point out that these practice quotations differ from the expanded Very High stamina passage wording. Students paraphrase the meaning before explaining why it supports the thesis (central idea). **[3.7D]**

Modeled Explanation (Teacher Think-Aloud)

CLASS SLIDE

Definition model: This means Plymouth had resources the Pilgrims needed to live and grow food.

Write the thesis (central idea), evidence, and Definition explanation. Point from this to the preceding evidence and underline the explanation’s original wording. The explanation clarifies the quote instead of repeating it.

Definition: “This means” and “This shows” tell what evidence means or why it matters.

Story/Anecdote: “This reminds me of” and “This makes me think of” connect the evidence to a relevant life idea.

Connect the Evidence to the Full SCR Ladder

CLASS SLIDE

Nile model: Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation. The passage explains, “The river also provided fish to eat and water for drinking and farming.”

CLASS SLIDE

Story/Anecdote model: This reminds me of how people need stores, water, and roads near their homes so daily life is easier.

CLASS SLIDE

THIS points back to the evidence immediately before it. Start strong: capitalize the first word. End correctly: punctuate each sentence.

Have students fold a page into four flaps: What explaining does; What explaining is not; Definition starters; Story starters. Under each flap, record the chart’s key points. Then use Tell a Friend Better: partners explain how to get ready for recess, adding enough detail to help a listener understand. **[3.7E]** **[3.7F]**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Show the evidence and “This means Plymouth had resources the Pilgrims needed to live and grow food.” Ask students to identify evidence, explanation, and what this refers to.

Misconception / teacher move: reject a repeated quote or random thought as explanation; ask what the evidence means. Teach this as a demonstrative pronoun referring to something already named and close by.

Access without lowering rigor: read and repeat the model and offer signal markers; students identify the connection.

Student product: annotated passages and Flip-Flap Explanation Notes. Check first-word capitalization and end punctuation.

Day Purpose: distinguish evidence from explanation in Evidence or Explanation Relay Race, then add an explanation after a thesis (central idea) and evidence.

Standard	Focus
TEKS	[3.11A(i)] plan an explanation; [3.12B(ii)] SCR genre; [3.12B(iii)] explanation craft
ELPS	1(C) follow directions; 2(F) respond to information; 4(D) connected sentences

ATTEMPT ○ LEARN

CLASS SLIDE

Evidence or Explanation Relay Race: read, sort, justify, and pass the turn. Accurate thinking wins.

CLASS SLIDE

Add the Explanation: (1) Plymouth's harbor: explain safer unloading or compare to a safe parking place. (2) Nile rich soil: explain crop growth or connect to plants getting what they need. (3) Water in both passages: explain survival and community building or connect to towns' daily water needs.

Set up two mats, Evidence and Explanation, with a place aside for neither. Teams choose a Pencil Guy marker. One teammate reads and sorts a card, then the next takes a turn. Partners may use notebook mats instead of relay lanes. Require an accurate explanation of each choice.

GAME MATERIALS

Teacher Script: "Your team will choose a Pencil Guy marker. When I say go, read a card and decide whether it is evidence or explanation. Set aside a random opinion. You must work carefully and tell why your choice fits. Wow! Wow! Wow! I'm explaining now!"

Evidence or Explanation Relay Race Cards (Teacher Reference)

Card	Sentence	Answer Key
1	The text states, "There was also fresh water and land where crops could be planted."	Evidence
2	This means Plymouth had important resources for survival.	Explanation
3	The passage explains, "The river also provided fish to eat and water for drinking and farming."	Evidence
4	This shows the Nile helped people meet daily needs.	Explanation
5	The author says, "The harbor made it possible for their ship to anchor safely."	Evidence
6	This means ships could stop there safely.	Explanation
7	The text states, "When the water went back down, it left behind dark, rich soil that was good for growing plants."	Evidence
8	This reminds me of gardens growing better in rich dirt.	Explanation
9	The author describes, "Boats traveled up and down the Nile carrying people and goods."	Evidence
10	This makes me think of how travel routes help communities grow.	Explanation
11	I like the Pilgrims.	Neither strong evidence nor explanation

12	The Nile River was cool.	Neither strong evidence nor explanation
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Teacher guidance: cards 1, 3, 5, 7, and 9 are evidence; 2, 4, 6, 8, and 10 explain; 11 and 12 belong aside. These lesson plan practice cards carry forward earlier-module quotations. Students cut and store cards in a Practice Pocket for Forgetting Interrupted review.

EMBEDDED CHECK FOR UNDERSTANDING ○ **LEARN**

Listen for the difference between passage proof and the writer’s thinking. After sorting, supply a thesis (central idea) and evidence; each team adds one explanation with a signal marker and identifies the referent of this.

Misconception / teacher move: if a team sorts “I like the Pilgrims” as explanation, ask which evidence it explains. Opinions must clarify the proof to serve as explanations.

