

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 3 - Modules 1 to 4

Module 1: Prompt Analysis and Thesis (central idea) Writing

Module 2: Advance Prompt Analysis

Module 3: Magnifying Reasons for WHY Prompts

Module 4: Matching Reasons, Evidence, and Explanations



Name: _____



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THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 3 - Module 1

Prompt Analysis and Thesis (central idea)
Writing



Name: _____



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Grade 3 • Cluster 3 • Module 1

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week



Prompt Analysis and Thesis (central idea) Writing

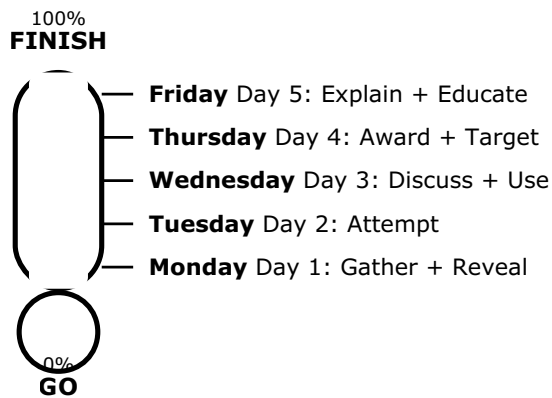
Why This Matters to Me

Nothing else in this cluster works until I can shape a prompt and write a matching thesis (central idea). I will learn to find the conflict and connect my answer to TREES.

Essential Question

How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

My Week Tracker



Color in one section of the thermometer at the END of each day, after I finish that day's work. Watch my thinking heat up from GO to FINISH!

My First Thinking

I Can

- I can shape a prompt with a circle, box, and triangle.
- I can tell whether a prompt asks for reasons or a way something happened.
- I can use the conflict in a text to help me think.
- I can write a complete thesis (central idea) for an ECR.

I Will

- I will find important nouns, the important verb, and the clue word in a prompt.
- I will decide whether a prompt asks WHY or HOW.
- I will identify the problem in the text.
- I will write a thesis (central idea) that matches the prompt.
- I will connect my thesis (central idea) to reasons, evidence, and explanation.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to shape a prompt and write a thesis (central idea) that matches WHY or HOW.	A poem about why we need laws and a drama about Pasteur's discovery.	Shaped prompts, a matching thesis (central idea), a next-step goal, and a tracker.

Where We Are Going

I will move from shaping prompts to writing a thesis (central idea) that matches WHY or HOW.

I'll Know I've Got It When...

- ☐ I circle important nouns, box the important verb, and triangle WHY or HOW.
- ☐ I tell whether the prompt asks for reasons or a way something happened.
- ☐ I identify the conflict that helps me answer the prompt.
- ☐ I write a thesis (central idea) that answers the exact question.

Check Myself

- ☐ I read the whole prompt.
- ☐ I can point to proof for my thinking.
- ☐ I can explain my choice to a partner.

How I Will Show What I Know

I will show what I know with shaped prompts, a matching thesis (central idea), a partner explanation, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I connect to what I already know.
Reveal	Day 1	I learn how to shape a prompt.
Attempt	Day 2	I practice with Spin and Shape.
Discuss	Day 3	I explain the conflict in the poem.
Use Again	Day 3	I shape a prompt and write a thesis (central idea).
Award	Day 4	I name evidence of my growth.
Target	Day 4	I choose my next step.
Explain/Educate	Day 5	I teach prompt shaping to a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.11A:

I can plan a first draft by selecting a genre for a particular topic, purpose, and audience.

3.12B:

I can write an informational response about a topic with a clear thesis (central idea).

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do with a prompt?"

Class answers: "Circle it, box it, triangle it!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a question gives me a job. I can find details in a passage and tell the difference between a reason and a way something happened.

A connection I can make

Remember It!

- ☐ A thesis (central idea) answers the prompt.
- ☐ WHY asks for reasons. HOW asks for a way.
- ☐ The conflict helps me understand the prompt.

One idea I remember

Ready Check

- ☐ I can name the person or thing a sentence is about.
- ☐ I can find the verb that tells what the topic does.
- ☐ I can read a whole sentence before I choose an answer.

Watch Out! Common Mix-Up

Watch out! The clue word is WHY or HOW, not the direction word Explain. Circle the nouns, box the verb, triangle the clue word.

Where This Fits in My Writing

Shaping the prompt is the first step before I write a thesis (central idea), reasons, evidence, explanation, and significance.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Circle important nouns in red. Draw a yellow box around the important verb. Draw a green triangle around the clue word.

Explain WHY laws help communities stay safe and fair.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the important verb, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Laws help communities stay safe and fair.
_____	One reason is that people argued and fairness was lost.
_____	The poem says some took more food while others had too little.
_____	This shows that clear rules were needed to protect everyone.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: People gathered to write fair rules. Copy one line from the poem that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about rules or laws.

Word	Say it	What it means	Sentence frame
reason	REE-zun	an answer that tells why something matters or happened	One reason laws matter is _____.
WHY	WY	the clue word that asks for reasons	_____ tells me to give _____.
HOW	HOW	the clue word that asks for a way something happened	_____ tells me to explain a _____.
problem	PROB-lum	something that needs to be solved	The problem was _____.
solution	suh-LOO-shun	an answer to a problem	A solution can _____.
fair	FAIR	treating people equally and rightly	Laws can make life more _____.
safe	SAYF	protected from harm	Pasteurized milk is more _____.
sick	SIK	not feeling well or healthy	Germs can make people _____.
rule	ROOL	a direction people are expected to follow	A _____ can prevent conflict.
law	LAW	a rule made for a community	A _____ can protect people.
clue	KLOO	something that helps a person figure something out	The word _____ helped me decide.
effect	eh-FEKT	something that happens because of an action or event	One _____ was _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help me understand prompts and explain answers. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
prompt	PROMPT	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	AN-uh-lyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	THEE-sis	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	EV-uh-dens	proof from a text that supports an idea	My evidence proves my thinking.
explanation	ek-spluh-NAY-shun	words that tell how evidence proves an idea	My _____ connects the proof and thesis (central idea).
significance	sig-NIF-uh-kuns	why an idea matters	I explain the significance of laws.
noun	NOWN	a word that names a person, place, thing, or idea	I circle important _____s in the prompt.
verb	VERB	a word that tells an action or state	I box the important _____ in the prompt.
reasons	REE-zunz	explanations of why something matters or happens	WHY prompts need reasons.
clue word	KLOO wurd	WHY or HOW, showing the thinking a prompt needs	I draw a triangle around the _____.
conflict	KON-flikt	a problem or struggle in a text	The _____ helps me understand the prompt.
way	WAY	how something happens or a problem is solved	My HOW thesis (central idea) explains a way.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages about Why We Need Laws (Poem) and The Lunchroom Discoveries (Drama).

Word	Say it	What it means	Sentence frame
fairness	FAIR-ness	the quality of treating people equally and rightly	
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions	
resources	ree-SOR-siz	useful supplies or things people need	
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place	
germs	jermz	tiny living things that can make people sick	
illness	IL-niss	sickness or poor health	
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety	
pasteurized	PAS-chuh-rized	heated to kill harmful germs	
discovery	dih-SKUHV-uh-ree	something new that a person finds out	
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing	
protection	pruh-TEK-shun	being kept safe from harm	
TREES	treez	Thesis (central idea), Reason/Way, Evidence, Explanation, Significance	