Access without lowering rigor: read cards aloud and offer signal-marker strips; students make and justify the sort.

Student product: sorted cards and a Definition or Story/Anecdote explanation added to a supplied thesis (central idea) and evidence.

DAY 3 | GRADUATE STAGE: DISCUSS + USE | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ○ **LEARN** then ✓ **ASSESS**

Day Purpose: discuss the two bookends and independently write both kinds of explanation in Bookends of Explanation.

Standard	Focus
TEKS	3.12B(ii) SCR genre characteristics; 3.12B(iii) explanation craft; 3.7A personal connections; 3.7B cross-text understanding
ELPS	1(E) comprehension; 2(E) explain orally; 2(F) respond; 4(D) connected sentences

DISCUSS ○ **LEARN**

CLASS SLIDE

Discuss: What is an explanation’s job? How does it differ from evidence? Why use signal markers? What does this refer to?

TEACHER SCRIPT

“You have seen that evidence and explanation work together. How can you tell them apart? What does your word this point back to?”

Expected responses: explanation tells what evidence means; evidence gives passage proof; this points to the sentence before it; a relevant story connects the idea to life; revisiting passages helps memory.

TEACHER SCRIPT

“Now you will use your notebook to write two explanations for each thesis (central idea) and evidence pair. Write one with a Definition signal marker and one with a Story/Anecdote signal marker. Your connection must help the reader understand your evidence.”

CLASS SLIDE

Discuss: What makes a story useful? What makes explanation weak? Why does it follow evidence? How does revisiting passages help memory?

PERSONAL CONNECTION QUESTION (DISCUSS) **3.7A**

Invite a relevant personal connection to meeting daily needs, growing plants, or traveling between places. Ask students to explain how that connection clarifies the passage evidence. **[3.7A]**

Compare how water supported life in Plymouth and ancient Egypt. A Story/Anecdote must clarify the chosen evidence, not change topics. Discuss why an explanation follows evidence and how rereading familiar passages supports learning. **[3.7B] [3.7G]**

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Bookends of Explanation: for each item, retain thesis (central idea) and evidence, then write Definition and Story/Anecdote explanations.

Item 1: supply The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. The text states, “There was also fresh water and land where crops could be planted.” Students write both explanation bookends.

Item 2: supply Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation. The passage explains, “The river also provided fish to eat and water for drinking and farming.” Students independently write a Definition and a Story/Anecdote explanation.

Item 3: supply the thesis (central idea) “Water connected life in both passages through survival, farming, and settlement” and the carried-forward boat evidence on Card 9. Students write both bookends.

Procedure: students keep the thesis (central idea) and evidence together, write one Definition and one Story/Anecdote explanation for each item, and draw an arrow from this to the evidence. **[3.7C] [3.7E]**

CLASS SLIDE

The explanation must clarify evidence and support the thesis (central idea). It must use the writer’s own words.

Independent Bookends of Explanation Check

Answer guidance: Item 1: “This means the Pilgrims found resources they needed for food and survival”; a relevant story connects to families choosing places that meet their needs. Item 2: “This shows the Nile helped people live, eat, and grow crops”; a relevant story connects to staying near places that meet daily needs. Item 3: “This means water also helped people travel and share resources”; a relevant story connects roads, towns, and moving supplies.

WRITING REQUIREMENT [3.7F]

Have students use the module’s new vocabulary appropriately in writing and discussion. **[3.7F]**

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the notebook activity. Check both bookends, original wording, what this refers to, and the link between evidence and thesis (central idea).

Misconception / teacher move: a quote belongs in evidence; explanation tells its meaning in original words. Ask for that meaning if students repeat evidence.

Access without lowering rigor: provide the four signal markers and oral rehearsal without supplying the explanation.

Student product: independent Bookends of Explanation notebook work.

DAY 4 | GRADUATE STAGE: AWARD + TARGET | GROUP: WHOLE CLASS, THEN INDEPENDENT | 15 MINUTES | ✓ ASSESS

Day Purpose: celebrate a successful explanation and identify one precise improvement to make in the next response.

Standard	Focus
TEKS	[3.11C(i)] revise explanation sentence structure; [3.12B(iii)] explanation craft
ELPS	1(E) listen and respond to classroom discussion

AWARD ✓ ASSESS

CLASS SLIDE

Award: recognize the new explanation layer in the SCR. Celebrate specific work.

TEACHER SCRIPT

“You added a new layer to your SCR writing. You did not stop at evidence; you explained it. Point to the explanation you wrote well, then choose one part you want to improve. Wow! Wow! Wow! I’m explaining now!”

CLASS SLIDE

Notebook Glow Line: have students name one thing they explained well. Partner Praise: have partners identify a clear evidence-to-explanation connection.