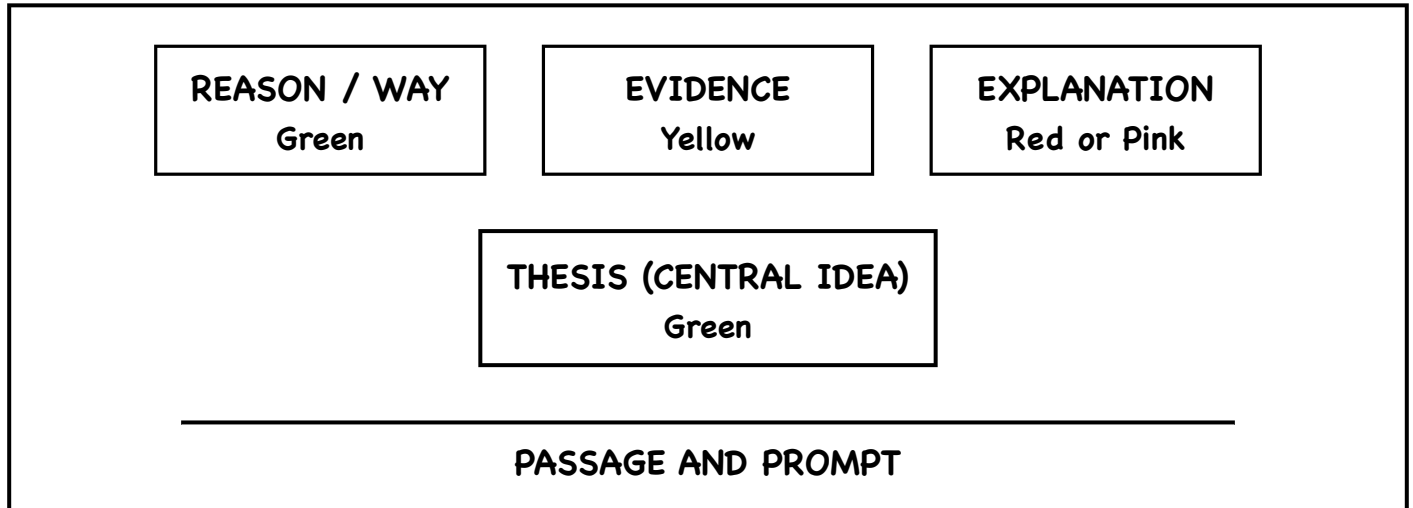
Use one Tier 3 word in a sentence



The Growing Tree



My ideas grow from the passage and prompt. The tree shows how a strong response grows.



Nothing grows until the ground is ready.

Shaping an ECR Prompt

Mark	What it means
Red circle	TOPIC, the noun of importance.
Yellow box	IMPORTANT VERB, the verb of importance.
Green triangle	CLUE WORD, tells me WHY or HOW.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

WHY and HOW

WHY	HOW
asks for a reason; uses a subordinator such as because, since, when; builds a complex sentence.	asks for a way or a method; uses a preposition such as through, by, with; builds a simpler sentence.

The clue word decides the shape of my answer.

How I Say the Standard!

3.11A:

I can plan a first draft by selecting a genre for a particular topic, purpose, and audience.

3.12B:

I can write an informational response about a topic with a clear thesis (central idea).

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Pasteur and Louis.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

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		Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2		Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3		Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4		Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5		Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

Where this module primarily operates: Visible and Independent (Levels 3–4). Students use the conflict and textual evidence to write a matching thesis (central idea), then apply the same shaping habit independently to a new WHY or HOW prompt.

A thinking level I understand

The Progression of Thinking

Use the same five levels when a prompt asks HOW.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	◻	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△	Why is it important to me?	I 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?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain WHY laws help communities stay safe and fair.
HOW	Analyze how parts work together or how something happens.	Explain HOW Pasteur's discovery solved a problem.

WHY asks for reasons. HOW asks for a way something happened. The clue word decides which kind of thinking my answer needs.

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

The poem and the drama show how communities solve problems by creating rules and sharing scientific discoveries.

Background I Need

The poem describes why communities need laws. The drama shows how Pasteur's discovery made food safer.

Words I dotted while reading

Why We Need Laws (Poem)

One poem and one drama. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

- 1 Long ago people argued over land and things,
- 2 Voices grew loud like clashing, noisy rings.
- 3 Without clear rules to guide what should be done,
- 4 Many small problems quickly grew to one.
- 5 Some took more food while others had too little,
- 6 Strong voices won while quiet ones stayed brittle.
- 7 Disagreements spread like storms across the town,
- 8 And fairness often seemed to tumble down.
- 9 So people gathered, searching for a way,
- 10 To write fair rules that everyone would obey.
- 11 With laws to guide what people say and do,
- 12 Communities could grow more safe and true.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama)

One poem and one drama. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

- 1 Characters:
- 2 NARRATOR
- 3 ALEX
- 4 JORDAN
- 5 Scene 1: Lunchroom
- 6 NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

One poem and one drama. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

- 7 talking about something they learned in science class.
- 8 (Alex opens a milk carton and looks at the label.)
- 9 ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?
- 10 JORDAN: Really? What kind of problem?
- 11 ALEX: A long time ago, people got sick because germs in milk and food weren't destroyed.
- 12 NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

One poem and one drama. Low Stamina. Read every paragraph. Use Dot, Discover, Drop.

13 (Jordan points to the milk carton on the table.)

14 JORDAN: Oh! That's why milk is pasteurized now, right?

15 ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

16 JORDAN: So the milk we're drinking is safer because of his discovery.

17 NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect

18 people every day.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Why We Need Laws (Poem)

Problems, actions, and effects that show why communities need laws.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: The Lunchroom Discoveries (Drama)

People, actions, and effects that show how Pasteur's discovery made food safer.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail helps a reader understand why these everyday moments matter?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, an important verb, and a clue word. I can use the shapes to slow down and see the job.

Shape	Word	Question I ask myself
Red circle	Topic	What is this prompt about?
Yellow box	Important verb	What does the topic do?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Circle important nouns in red. Box the important verb in yellow. Triangle the clue word in green.

Explain WHY laws help communities stay safe and fair.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I prepare the ground for my ideas

Our Question for Today

What if our classroom had no rules? Would it be calm? Fair? Safe?

1. Gather: Name the Problems

Read the poem and the drama. Name the conflict in each text. The poem shows arguments and unfairness. The drama shows unsafe milk and illness.

What I notice about the problems

2. Reveal: Shape the Prompt

Circle the important nouns (the topic). Box the important verb (the action). Triangle the clue word (WHY or HOW).

Circle important nouns in red. Box the important verb in yellow. Triangle the clue word in green.

Explain WHY laws help communities stay safe and fair.

? STOP & THINK

What must be ready before I can write my answer?

My answer

Day 1: Reveal, continued

3. Model Thesis (central idea)

Laws help communities stay safe and fair because they create structure and protect people from unfair actions.

The thesis (central idea) answers WHY with reasons. The conflict in the poem shows where the reasons come from.

4. Connect to TREES

T = Thesis (central idea), the answer to the prompt. R = Reason/Way. E = Evidence. E = Explanation. S = Significance.

I can explain the three marks to a partner

Day 1: Reveal, continued

5. Embedded Check

Show circle, box, and triangle with hand motions. Identify the words each shape marks. Tell whether WHY needs reasons or a way something happened.

The shapes I used and what they mark

Ⓢ STOP & THINK

Which mark goes on the verb of importance?

My answer

STUDENT WORKBOOK



SPIN AND SHAPE SHOWDOWN

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. These prompt cards go with the WHY, HOW, and BOTH spinner. The module's displayed prompts supply the deck. Store all cards in your Pocket Practice.

Explain WHY laws help communities stay safe and fair.	Explain HOW Pasteur's discovery solved a problem.
Explain WHY people gathered to create laws in the poem.	Explain WHY AND HOW laws improved communities.

Self-Check (back of cards)

This page prints on the back of the card page. Flip a card over to check yourself.

HOW check: my thesis (central idea) explains a way Pasteur's discovery solved a food problem.

WHY check: my thesis (central idea) gives a reason that explains why laws help communities stay safe and fair.

WHY AND HOW check: my thesis (central idea) gives a reason and a way laws improved communities.

WHY check: my thesis (central idea) gives reasons people gathered to create laws in the poem.

STUDENT WORKBOOK



SPIN AND SHAPE SHOWDOWN

Day 2: Attempt

Spin WHY, HOW, or BOTH. Draw a prompt card. Shape it with hand motions. Say the type aloud. Write a matching thesis (central idea). Correct thesis (central idea): move 2 spaces!