Use a chant celebration, Bookend Cheer with hands apart, Notebook Glow Line, or Partner Praise. Require students to point to evidence of the strength in their work.

TARGET ✓ ASSESS

CLASS SLIDE

Target: reflect on understanding, practice needs, effective signal markers, and questions.

Use the reflection stems: one thing understood about explanation; one area needing practice; one signal marker used well; one remaining question. Have students revise a selected explanation for clarity.

CLASS SLIDE

Curiosity: How does explanation differ from summary? Why does it build reader trust? How do the two bookends help differently? What might other parts of DEEP FACTS teach later?

Embedded check: the revised explanation must say what the evidence means and connect to the thesis (central idea). A new quote or unrelated story does not meet the target.

SMALL-GROUP SUPPORT: SLIDE 14

Use Quote or Explain? Match-Up for students who repeat evidence. Match proof with meaning, identify this, and rehearse one explanation before revising.

Access without lowering rigor: reread the evidence aloud and provide signal markers; the student supplies the revision. **Student product:** a documented strength, one next step, and an improved explanation.

DAY 5 | GRADUATE STAGE: EDUCATE AND EXPLAIN TO OTHERS + TRANSFER | GROUP: PARTNERS | 15 MINUTES | ✓ ASSESS

Day Purpose: teach the explanation habit to a partner, then independently build thesis (central idea), evidence, and explanation in a full SCR ladder.

Standard	Focus
TEKS	

	[3.12B(iii)] informational craft; [3.12B(i)] central idea; [3.12B(ii)] SCR genre; [3.11D(i)] sentences; [3.11D(xxii)] spelling in the lesson plan breakout notation
ELPS	1(E) comprehension; 2(E) oral explanation; 4(D) connected sentences; 4(E) conventions

EXPLAIN ✓ ASSESS **[3.7G]**

CLASS SLIDE

Turn and Teach: explain evidence, explanation, the two bookends, and the referent of this.

EDUCATE

TEACHER SCRIPT

“Turn to someone near you and teach what you learned about explaining how evidence proves your thesis (central idea). Tell what an explanation does, how it differs from evidence, and what the two bookends sound like. Explain what your word this points back to.”

CLASS SLIDE

Oral frames for teacher modeling: “An explanation helps the reader understand ____.” “Evidence is ____, but explanation is ____.” “A Definition explanation starts ____.” “A Story/Anecdote explanation starts ____.” “This points back to ____.”

Partners explain an explanation’s job, how it differs from evidence, both bookends, and what this refers to. Listen for original wording and an explicit connection to the proof.

Transfer (Full SCR Ladder) **[3.7B]**

CLASS SLIDE

Build the Full SCR Ladder: Why did people settle in places with helpful natural resources? Require thesis (central idea), evidence, and one explanation.

Use the exit prompt from the lesson plan. Students write a thesis (central idea), one evidence sentence, and one Definition or Story/Anecdote explanation. They capitalize the first word and punctuate the last word of each sentence. Section 57 supplies the printable teacher-administered ticket.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Check whether all three SCR parts connect. Have students identify the evidence that this refers to, then explain how their final sentence supports the thesis (central idea).

Access without lowering rigor: reread the prompt and offer signal markers; the student chooses and explains the evidence independently.

CLASS SLIDE

Enrichment: add both bookends to the same evidence and explain which is stronger and why.

CLASS SLIDE

My Progress Tracker: invite an honest reflection on each skill and one next step.

Return to the Citizenship Connection

Reconnect to the content: ask students how helpful natural resources and shared work supported community survival.

Return to the Overarching Question

Compare Monday and Friday thinking about How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response? **Student product:** partner teaching, full SCR exit ticket, and progress reflection.

CLOSING ENCOURAGEMENT

“You can now build the full SCR ladder: thesis (central idea), evidence, and explanation. You use Definition or Story/Anecdote to explain the proof in your own words. You keep this connected to the evidence before it. You are thinking about your own thinking. Wow! Wow! Wow! I’m explaining now!”

Student Exemplars

Teacher answer guidance: People settled in places with helpful natural resources because those places provided what they needed to survive. The text states, “There was also fresh water and land where crops could be planted.” This means people chose places where they could find water and grow food. Accept accurate evidence from either numbered passage and an explanation that proves the thesis (central idea).

51. Low / Developing Exemplar

Field	Detail
Student response	There was fresh water and land.
What the student did successfully	Names relevant passage details.
What is missing	A thesis (central idea), an evidence sentence, and an explanation are missing.
Why it falls at this level	The response names details but does not build the SCR ladder.
Exact next instructional step	Have the student add a thesis (central idea) answering WHY, support it with evidence, then explain what the evidence means.