My Spin and Shape Practice

Prompt	Type	My Thesis (central idea)

One prompt I shaped well and why

STUDENT WORKBOOK



Day 3: Discuss + Use

I discuss what I have learned



Discussion: The Poem's Conflict

What problems does the poem describe? How did people respond?

The conflict I found

Personal Connection

Think of a time when a rule or agreement helped solve a problem. How is that like the poem?

My personal connection

Independent Practice: WHY Prompt

Circle important nouns in red. Box the important verb in yellow. Triangle the clue word in green.

Explain WHY people gathered to create laws in the poem.

Shape the prompt. Circle the important nouns. Box the important verb. Triangle the clue word.

My shaped prompt notes

Write My Thesis (central idea)

Write a thesis (central idea) that answers the WHY prompt. Underline the reason.

My thesis (central idea)

Check My Work

- ☐ I circled the important nouns.
- ☐ I boxed the important verb.
- ☐ I triangled WHY.
- ☐ My thesis (central idea) answers the exact question.
- ☐ I underlined the reason.

What I want to remember about shaping prompts

STUDENT WORKBOOK



I celebrate my growth and set a goal

Day 4: Award + Target

My Award

Name one strength you showed this week in shaping prompts or writing a thesis (central idea). Point to the work that proves it.

My strength and the proof

My Next Step

Revise this weak thesis (central idea): Laws are good. Use the conflict in the poem to make it stronger.

My revised thesis (central idea)

Write one goal beginning with: Next time I will...

My goal

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach what I have learned

Turn and Teach

Teach your partner how to shape a prompt and use TREES. First, circle the important nouns. Second, box the important verb. Third, triangle the clue word. Fourth, name the conflict. Fifth, write a matching thesis (central idea).

What my partner understood

Exit Ticket: HOW Prompt

Circle important nouns in red. Box the important verb in yellow. Triangle the clue word in green.

Explain HOW Pasteur's discovery solved a problem.

My shaped prompt (circle nouns, box verb, triangle HOW)

Exit Ticket: Write My Thesis (central idea)

Write a thesis (central idea) that answers the HOW prompt. Underline the way.

My thesis (central idea)

- ☐ My thesis (central idea) answers HOW with a way.
- ☐ I underlined the way.
- ☐ My answer matches the prompt.

What changed in my thinking this week



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle important nouns in red. Box the important verb in yellow. Triangle the clue word in green.

Explain WHY communities need laws in "Why We Need Laws."

My Plan

- Shape the prompt. Circle the important nouns, box the verb, triangle the clue word.
- Write the prompt type: WHY or HOW.
- Find the conflict in the text.
- Write a thesis (central idea) that matches the prompt.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the important verb of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Louis Pasteur begins with capital letters.
- ☐ Laws and communities are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Prompt parts	I marked the topic, important verb, and clue word.	
Prompt type	I named WHY or HOW and used the clue word.	
Writing	My answer matches the job in the prompt.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain WHY laws were needed in "Why We Need Laws."

Low

Laws are good.

What is missing: the response does not answer WHY and has no reason. It names the topic without explaining.

Medium

Laws were needed because people had problems.

What is missing: the reason is too vague and does not identify the conflict clearly.

High

Laws were needed because people argued, fairness was lost, and problems grew without rules.

Why it works: it answers WHY with specific reasons grounded in the poem's conflict.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Find the topic.	☐	☐	☐
Find the important verb.	☐	☐	☐
Find the clue word.	☐	☐	☐
Name WHY or HOW.	☐	☐	☐
Tell that an ECR prompt is usually a statement.	☐	☐	☐
Tell a thesis (central idea), evidence, and explanation apart.	☐	☐	☐
Use the clue word as evidence for WHY or HOW.	☐	☐	☐
Explain the prompt job.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can shaping a WHY or HOW prompt and finding the conflict help a writer create a clear thesis (central idea)?

The answer

A writer circles important nouns, boxes the important verb, and draws a triangle around WHY or HOW. WHY asks for reasons; HOW asks for a way something happened. The conflict helps the writer develop a complete thesis (central idea) that answers the exact prompt. TREES connects that thesis (central idea) to a Reason/Way, Evidence, Explanation, and Significance.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say the topic, important verb, and clue word. Tell whether it asks WHY or HOW. Then explain the job.

My new prompt

Take It Further! Tree Builder Challenge

Grow the whole tree from one prompt: Explain WHY AND HOW laws improved communities.

- Draw a full tree in the box below.
- Trunk: write the thesis (central idea).
- Branch 1: write a reason or way.
- Branch 2: write the evidence from the passage.
- Branch 3: write the explanation.
- Leaves: write the significance, why this matters to a reader today.
- Present your tree to the class in one minute or less. Read it from the trunk up.
- Find one branch a classmate built differently from yours, and tell why theirs also works.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Tree Builder Challenge

Draw your whole tree in the box below. Label the trunk, the three branches, and the leaves.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Name the Thinking

Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Read your complete sentence out loud to a family member.

Ask them: what is the hardest part of knowing whether a question asks WHY or HOW?

Family member signature: _____

Shape a Prompt

Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem, then say a thesis (central idea) explaining the way taking turns solved it. Write it.

Ask them: what is one rule at home that solved a problem for your family?

Family member signature: _____

Thesis (central idea) Builder

Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home."

Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member.

Ask them: which rule at home matters most, and why?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 1 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 3 - Module 2

Advance Prompt Analysis



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Module 2

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Advance Prompt Analysis



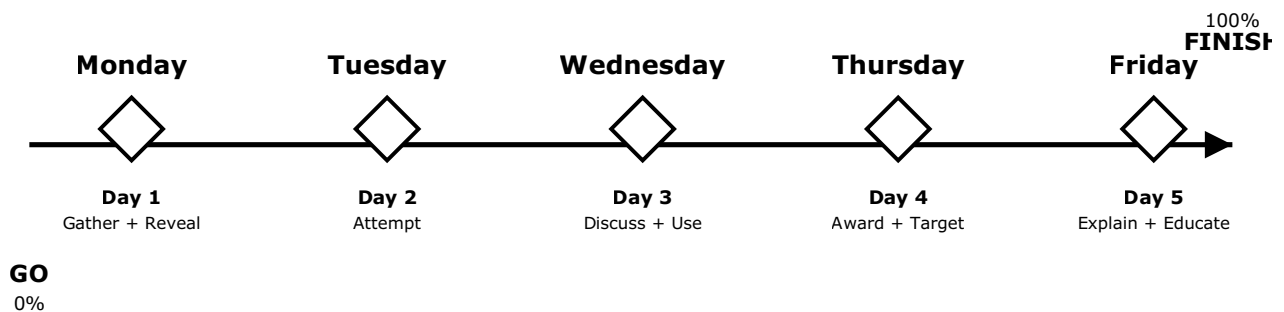
Why This Matters to Me

Nothing else in this cluster works until I can tell the difference between reasons and relationships. I will learn to use clue words to decide what kind of thinking a prompt needs.

Essential Question

How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

My Week Tracker



Color in one section of the timeline at the END of each day, after I finish that day's work. Watch my thinking move from GO to FINISH!

My First Thinking

I Can

- I can use a clue word to name the thinking type.
- I can tell the difference between importance and relationship.
- I can write a thesis (central idea) with because or by when it fits the prompt.
- I can explain how evidence supports my thesis (central idea).

I Will

- I will find clue words that tell what kind of thinking a prompt needs.
- I will decide whether a prompt asks for reasons or relationships.
- I will explain how the problems and solutions in the two texts connect.
- I will write a thesis (central idea) that matches the exact prompt.
- I will plan reasons, evidence, explanation, and significance for my ECR.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to analyze clue words and write a thesis (central idea) for reasons or relationships.	A poem about why we need laws and a drama about Pasteur's discovery at Medium stamina.	A clue word sorting chart, a thesis (central idea), a next-step goal, and a tracker.

Where We Are Going

I will move from sorting clue words to writing a thesis (central idea) that matches an advanced prompt.

I'll Know I've Got It When...

- ☐ I identify the clue word and sort it as REASONS or RELATIONSHIPS.
- ☐ I explain the difference between importance and relationship.
- ☐ I choose the thinking type that matches the exact prompt.
- ☐ I write a thesis (central idea) that answers the exact question.

Check Myself

- ☐ I read the whole prompt.
- ☐ I can point to proof for my thinking.
- ☐ I can explain my choice to a partner.

How I Will Show What I Know

I will show what I know with a sorted clue word chart, a thesis (central idea), a partner explanation, and the Day 5 exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I connect to what I already know.
Reveal	Day 1	I learn two types of clue words.
Attempt	Day 2	I practice sorting clue words.
Discuss	Day 3	I explain reasons and relationships.
Use Again	Day 3	I write a thesis (central idea) on my own.
Award	Day 4	I name evidence of my growth.
Target	Day 4	I choose my next step.
Explain/Educate	Day 5	I teach clue words to a partner.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.11A:

I can plan a first draft by selecting a genre for a particular topic, purpose, and audience.

3.12B:

I can write an informational response about a topic with a clear thesis (central idea).

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do with a prompt?"

Class answers: "Circle it, box it, triangle it!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know how to shape a prompt with circle, box, and triangle. I can write a thesis (central idea) that matches WHY or HOW.

A connection I can make

Remember It!

- ☐ A thesis (central idea) answers the prompt.
- ☐ WHY asks for reasons. HOW asks for a way.
- ☐ The clue word tells me what kind of thinking to use.

One idea I remember

Ready Check

- ☐ I can shape a prompt with circle, box, and triangle.
- ☐ I can tell whether a prompt asks WHY or HOW.
- ☐ I can write a complete thesis (central idea).

Watch Out! Common Mix-Up

Watch out! Some clue words look like WHY but ask for a relationship. Read all the words in the prompt, not just the first clue word.

Where This Fits in My Writing

Identifying clue words is the first step before I write a thesis (central idea), reasons, evidence, explanation, and significance.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the passages in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Circle the topic in red. Draw a yellow box around the important verb. Draw a green triangle around the clue word.

Describe the connection between arguments in “Why We Need Laws” and the need for laws in the poem.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the important verb, and add your own answer.

My thesis (central idea)

Part 3: Informative Organization

Number these four sentences 1, 2, 3, 4 to show the order they belong in an informative response.

Number	Sentence
_____	Laws are important for maintaining fairness.
_____	One reason is that they stop people from taking more than others.
_____	The poem says some took more food while others had too little.
_____	This shows that clear rules were needed to protect everyone.

Part 4: Introduction

Write the first sentence of a response to the prompt. Remember that the first sentence tells the reader what you will prove.

My first sentence

Part 5: Relevant Details and Evidence

Reason: People gathered to write fair rules. Copy one line from the poem that proves this reason. Then explain in one sentence why it proves the reason.

The sentence I copied from the passage

Why it proves the reason

Part 6: Passage-Based Paragraph

Write three or four sentences that answer the prompt from Part 1. Use your thesis (central idea), one reason, and one piece of evidence.

My paragraph



Words I Need

Tier 1, everyday words



Say each word. Then use one word in a sentence about rules or connections.

Word	Say it	What it means	Sentence frame
reason	REE-zun	an answer that tells why something matters or happened	One reason laws matter is _____.
connect	kuh-NEKT	to join ideas or show how they go together	I can _____ these ideas.
compare	kum-PAIR	to tell how things are alike or different	I can _____ the two texts.
problem	PROB-lum	something that needs to be solved	The problem was _____.
solution	suh-LOO-shun	an answer to a problem	A solution can _____.
fair	FAIR	treating people equally and rightly	Laws can make life more _____.
safe	SAYF	protected from harm	Pasteurized milk is more _____.
sick	SIK	not feeling well or healthy	Germs can make people _____.
rule	ROOL	a direction people are expected to follow	A _____ can prevent conflict.
law	LAW	a rule made for a community	A _____ can protect people.
clue	KLOO	something that helps a person figure something out	The word _____ helped me decide.
effect	eh-FEKT	something that happens because of an action or event	One _____ was _____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These thinking words help me understand prompts and explain answers. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
prompt	PROMPT	the question or task a writer is asked to answer	I analyze the prompt before I write.
analyze	AN-uh-lyze	to look closely at parts in order to understand	I analyze the clue words.
thesis (central idea)	THEE-sis	a sentence that clearly answers a prompt	My thesis (central idea) matches the prompt.
evidence	EV-uh-dens	proof from a text that supports an idea	My evidence proves my thinking.
explanation	ek-spluh-NAY-shun	words that tell how evidence proves an idea	My explanation connects the proof and thesis (central idea).
significance	sig-NIF-uh-kuns	why an idea matters	I explain the significance of laws.
influence	IN-floo-ens	the power to affect an idea or person	One idea can influence another.
relationship	ree-LAY-shun-ship	the way two or more ideas connect	I describe the relationship between ideas.
reasons	REE-zunz	explanations of why something matters or happens	Importance prompts need reasons.
connection	kuh-NEK-shun	a link between ideas	I can explain the connection.
conflict	KON-flikt	a problem or struggle in a text	The conflict helps me understand the prompt.
impact	IM-pakt	a strong effect an action or idea has	Pasteur's discovery had an impact.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words come from our passages about Why We Need Laws and Why We Need Laws (continued).

Word	Say it	What it means	Sentence frame
fairness	FAIR-ness	the quality of treating people equally and rightly	
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions	
resources	ree-SOR-siz	useful supplies or things people need	
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place	
germs	jermz	tiny living things that can make people sick	
illness	IL-niss	sickness or poor health	
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety	
pasteurized	PAS-chuh-rized	heated to kill harmful germs	
discovery	dih-SKUHV-uh-ree	something new that a person finds out	
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing	
protection	pruh-TEK-shun	being kept safe from harm	
modern	MOD-ern	connected to the present time	

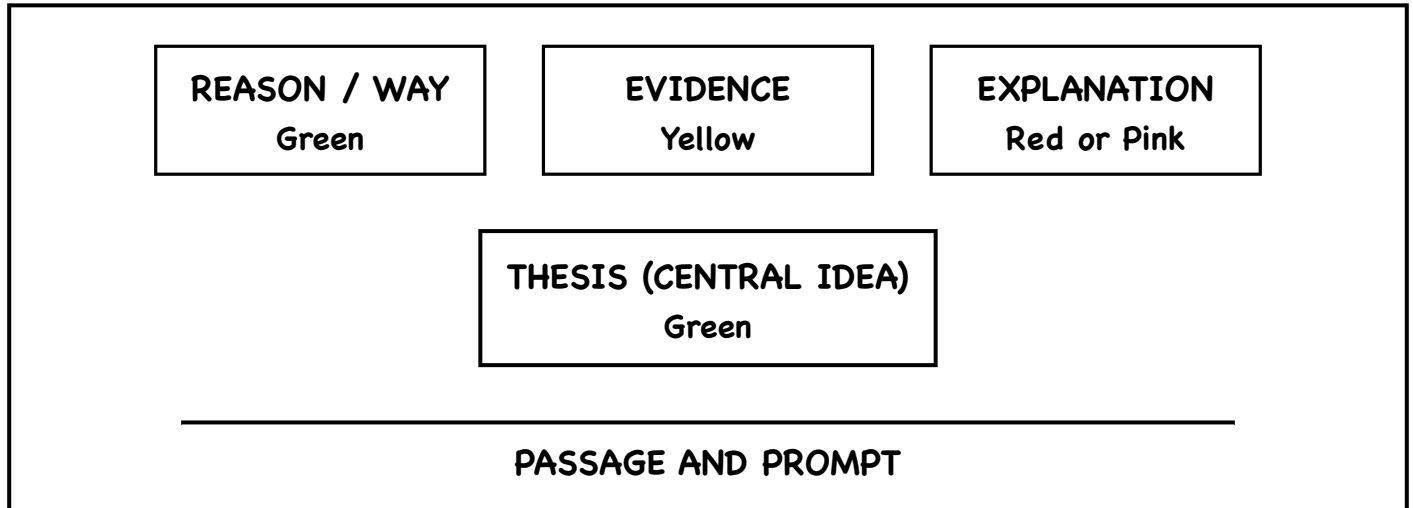
Use one Tier 3 word in a sentence



The Growing Tree



My ideas grow from the passage and prompt. The tree shows how a strong response grows.