52. Medium / Approaching Exemplar

Field	Detail
Student response	People settled in places with helpful natural resources because those places provided what they needed to survive. The text states, “There was also fresh water and land where crops could be planted.”
What the student did successfully	Includes a thesis (central idea) and relevant evidence.
What is missing	An explanation in the writer’s own words.
Why it falls at this level	The response stops after evidence.
Exact next instructional step	Have the student add “This means” or another signal marker and explain the proof.

53. High / Secure Exemplar

Part	Example
Thesis (central idea)	People settled in places with helpful natural resources because those places provided what they needed to survive.
Evidence	The text states, “There was also fresh water and land where crops could be planted.”
Definition Explanation	This means people chose places where they could find water and grow food.
Why it works	All three parts connect. The original explanation clarifies the evidence and supports the thesis (central idea). Ready for partner sharing and a light conventions edit.

Additional Secure Exemplars

Bookend	Signal Marker	Secure Explanation	Why It Works
Definition	This means	This means Plymouth had resources the Pilgrims needed to live and grow food.	Clarifies how Plymouth’s resources supported survival.

Story/Anecdote	This reminds me of	This reminds me of how people need stores, water, and roads near their homes so daily life is easier.	Connects the Nile's resources to daily needs without leaving the topic.
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Secure Response: Evidence and Explanation

Response Part	Text from the Secure Model	Why It Works
Evidence	The text states, "There was also fresh water and land where crops could be planted."	The lesson plan's carried-forward model supplies relevant passage proof.
Explanation	This means people chose places where they could find water and grow food.	Explains why the proof supports the thesis (central idea) about settlement.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

Final understanding: students distinguish passage evidence from explanation, place an original explanation after evidence, use a Definition or Story/Anecdote signal marker, and connect the meaning to the thesis (central idea). Accept varied wording when all three parts connect. For fresh quotation from Section 47, Plymouth [9] states: “Streams provided fresh water for drinking and farming.” An appropriate explanation is that fresh water helped settlers meet daily needs and grow food. Do not require the earlier-module model quote to appear word-for-word in the expanded passage.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Mystery Object Explain-It introduces the purpose of explaining. 3.12B(iii)
T2	Day 1 Reveal	■ TEACH	Two bookends, this, and the SCR ladder are modeled. 3.12B(i) ; 3.12B(ii) ; 3.12B(iii)
L3	Day 2 Attempt	○ LEARN	Relay cards distinguish proof from meaning. 3.11A(i)
L4	Day 3 Discuss	○ LEARN	Discussion clarifies evidence, explanation, and relevant life connections. 3.7A ; 3.7G
A5	Day 3 Use	✓ ASSESS	Independent Definition and Story/Anecdote explanations. 3.12B(ii) ; 3.12B(iii)
A6	Day 4 Award	✓ ASSESS	An explanation strength is identified with evidence.
A7	Day 4 Target	✓ ASSESS	A revised explanation addresses a stated next step. 3.11C(i)
A8	Day 5 Explain	✓ ASSESS	Partner teaching explains the bookends and this. 3.7G
A9	Day 5 Transfer	✓ ASSESS	Full SCR exit ticket demonstrates connected thesis (central idea), evidence, and explanation. 3.12B(i) ; 3.12B(ii) ; 3.12B(iii)

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students explain what evidence means and how it proves the thesis (central idea).
Who Administers It	Classroom teacher during instruction.
Materials Needed	Day 3 Bookends of Explanation; notebooks; thesis (central idea) and evidence sentences; exit slips
Related TEKS Breakout	3.12B(i) clear central idea; 3.12B(ii) SCR genre; 3.12B(iii) craft
Task	Write both explanation bookends for a supplied thesis (central idea) and evidence, then independently build a full SCR.

Expected Response	An original explanation follows the evidence, uses a signal marker, and clarifies meaning in support of the thesis (central idea).
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Informal Assessment: on Days 1-3, observe card sorting, naming evidence and explanation, and identifying this. Record copying, extra quotes, and unrelated thoughts for planning rather than grading.

Formative Assessment: Day 3 Bookends of Explanation is the independent check. For Item 2, accept “This shows the Nile helped people live, eat, and grow crops” and a relevant story about staying near places that meet daily needs.

Exit Ticket Assessment: Day 5 requires the full SCR ladder for the natural-resources prompt. Use Section 58’s key and preserve the work beside the Day 3 activity. After the lesson, use a self-selected grade-level passage for further practice.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Why did people settle in places with helpful natural resources?	WHY: reasons	People settled in places with helpful natural resources because those places provided what they needed to survive.
Why did the Pilgrims choose Plymouth?	WHY: reasons	The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor.
Why did ancient Egyptians depend on the Nile River?	WHY: reasons	Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: **3.12B(i)**, **3.12B(ii)**, **3.12B(iii)**. **Target:** independently connect thesis (central idea), evidence, and explanation.

Teacher directions: read the prompt aloud. Have students write a thesis (central idea), one evidence sentence, and one Definition or Story/Anecdote explanation using either passage. Check capitalization, sentence punctuation, and spelling after drafting.

Prompt to present: Why did people settle in places with helpful natural resources?

1. Explanation choice: have the writer check the chosen bookend: [] Definition [] Story/Anecdote. Award up to 2 points for an explanation matching the selected signal-marker type.

2. Full SCR: have the writer draft all three connected sentences in the space provided. Score the explanation's original meaning and connection here, up to 4 points.

3. Thesis (central idea) check: have the writer identify the thesis (central idea) that answers the prompt. Award up to 2 points.

4. Evidence check: have the writer identify relevant passage proof. Record the passage and line number: _____ Award up to 2 points.

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Definition: This means / This shows. Story/Anecdote: This reminds me of / This makes me think of. Award 2 for a matching bookend and signal marker, 1 for a partly correct attempt, 0 if absent.	Chooses an explanation approach.	2	3.12B(iii)
2	This means people chose places where they could find water and grow food. Award 4 for an original explanation clearly linking evidence and thesis (central idea), 3 for a clear but general link, 2 for a partial link, 1 for copied evidence or an unrelated attempt, and 0 for no explanation.	Explains the meaning rather than copying proof.	4	3.12B(ii) ; 3.12B(iii)
3	People settled in places with helpful natural resources because those places provided what they needed to survive. Award 2 for a clear answer to WHY, 1 for	Answers the prompt with a central idea.	2	3.12B(i)

	a partial answer, 0 for an unrelated idea or no thesis (central idea).			
4	The text states, “There was also fresh water and land where crops could be planted.” This is the lesson plan model carried forward from earlier lessons. For the printed Very High passage, accept Plymouth [9]: “Streams provided fresh water for drinking and farming.” Award 2 for accurate relevant proof, 1 for partly relevant proof, 0 for unrelated or missing evidence.	Supports the thesis (central idea) with text evidence.	2	3.7C ; 3.12B(ii)

59. Scoring Principle

Score the connected SCR ladder, especially the explanation’s meaning and its link to the thesis (central idea). Do not deduct content points for minor spelling, handwriting, or punctuation errors that leave meaning clear. Record editing needs separately. The 10-point conversion is a teacher scoring aid for the lesson plan’s full-SCR task.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Extend with Build the Full SCR Ladder enrichment.
7-8	70-89%	Developing	Confer on the missing or weak explanation connection.
5-6	50-69%	Emerging	Use Quote or Explain? Match-Up in a small group.
0-4	Below 50%	Beginning	Reteach the three parts with paired strips and signal markers; reassess one explanation.

61. Recommended Gradebook Label

Gradebook label: G3 C1 M4

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	3.11A(i) planning; 3.12B(i) central idea; 3.12B(ii) genre; 3.12B(iii) craft
Spiral TEKS	3.11C(i) revision; 3.11D(i) sentences; 3.11D(xxxii) lesson plan spelling breakout; 3.7C evidence; 3.7F vocabulary; 3.7G meaning
Purpose	Students build the full SCR ladder and explain why evidence proves the thesis (central idea).
Exact Student Prompt	Why did people settle in places with helpful natural resources?
Exact Student Directions	Have students write a thesis (central idea) answering the prompt, choose supporting evidence, and add one original Definition or Story/Anecdote explanation. Have students check capitalization, end punctuation, and spelling.
Non-Negotiable Expectations	Thesis (central idea), evidence, explanation in that order; relevant proof; a signal marker; an explanation connected to the thesis (central idea). No introduction or conclusion is required.

WRITING REQUIREMENT **3.7F**

Have students use newly acquired module vocabulary appropriately in the written response. **3.7F**

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Have students DOT unfamiliar words and retrieve the three prompt shapes.
2. Have students decide whether the prompt asks WHAT, WHY, or HOW.
3. Have students state the thesis (central idea) that answers the prompt.
4. Have students select one supporting passage detail. **3.7C**
5. Have students choose a Definition or Story/Anecdote signal marker.
6. Have students explain what the evidence means and how it proves the thesis (central idea). **3.7G**
7. Have students check that this refers to the evidence, then edit the three sentences.