Nothing grows until the ground is ready.

Shaping an ECR Prompt

Mark	What it means
Red circle	TOPIC, the noun of importance.
Yellow box	IMPORTANT VERB, the verb of importance.
Green triangle	CLUE WORD, tells me WHY or HOW.

SCR is usually a question. ECR is usually a statement.

How this strategy works for me

WHY and HOW

WHY	HOW
asks for a reason; uses a subordinator such as because, since, when; builds a complex sentence.	asks for a way or a method; uses a preposition such as through, by, with; builds a simpler sentence.

The clue word decides the shape of my answer.

How I Say the Standard!

3.11A:

I can plan a first draft by selecting a genre for a particular topic, purpose, and audience.

3.12B:

I can write an informational response about a topic with a clear thesis (central idea).

Check My Writing

- ☐ My sentence has a subject and a verb.
- ☐ I use a capital letter for Pasteur and Louis.
- ☐ I use a period or another ending mark.

A WHY or HOW sentence I can try

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		Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2		Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3		Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4		Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5		Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

Where this module primarily operates: Visible and Independent (Levels 3–4). Students connect prompts to textual evidence and, in the cross-text challenge, apply understanding across both sources.

A thinking level I understand

The Progression of Thinking

Use the same five levels when a prompt asks HOW.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	◻	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△	Why is it important to me?	I 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?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

The Difference Between WHY and HOW

Prompt type	What it asks me to do	Example
WHY	Explain a reason, a purpose, or why something matters.	Explain the importance of laws for maintaining fairness.
HOW	Analyze how parts work together or how something happens.	Describe the connection between arguments and the need for laws.

Some clue words ask for reasons (importance, purpose, significance). Others ask for relationships (connection, influence, effects).

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

The poem and the drama show how communities solve problems by creating rules and sharing discoveries.

Background I Need

The poem describes why communities need laws. The drama shows how Pasteur's discovery made food safer.

Words I dotted while reading

Why We Need Laws

Paired passages. Passage 1: Genre: Poem; Stamina: Medium. Passage 2: Genre: Drama; Stamina: Medium. Read every paragraph. Use Dot, Discover, Drop.

- 1 Long ago people argued over land and things,
- 2 Voices grew loud like clashing, noisy rings.
- 3 Without clear rules to guide what should be done,
- 4 Many small problems quickly grew to one.
- 5 Some took more food while others had too little,
- 6 Strong voices won while quiet ones stayed brittle.
- 7 Disagreements spread like storms across the town,
- 8 And fairness often seemed to tumble down.
- 9 So people gathered, searching for a way,
- 10 To write fair rules that everyone would obey.
- 11 With laws to guide what people say and do,
- 12 Communities could grow more safe and true.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Why We Need Laws (continued)

Paired passages. Passage 1: Genre: Poem; Stamina: Medium. Passage 2: Genre: Drama; Stamina: Medium. Read every paragraph. Use Dot, Discover, Drop.

- 13 The rules helped neighbors settle what was fair,
- 14 And gave each person rights that all could share.
- 15 When questions rose about what should be done,
- 16 The laws could help instead of anyone.
- 17 People learned how to work and live as one,
- 18 And solve their problems before fights had begun.
- 19 The town became a place where trust could grow,
- 20 Because the laws helped everyone to know.
- 21 What actions were expected every day,
- 22 And how to treat each person in a fair way.
- 23 Though rules could not remove each single fear,
- 24 They helped bring order year after year.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries

Paired passages. Passage 1: Genre: Poem; Stamina: Medium. Passage 2: Genre: Drama; Stamina: Medium. Read every paragraph. Use Dot, Discover, Drop.

- 1 Characters:
- 2 NARRATOR
- 3 ALEX
- 4 JORDAN
- 5 Scene 1: Lunchroom
- 6 NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and
- 7 talking about something they learned in science class.
- 8 [Alex opens a milk carton and looks at the label.]

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages. Passage 1: Genre: Poem; Stamina: Medium. Passage 2: Genre: Drama; Stamina: Medium. Read every paragraph. Use Dot, Discover, Drop.

9 ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?

10 JORDAN: Really? What kind of problem?

11 ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.

12 NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.

13 [Jordan points to the milk carton on the table.]

14 JORDAN: Oh! That's why milk is pasteurized now, right?

15 ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.

16 JORDAN: So the milk we're drinking is safer because of his discovery.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages. Passage 1: Genre: Poem; Stamina: Medium. Passage 2: Genre: Drama; Stamina: Medium. Read every paragraph. Use Dot, Discover, Drop.

17 NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect

18 people every day.

19 JORDAN: I never thought about how many things scientists have helped improve.

20 ALEX: Me either. We use some of their discoveries all the time without even noticing.

21 JORDAN: Did people know about germs before Louis Pasteur?

22 ALEX: Not as much as they do today. Many people did not understand what caused diseases.

23 JORDAN: That must have made it hard to keep people healthy.

24 ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages. Passage 1: Genre: Poem; Stamina: Medium. Passage 2: Genre: Drama; Stamina: Medium. Read every paragraph. Use Dot, Discover, Drop.

25 NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.

26 JORDAN: So his work helped more than just people who drank milk?

27 ALEX: Definitely. His discoveries helped people learn how to make many foods safer.

28 JORDAN: That's pretty amazing.

29 ALEX: I think so too. One discovery ended up helping millions of people.

30 JORDAN: Scientists must spend a lot of time trying to solve problems.

31 ALEX: They do. Sometimes it takes years to learn something new.

32 NARRATOR: The students finish their lunches while continuing their conversation.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages. Passage 1: Genre: Poem; Stamina: Medium. Passage 2: Genre: Drama; Stamina: Medium. Read every paragraph. Use Dot, Discover, Drop.

33 JORDAN: I wonder what other discoveries started with someone asking a simple question.

34 ALEX: Probably a lot of them. People see a problem and try to find a solution.

35 JORDAN: Kind of like Louis Pasteur did.

36 ALEX: Exactly.

37 NARRATOR: The lunch bell rings, and the students gather their things.

38 JORDAN: I'm glad we learned about him. His work still helps people today.

39 ALEX: Me too. It's cool to know that a discovery made long ago can still make a difference.

40 NARRATOR: The students leave the cafeteria with a better understanding of how scientific discoveries

41 can improve people's lives.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Why We Need Laws

Problems, actions, and effects that show why communities need laws.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Why We Need Laws (continued)

Problems, actions, and effects that show why communities need laws.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which detail helps a reader understand why these everyday moments matter?

My thinking

My Prompt Marking Notes

The prompt gives me a topic, an important verb, and a clue word. I can use the shapes to slow down and see the job.

Shape	Word	Question I ask myself
Red circle	Topic	What is this prompt about?
Yellow box	Important verb	What does the topic do?
Green triangle	Clue word	Does the prompt ask WHY or HOW?

Circle the topic in red. Box the important verb in yellow. Triangle the clue word in green.

Explain the importance of laws for maintaining fairness.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I prepare the ground for my ideas

Our Question for Today

Can you tell what a prompt is really asking just by reading one word? Today we look beyond the obvious.

1. Gather: Two Mysteries

Reread the poem and the drama. Both show a problem and a solution. Name the conflict in each text.

The conflict I found in each text

2. Reveal: Two Types of Prompts

REASONS prompts use clue words like importance, purpose, significance.

RELATIONSHIPS prompts use clue words like connection, influence, effects.

? STOP & THINK

What is the difference between importance and connection?

My answer

Day 1: Reveal, continued

3. Model Theses (Teacher Think-Aloud)

Model 1, Relational Prompt: Explain the relationship between pasteurized milk and illness. Thesis (central idea): Pasteurized milk helps people avoid illness by filtering out the harmful parts.

Model 2, Reason-Based Prompt: Explain the importance of pasteurized milk for people's health. Thesis (central idea): Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Model 3, Paired-Passage Prompt: Explain the similarities between Why We Need Laws and The Lunchroom Discoveries. Thesis (central idea): Why We Need Laws and The Lunchroom Discoveries are similar because both texts show how solving problems helps protect people and improve their communities.

Which model thesis (central idea) is reason-based, which is relational, and how do the two texts connect? How can I tell?

Day 1: Reveal, continued

4. Connect to TREES

T = Thesis (central idea). R = Reason/Way. E = Evidence. E = Explanation. S = Significance.

How the clue word helps me choose a thinking type

Words to Use with My Partner

Tell me the two things being connected. What word helped you decide? Is this asking for reasons or relationships?

Practice saying it: one clue word and the two ideas it connects

Day 1: Reveal, continued

5. Embedded Check

Name a clue word. Is it REASONS or RELATIONSHIPS? Tell your partner why.

One clue word and its thinking type

? STOP & THINK

Can one prompt ask for both reasons and a relationship?

My answer

STUDENT WORKBOOK



CLUE WORD SORTING

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Sort the 12 prompt cards into REASONS and RELATIONSHIPS. Underline the clue word and explain the category before you place each card. Store all cards in your Pocket Practice.

Explain the importance of laws in maintaining fairness in the poem.

Describe the relationship between rules and fairness in the poem.

Explain the significance of people creating laws in the poem.

Describe the connection between arguments and the need for laws.

Explain the reasons fairness was difficult before laws existed.

Describe the relationship between germs and sickness in the drama.

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Relationships: the prompt asks **HOW** and needs a connection between two ideas.

Reasons: the prompt asks **WHY** and needs causes that explain the laws.

Relationships: the prompt asks **HOW** two ideas connect to each other.

Reasons: the prompt asks **WHY** people made laws and needs a cause.

Relationships: the prompt asks **HOW** germs and sickness are connected.

Reasons: the prompt asks **WHY** fairness was hard and needs causes.

STUDENT WORKBOOK



CLUE WORD SORTING

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Sort the 12 prompt cards into REASONS and RELATIONSHIPS. Underline the clue word and explain the category before you place each card. Store all cards in your Pocket Practice.

Explain the impact of Pasteur's discovery on people's health.	Describe the connection between Pasteur's discovery and modern safety.
Explain the purpose of laws in solving conflict in the poem.	Describe the relationship between scientific discovery and protection.
Explain the effects of strong voices controlling resources in the poem.	Describe the connection between past problems and present solutions in the drama.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

Relationships: the prompt asks **HOW** the discovery connects to health today.

Reasons: the prompt asks **WHY** the discovery mattered and needs an effect.

Relationships: the prompt asks **HOW** two ideas are connected.

Reasons: the prompt asks **WHY** laws solve conflict.

Relationships: the prompt asks **HOW** past problems connect to today.

Relationships: the prompt asks **HOW** strong voices and control connect.

STUDENT WORKBOOK



CLUE WORD SORTING

Day 2: Attempt

Sort all 12 prompt cards into two groups: REASONS and RELATIONSHIPS. Underline the clue word in each prompt. Place the card under the correct heading. Explain the category to your partner before you place it.

My Sorting Chart

REASONS	RELATIONSHIPS

One card I was unsure about and how I decided

STUDENT WORKBOOK



Day 3: Discuss + Use



I discuss what I have learned

Discussion: Clue Words

Compare your sorting chart with a partner. Did you agree? Which clue words were hardest to sort?

What my partner and I agreed on

Personal Connection

Think of a time when you needed to explain why something mattered or how two things were connected. Which kind of thinking did you use?

My personal connection

Independent Practice

Circle the topic in red. Box the important verb in yellow. Triangle the clue word in green.

Describe the connection between arguments and the need for laws.

Find the clue word. Name the thinking type. Write a thesis (central idea) that names both ideas and explains how they connect.

My clue word and thinking type

Write My Thesis (central idea)

My thesis (central idea)

STUDENT WORKBOOK



I celebrate my growth and set a goal

Day 4: Award + Target

My Award

Name one strength you showed this week. Point to the work that proves it.

My strength and the proof

My Next Step

Revise this weak thesis (central idea) for clarity and completeness: Pasteurized milk is good. Use the clue word importance and the model thesis (central idea) to make it stronger.

My revised thesis (central idea)

Write one goal beginning with: Next time I will...

My goal

STUDENT WORKBOOK

Day 5: Explain + Educate



I teach what I have learned

Turn and Teach

Teach your partner one clue word and its thinking type. Then explain a thesis (central idea) you wrote and how it matches the prompt.

What my partner understood

Exit Ticket: Relational Prompt

Circle the topic in red. Box the important verb in yellow. Triangle the clue word in green.

Describe the connection between past problems and present solutions in the drama.

My clue word and thinking type

Exit Ticket: Write My Thesis (central idea)

Write a thesis (central idea) that names both ideas and explains their connection.

My thesis (central idea)

- ☐ My thesis (central idea) names both ideas.
- ☐ My thesis (central idea) explains the connection.
- ☐ My answer matches the prompt.

What changed in my thinking this week



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Circle the topic in red. Box the important verb in yellow. Triangle the clue word in green.

Describe the connection between arguments in “Why We Need Laws” and the need for laws in the poem.

My Plan

- Find the clue word in the prompt.
- Decide whether it asks for reasons or a relationship.
- Find the conflict in the text.
- Write a thesis (central idea) that matches the prompt.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My response answers the important verb of the prompt.
- ☐ I replaced one plain word with a stronger word.
- ☐ Every sentence is complete with a subject and a verb.

Edit

- ☐ Every sentence is complete.
- ☐ Louis Pasteur begins with capital letters.
- ☐ Importance and relationship are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Prompt parts	I marked the topic, important verb, and clue word.	
Prompt type	I named WHY or HOW and used the clue word.	
Writing	My answer matches the job in the prompt.	
Conventions	I used complete sentences and capital letters.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain the importance of laws in maintaining fairness in the poem

Low

Laws are good.

What is missing: no clue word thinking, no reason, and no connection to fairness.

Medium

Laws are important because they help people.

What is missing: the reason is general. It does not name fairness or a specific idea from the poem.

High

Laws are important for maintaining fairness because they stop people from taking more than others and help the community treat people equally.

Why it works: it names the topic, gives reasons, and answers why laws matter.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Find the topic.	☐	☐	☐
Find the important verb.	☐	☐	☐
Find the clue word.	☐	☐	☐
Name WHY or HOW.	☐	☐	☐
Tell that an ECR prompt is usually a statement.	☐	☐	☐
Tell a thesis (central idea), evidence, and explanation apart.	☐	☐	☐
Use the clue word as evidence for WHY or HOW.	☐	☐	☐
Explain the prompt job.	☐	☐	☐
Name my next step.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can a writer analyze a more advanced or relational prompt and write a thesis (central idea) that answers it?

The answer

A writer reads beyond the obvious words, identifies clue words that signal reasons or relationships, names the ideas the prompt requires, and writes a complete thesis (central idea) that explains why an idea matters or how ideas connect. The writer then supports the thesis (central idea) with reasons, evidence, explanation, and significance.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a question from your day. Say the topic, important verb, and clue word. Tell whether it asks WHY or HOW. Then explain the job.

My new prompt

Take It Further! Tree Builder Challenge

Grow the whole tree from one prompt: Explain WHY AND HOW laws improved communities.

- Draw a full tree in the box below.
- Trunk: write the thesis (central idea).
- Branch 1: write a reason or way.
- Branch 2: write the evidence from the passage.
- Branch 3: write the explanation.
- Leaves: write the significance, why this matters to a reader today.
- Present your tree to the class in one minute or less. Read it from the trunk up.
- Find one branch a classmate built differently from yours, and tell why theirs also works.