64. Writing Assignment Rubric

Use five criteria worth up to 4 points each, for 20 points. Record explanation strength separately to track this module's new learning. Award 0 when a criterion has no scorable evidence.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Thesis (central idea) 3.12B(i)	Clearly answers WHY people settled near resources.	Answers WHY with a general idea.	Related idea only partly answers WHY.	Topic only.
Evidence 3.7C	Accurate, relevant passage proof supports the thesis (central idea).	Relevant proof with a minor imprecision.	Weakly related detail.	Unrelated evidence.
Explanation meaning 3.12B(iii)	Original words explain what the evidence means and why it matters.	Meaning is clear but general.	Partial meaning or mostly restated evidence.	Copied quote or random thought.
SCR connection 3.12B(ii)	Thesis (central idea), evidence, and explanation connect; signal marker and this fit.	Three parts mostly connect.	One part or connection is missing.	Parts remain disconnected.
Conventions and vocabulary 3.7F	Complete sentences, capitals, punctuation, appropriate spelling, and vocabulary.	Minor errors leave meaning clear.	Repeated errors require rereading.	Errors obscure meaning.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure SCR writer	Compare both explanation bookends for the same evidence.
14-17	70-89%	Developing	Confer on the weakest criterion and revise that part.
10-13	50-69%	Emerging	Use Quote or Explain? Match-Up and reassess the explanation.
Below 10	Below 50%	Beginning	Rebuild thesis (central idea), evidence, and explanation with oral rehearsal and paired strips.

66. Teacher Feedback Shortcuts

- Strength script: "You explained what the evidence means in your own words."
- Strength script: "You connected this to the evidence right before it."
- Target script: "Use a signal marker to show which explanation bookend you chose."
- Target script: "Reread your evidence. How does your next sentence help explain it?"
- Evidence script: "You chose relevant proof. Now show how it supports your thesis (central idea)."
- Vocabulary script: "Use the module words accurately as you explain your thinking."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Quote or Explain? Match-Up: help students distinguish evidence from explanation.
Group Size	Small group, 3-6 students
Time	10-12 minutes
Materials	Quote cards, explanation cards, matching mats, starter signal-marker strips
Relevant TEKS Breakout	3.12B(i) clear central idea; 3.12B(ii) genre; 3.12B(iii) craft
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Two Parts. Review evidence as passage proof and explanation as its meaning.

CLASS SLIDE

Evidence gives proof. Explanation tells what the proof means.

TEACHER SCRIPT

"You will slow down and make the parts easier to see. Match each evidence sentence to an explanation, then read the pair aloud. Point to what this refers to."

Use one pair at a time. Students match the evidence and explanation and read both aloud.

Step 2: Match Evidence to Explanation.

CLASS SLIDE

Match each evidence sentence to the explanation that clarifies it. Set aside unrelated details.

Set 1: fresh water and cropland pairs with "This means Plymouth had resources people could use," not the unrelated detail about sailing. Set 2: Nile fish and water pairs with "This shows the Nile helped people survive," not the river's length. Set 3: safe harbor pairs with a connection to safe places helping people arrive and settle, not the unrelated detail about building homes.

Step 3: Use a Signal Marker. Offer all four starter strips. Students read each correct pair and identify evidence, explanation, and what this points to.

Step 4: Reassess. Present the carried-forward rich-soil evidence on Card 7. Ask for an explanation of what it means. Accept "This means the Nile helped farmers grow crops more successfully" or another relevant original explanation.

Small Group Teacher Table: ask students to point to proof, name its meaning, and connect that meaning to the thesis (central idea). Keep the final interpretation and wording with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Show evidence and a sentence beginning This means.	Identifies proof and original explanation.	Calls another quote explanation.	Ask whether the sentence tells the quote's meaning.
Ask what this points back to.	Points to the preceding evidence.	Starts a new topic.	Have the student point to the evidence and reread both sentences.
Ask how the explanation supports the thesis (central idea).	Connects evidence meaning to the central idea.	Repeats evidence.	Offer a signal marker and ask for meaning in original words.
Ask whether a story connection is useful.	Explains how it clarifies the evidence.	Accepts any personal story.	Return to the evidence and thesis (central idea); remove unrelated information.

69. Student Support Quick Reference

If a student...	Support to Provide
Repeats evidence	Use Quote or Explain? Match-Up and Definition signal-marker strips.
Gives a random thought	Reread evidence and thesis (central idea); ask what the proof helps the reader understand.
Uses this without a clear referent	Have the writer draw an arrow back to the evidence.
Masters quickly	Use Build the Full SCR Ladder enrichment and compare both bookends.

Supporting materials: evidence and explanation cards, sort mats, signal-marker strips, the explanation bookends chart, and paired notebook examples.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Build the Full SCR Ladder: extend mastery by writing and comparing both explanation types.
Group Size	Pairs or small groups
Materials	Both passages, notebooks, signal-marker strips
Relevant TEKS Breakout	3.12B(i) central idea; 3.12B(ii) genre; 3.12B(iii) craft; 3.7B cross-text understanding
Relevant ELPS	2(E) narrate and explain; 4(D) grade-appropriate sentences

Step 1: Climb the Ladder. Students write thesis (central idea), evidence, a Definition explanation, and a Story/Anecdote explanation. **3.7B**

CLASS SLIDE

Why did people settle in places with helpful natural resources?

Sample response: People settled in places with helpful natural resources because those places provided what they needed to survive. The text states, "There was also fresh water and land where crops could be planted." This means people

chose places where they could find water and grow food. Story/Anecdote: This reminds me of how communities are often built near resources that make life easier.

Step 2: Compare the Bookends. Students identify each signal marker and explain how Definition is more direct while Story/Anecdote connects to life.

Step 3: Expert Reflection. Students name the stronger explanation for the chosen evidence and justify their judgment.

Teacher Script: “You are ready to climb higher. Build an SCR ladder using everything you have practiced. Explain which bookend helps your reader most and why.”

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Why did people settle in places with helpful natural resources?

Connection to This Module: students apply the new explanation layer to a full SCR: thesis (central idea), evidence, explanation.

Planning Support

1. Have students DOT unfamiliar words and retrieve the three prompt shapes.
2. Have students decide whether the prompt asks WHAT, WHY, or HOW.
3. Have students state the thesis (central idea) that answers the prompt.
4. Have students select one supporting passage detail. **[3.7C]**
5. Have students choose a Definition or Story/Anecdote signal marker.
6. Have students explain what the evidence means and how it proves the thesis (central idea). **[3.7G]**
7. Have students check that this refers to the evidence, then edit the three sentences.

WRITING REQUIREMENT **[3.7F]**

Have students use the module's newly acquired vocabulary appropriately. **[3.7F]**

Drafting Space: have students draft the three-part short response in their notebooks. No introduction or conclusion is required.

Success Criteria

- The thesis (central idea) answers the prompt.
- The evidence is an accurate passage detail.
- The explanation tells what the detail means or why it matters.
- A signal marker and this keep the explanation connected.
- All three parts support one central idea.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise: have students read aloud and improve one explanation sentence for clarity and sentence structure. **[3.11C(i)]**

Edit: have students check first-word capitalization, sentence punctuation, complete sentences, and grade-appropriate high-frequency spelling.

Share: partners read responses and identify thesis (central idea), evidence, and explanation.

Companion resources: use additional revising and editing slides, teacher lesson plans, interactive workbooks, and Module 4 answer keys.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner opportunities to hear and say how evidence supports a thesis (central idea).

- Use a two-voice chain: one student reads evidence and the partner supplies a “This shows” explanation.
- Read evidence aloud, pause, and invite an oral explanation.
- Read a full SCR aloud so students hear thesis (central idea), evidence, and explanation together.
- Have partners read and echo each other’s explanations to check the connection.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

Allow quiet time for students to restate the prompt’s demand before drafting.

PAUSE POINT: MIDWAY

Have students check whether the response explains how evidence proves the thesis (central idea); revise a missing connection immediately.

PAUSE POINT: BEFORE YOU FINISH

Have students consider whether a reader who did not see the prompt can understand the response, and add a clarifying explanation if needed.

75. At-Home Connection

Send home brief conversations that help students explain evidence. Each task takes a few minutes and needs no special materials.

TEACHER INFORMATION: TASK CARD 1

Send the Explain It card first; it rehearses what a detail means.

Task Card 1: Explain It. [3.12B(iii)]. Have the student share one fact with a family member and explain its meaning using “This means” or “This shows.” Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use this card to let families hear the distinction between proof and meaning.

Task Card 2: Evidence or Explanation at Dinner. [3.12B(ii)]. Have the student share a passage detail and explain it in original words. Invite the family member to identify evidence and explanation. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Provide the same assignment with a word bank and frame; retain the reasoning demand.

Task Card 3: Full SCR Ladder. [3.12B(i)]. Have the student share thesis (central idea), evidence, and explanation. Provide a word bank: thesis (central idea), evidence, explanation, This means, This shows, plus the frame “This means ____.” Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your own progress tracker. As you practice this week, check how you feel about each skill. Be honest so you can see your growth. You are in charge of noticing what you can do and what you want to practice next."

Directions: invite students to check one response for each skill after practice. Use the tracker for private reflection and a conversation about growth.

Skill for Student Self-Assessment	Not Yet	Getting It	I've Got It!
Tell what evidence is.			
Tell what an explanation does.			
Distinguish evidence from explanation.			
Use This means or This shows.			
Use This reminds me of or This makes me think of.			
Identify what this points back to.			
Build a full SCR with thesis (central idea), evidence, and explanation.			
Keep an explanation in original words and connected to proof.			
Revise and edit the completed response.			

77. Student Award

Award reflection: ask the student to identify one successful explanation and point to the evidence of success in the response.

78. Student Target

Target reflection: ask the student to name one next step for explaining evidence or connecting the full SCR ladder.

Connect these reflections directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"You learned to explain what evidence means instead of copying a quote or adding a random thought. You practiced two DEEP FACTS bookends: D for Definition and S for Story/Anecdote. Your word this points directly back to your evidence sentence. By returning to the same passages and noticing how you learn, you interrupt forgetting and practice metacognition. You can now build a full SCR ladder. Say the chant once more: Wow! Wow! Wow! I'm explaining now!"