My plan: thesis (central idea), reason or way, evidence, explanation, significance

My Tree Builder Challenge

Draw your whole tree in the box below. Label the trunk, the three branches, and the leaves.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Name the Thinking

Ask a family member one question using importance, purpose, connection, or relationship. Complete: "This prompt asks for _____ because I see _____."

Explain whether the answer needs reasons or a connection.

Family member signature: _____

Connect Two Ideas

Choose two connected ideas at home, such as rules and fairness or washing hands and health. Write:

"_____ and _____ are connected because _____."

Circle the word that tells the connection.

Family member signature: _____

Thesis (central idea) Builder

Choose one: Explain the importance of a home rule. Describe the relationship between a home rule and fairness. Use one frame: "_____ is important because _____." or "_____ and _____ are connected because _____."

Read your thesis (central idea) aloud to a family member.

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 2 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I am ready to grow the next part of my writing tree.

A note to my future writer self

My Proud Moment This Week

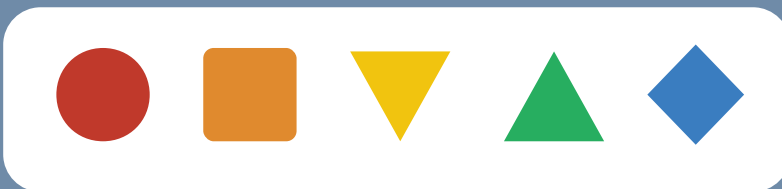
THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 3 - Module 3

Magnifying Reasons for WHY Prompts



Name: _____



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Grade 3 • Cluster 3 • Module 3

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Magnifying Reasons for WHY Prompts



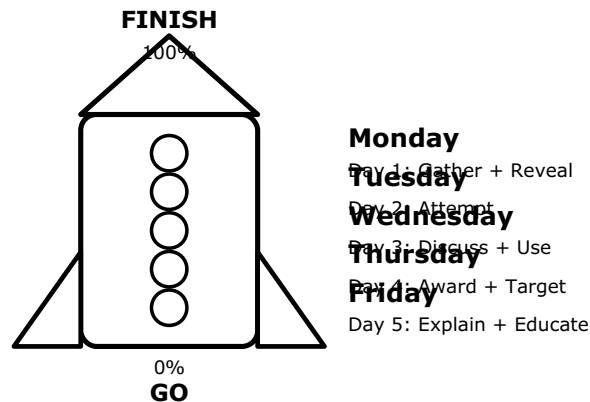
Why This Matters to Me

Gathering before choosing helps me think of many possibilities, organize related ideas, and avoid repeating the same reason. Three different topic sentences build the body of my ECR.

Essential Question

How can brainstorming, grouping, and narrowing many reasons help us write three different topic sentences that build the body of an ECR?

My Week Tracker



Color in one part at the **END** of each day, after I finish that day's work. Watch my rocket climb from **GO** to **FINISH**!

My First Thinking

I Can

- I can gather more than one idea.
- I can tell which ideas belong together.
- I can name the big idea in a group.
- I can write a clear topic sentence for each reason.
- I can make sure my three reasons are different.

I Will

- I will brainstorm many reasons before I choose.
- I will group like-minded reasons.
- I will narrow each group into one big idea.
- I will write three topic sentences that support my thesis (central idea).
- I will connect each topic sentence to evidence, explanation, and significance.

The I Can I want to reach first, and why

My Week at a Glance

What I learn	What I read	What I make
How to magnify many reasons into three.	A poem and a drama.	A Rules Flap and three topic sentences.

Where We Are Going

I will turn a room full of ideas into three different topic sentences.

I'll Know I've Got It When...

- ☐ I brainstorm many possible reasons before choosing three.
- ☐ I group reasons by shared meaning and explain why they belong together.
- ☐ I narrow each group into one big idea.
- ☐ I choose three different big ideas that support the thesis (central idea).
- ☐ I write one complete topic sentence for each group.
- ☐ I connect each topic sentence to its smaller reasons and develop the idea with evidence, explanation, and significance.

Check Myself

- ☐ I brainstorm many reasons before I choose three.
- ☐ I group like-minded reasons and name each big idea.
- ☐ I write three different topic sentences that support my thesis (central idea).

How I Will Show What I Know

I will show what I know with my topic sentences and the milk exit ticket.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I imagine a room full of ideas and brainstorm reasons.
Reveal	Day 1	I learn Gather, Group, Narrow, Choose, Say It.
Attempt	Day 2	I build a Rules Flap and play Flip the Flap.
Discuss	Day 3	I explain why three different groups make stronger writing.
Use Again	Day 3	I magnify my reasons into three topic sentences.
Award	Day 4	I point to a strength in my work.
Target	Day 4	I revise a repeated or tiny reason.
Explain/Educate	Day 5	I teach a partner and complete the milk exit ticket.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.12B:

I build the body of my ECR by gathering many reasons, grouping them, and writing three different topic sentences that support my central idea.

3.11A:

I plan by brainstorming and organizing my ideas before I write.

Call and Response

Read this together as a class before we start.

Teacher asks: "How do we magnify a reason?"

Class answers: "Gather, Group, Narrow, Choose, Say It!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I know WHY asks for reasons and a thesis (central idea) anchors my response. I can write a complete sentence with a subject and a predicate.

A connection I can make

Remember It!

- ☐ WHY asks for reasons.
- ☐ A thesis (central idea) anchors the response.
- ☐ Evidence is proof taken from a text.

One idea I remember

Ready Check

- ☐ I can recall two problems from the poem.
- ☐ I can tell when two ideas have a similar meaning.
- ☐ I can use DOT and TRACKS while I read.

Watch Out! Common Mix-Up

Watch out! Three details about arguments are NOT three different reasons. Arguing, yelling, and fighting all belong in one Conflict group. Find the other big ideas: Fairness and Safety/Order.

Where This Fits in My Writing

A thesis (central idea) gives the overall answer. Topic sentences organize the reasons that develop it. Three different topic sentences make a body plan.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the poem in Read and Interact as often as you want.

Part 1: Gather

Read the prompt. Write as many reasons as you can think of before you choose.

Explain WHY laws were needed in "Why We Need Laws."

Part 2: Group

Which of your reasons belong together? Put like-minded reasons in one group and name the big idea.

My thesis (central idea)

Part 3: Loose, Repeated, or Distinct?

Read the four responses. Number them 1 (weakest) to 4 (strongest). Look for reasons that are different from each other.

Number	Sentence
_____	People argued over land. Some people took food. Laws helped people.
_____	Laws were needed because people argued. Laws were needed because people argued loudly.
_____	Laws were needed because they protected fairness when some people tried to take more than others.
_____	Laws were needed because they helped stop arguments from growing into bigger conflicts.

Part 4: Topic Sentence

Write one complete topic sentence for one big idea.

My first sentence

Part 5: Evidence and Explanation

Reason: Laws were needed because they protected fairness. Copy one line from the poem that proves this reason. Then explain in one sentence why it proves the reason.

A line from the poem

How the line proves the reason

Part 6: Three Topic Sentences

Write three different topic sentences that support this thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

My paragraph



Words I Need

Tier 1, everyday words



These are everyday words you need so you can read about our topic and talk about it clearly. Say each word. Then finish the sentence.