80. Essential / Overarching Question, Answered

How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response?

The writer places an explanation after the evidence and uses their own words to tell what the evidence means, why it matters, or what the reader can understand from it. Definition and Story/Anecdote signal markers help the writer keep the explanation connected to the evidence and show how it supports the thesis (central idea).

81. Teacher Reflection

- Which students identified evidence but could not explain its meaning?
- Which students copied evidence or wrote unrelated thoughts?
- Did the Evidence or Explanation Relay Race improve sorting accuracy?
- Who connected both explanation bookends to the thesis (central idea) independently?
- Who needs Quote or Explain? Match-Up after this final module?
- Which Day 3 and Day 5 work samples best show growth?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Photographs of the explanation bookends anchor chart
- Completed Evidence or Explanation Relay Race sorts
- Day 3 independent Bookends of Explanation notebook work
- Day 4 explanation revisions and targets
- Module 4 tracking sheet and My Progress Tracker
- Full SCR exit tickets at developing, approaching, and secure levels

Production & Implementation Support

83. Module Slide Deck Build Sheet

Use this build sheet to prepare presentation cues from the Module 4 lesson plan. The row numbers organize this guide's cues; the lesson plan explicitly identifies Module Slide 4 for the learning destination.

Slide	Title	Required Content	Lesson Location
1	Explaining Evidence / Build the Full SCR Ladder	Grade 3; Cluster 1; Module 4; Week 4; Very High Stamina	Cover
2	Why Explanation Matters	How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response?	Opening
3	Mystery Object Explain-It	Explain an object's use without naming it; chant and motions	Day 1 Gather
4	Learning Destination	I Will and I Can targets; lesson plan Module Slide 4	Day 1
5	What Explaining Does	Meaning, importance, understanding; not a copied quote or random thought	Day 1 Reveal
6	Definition Model	The Pilgrims chose Plymouth because it had fresh water, land for crops, trees for building, and a safe harbor. The text states, "There was also fresh water and land where crops could be planted." This means Plymouth had resources the Pilgrims needed to live and grow food.	Day 1 Reveal
7	Story/Anecdote Model	Ancient Egyptians depended on the Nile River because it provided water, food, rich soil, and transportation. The passage explains, "The river also provided fish to eat and water for drinking and farming." This reminds me of how people need stores, water, and roads near their homes so daily life is easier.	Day 1 Reveal
8	Why We Use THIS	Demonstrative pronoun; arrow to preceding evidence	Day 1 Reveal
9	Flip-Flap Explanation Notes	Does; does not; Definition starters; Story starters	Day 1
10	Evidence or Explanation Relay Race	Twelve cards; categories and answer key; Practice Pocket	Day 2
11	Add the Explanation	Harbor; fertile soil; water and community needs	Day 2
12	Discuss the Bookends	Eight discussion questions; evidence versus explanation	Day 3 Discuss
13	Bookends of Explanation	Three notebook items; two explanation types for each	Day 3 Use
14	Award and Target	Chant, bookend cheer, glow line, partner praise; revise one explanation	Day 4

15	Turn and Teach	Explain both bookends and the referent of this	Day 5
16	Build the Full SCR Ladder	Why did people settle in places with helpful natural resources? Thesis (central idea), evidence, explanation.	Day 5 exit ticket
17	Low Exemplar	There was fresh water and land. Add the three SCR parts.	Section 51
18	Medium Exemplar	Thesis (central idea) and evidence present; explanation missing.	Section 52
19	High Exemplar	People settled in places with helpful natural resources because those places provided what they needed to survive. The text states, "There was also fresh water and land where crops could be planted." This means people chose places where they could find water and grow food.	Section 53

Guide routines and companion materials: retain retrieval, the essential question, and the content reconnection. Use standards practice to distinguish retelling or paraphrasing from explaining why proof matters. **[3.7D]**. Use the twelve relay cards and Practice Pocket for repeated review.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Display the thesis (central idea) / evidence / explanation checklist while students draft.
Annotation	Use shared documents for DOT, TRACKS, and an arrow from this to evidence.
Breakout discussion	Partners swap responses and check that evidence has a connected explanation.
Oral response	Have students record a short screencast reading and explaining the finished SCR.
Asynchronous option	Use digital cards and Evidence / Explanation / Neither spaces; require a reason for each placement.
LMS submission	Collect the full SCR through a form, shared document, or photograph of the work.
Digital tracking	Keep quiet Pause Points and update the progress tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	
One idea to make this module even better next year	

Essential / Overarching Question How can a writer explain how their evidence proves the thesis (central idea) in a short constructed response?	Answer: The writer places an explanation after the evidence and uses their own words to tell what the evidence means, why it matters, or what the reader can understand from it. Definition and Story/Anecdote signal markers help the writer keep the explanation connected to the evidence and show how it supports the thesis (central idea).
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