Word	Say it	What it means	Sentence frame
reason	REE-zun	an answer that tells why something matters or happened	One reason laws matter is _____.
WHY	WHY	the clue word that asks for reasons	WHY tells me to give _____.
idea	eye-DEE-uh	a thought about something	Another idea I have is _____.
group	GROOP	a set of things that belong together	These reasons belong in one _____.
same	SAYM	alike in a way that matters	These ideas share the _____ meaning.
different	DIF-runt	not the same	My three reasons are _____.
fair	FAIR	treating people equally and rightly	Laws can make life more _____.
safe	SAYF	protected from harm	Pasteurized milk is more _____.
rule	ROOL	a direction people are expected to follow	A _____ can prevent conflict.
law	LAW	a rule made for a community	A _____ can protect people.
choose	CHOOZ	pick from several possibilities	I _____ three big ideas.
sort	SORT	put things together by what they share	I _____ reasons by meaning.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the academic thinking words you will use in every subject. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
brainstorm	BRAYN-storm	gather many possible ideas before choosing	I brainstorm reasons about _____.
like-minded	like-MINE-did	having similar meanings or a shared focus	These reasons are like-minded because _____.
narrow	NAIR-oh	turn a group of related details into one big idea	I narrow this group to _____.
magnify	MAG-nuh-fye	look closely at reasons to see their larger meaning	I magnify these reasons into _____.
big idea	big eye-DEE-uh	the meaning shared by several smaller reasons	The big idea in this group is _____.
topic sentence	TOP-ik SEN-tuns	a complete sentence naming the main reason a paragraph develops	My topic sentence for this group is _____.
distinct	dih-STINKT	different in meaning from the others	My reasons are distinct because _____.
thesis (central idea)	THEE-sis	the overall answer that the body develops	All three topic sentences support my thesis (central idea).
evidence	EV-uh-dens	proof from a text that supports an idea	This evidence supports my reason about _____.
explanation	ek-spluh-NAY-shun	words telling how proof supports an idea	My explanation connects the detail to _____.
significance	sig-NIF-uh-kuns	why an idea matters	The significance of this reason is _____.
paragraph	PAIR-uh-graf	sentences developing one main idea	This paragraph develops the reason about _____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert.

Word	Say it	What it means	Sentence frame
fairness	FAIR-ness	the quality of treating people equally and rightly	
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions	
resources	ree-SOR-siz	useful supplies or things people need	
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place	
germs	JERMZ	tiny living things that can make people sick	
illness	IL-niss	sickness or poor health	
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety	
pasteurized	PAS-chuh-rized	heated to kill harmful germs	
discovery	dih-SKUHV-uh-ree	something new that a person finds out	
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing	
protection	pruh-TEK-shun	being kept safe from harm	
TREES	TREEZ	Thesis (central idea), Reason/Way, Evidence, Explanation, Significance	

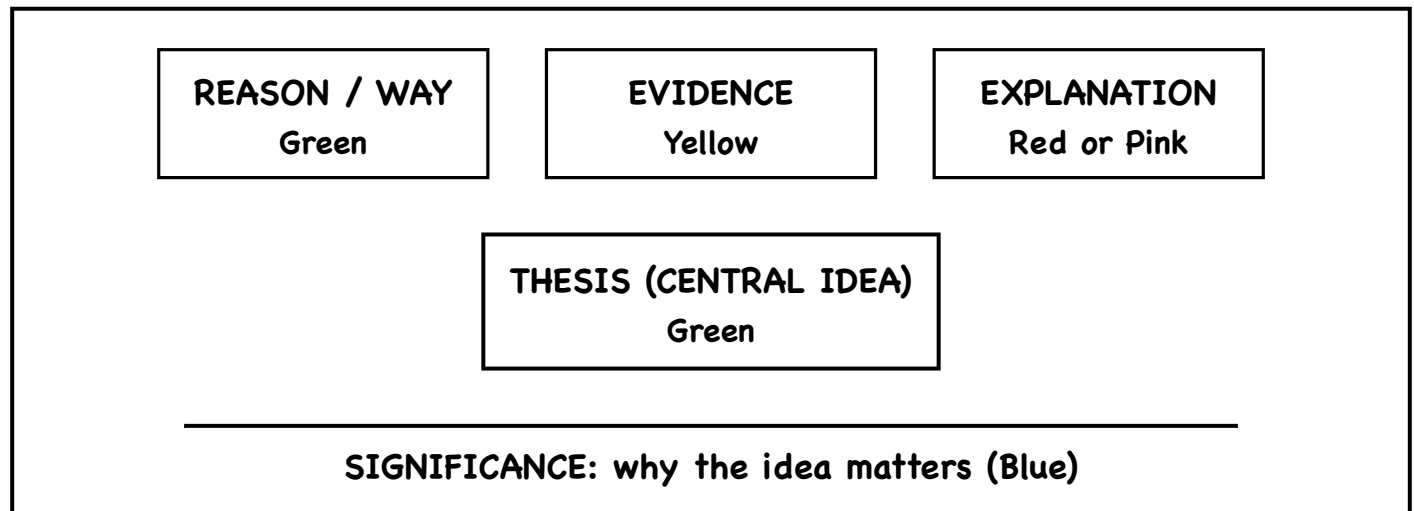
Use one Tier 3 word in a sentence

My Strategy Tools

How to Magnify a Reason!



TREES builds my ECR. This module grows the R: three different reasons in the body.



T Thesis (central idea): the answer. R Reason/Way. E Evidence: text proof. E Explanation. S Significance: why the idea matters.

Gather, Group, Narrow, Choose, Say It

Step	What I do
1. Gather	Brainstorm many possible reasons.
2. Group	Put like-minded reasons together.
3. Narrow	Name the big idea in each group.
4. Choose	Select the best three different ideas.
5. Say It	Turn each big idea into a topic sentence.

A topic sentence introduces each selected group. The reasons within it give that paragraph room to grow.

How I magnify my reasons

Three Groups, Three Topic Sentences

Group (Big Idea)	Topic Sentence
Conflict	Laws were needed because they helped stop arguments and prevent conflicts from growing.
Fairness	Laws were needed because they protected fairness and kept stronger people from taking advantage of others.
Safety/Order	Laws were needed because they created safety and order for the whole community.

Each topic sentence comes from a different group, so the three reasons are distinct.

How I Say the Standard!

3.12B:

I build the body of my ECR by gathering many reasons, grouping them, and writing three different topic sentences that support my central idea.

3.11A:

I plan by brainstorming and organizing my ideas before I write.

Check My Writing

- ☐ Each topic sentence is a complete sentence.
- ☐ Each sentence starts with a capital letter and has end punctuation.
- ☐ My subjects and verbs agree.

A big idea I can explain

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.

A thinking level I understand

The Progression of Thinking

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

Where this module primarily operates: Visible and Independent (Levels 3–4). Students use text-based reasons to form meaningful groups, then independently write three distinct topic sentences and explain how each develops the thesis (central idea).

A thinking level I want to try



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. How do fair rules and shared knowledge help a community keep people safe?

Background I Need

In the poem, arguments, unfairness, and unequal sharing create conflict until people create laws. In the drama, Louis Pasteur's work shows that heating liquids can remove harmful germs and protect health.

Words I dotted while reading

Why We Need Laws

Paired passages: a poem and a drama. High Stamina. Place a small dot above any word you are unsure about.
Mark TRACKS evidence as you read.

- 1 Long ago people argued over land and things,
- 2 Voices grew loud like clashing, noisy rings.
- 3 Without clear rules to guide what should be done,
- 4 Many small problems quickly grew to one.
- 5 Some took more food while others had too little,
- 6 Strong voices won while quiet ones stayed brittle.
- 7 Disagreements spread like storms across the town,
- 8 And fairness often seemed to tumble down.
- 9 So people gathered, searching for a way,
- 10 To write fair rules that everyone would obey.
- 11 With laws to guide what people say and do,
- 12 Communities could grow more safe and true.
- 13 The rules helped neighbors settle what was fair,
- 14 And gave each person rights that all could share.
- 15 When questions rose about what should be done,

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Why We Need Laws (continued)

Paired passages: a poem and a drama. High Stamina. Place a small dot above any word you are unsure about.
Mark TRACKS evidence as you read.

- 16 The laws could help instead of anyone.
- 17 People learned how to work and live as one,
- 18 And solve their problems before fights had begun.
- 19 The town became a place where trust could grow,
- 20 Because the laws helped everyone to know.
- 21 What actions were expected every day,
- 22 And how to treat each person in a fair way.
- 23 Though rules could not remove each single fear,
- 24 They helped bring order year after year.
- 25 Many years passed and villages became towns,
- 26 With busy streets and leaders wearing crowns.
- 27 As groups grew larger, rules became more clear,
- 28 To help protect the people living near.
- 29 Some rules protected homes and growing land,
- 30 While others helped communities to stand.
- 31 They guided trade and settled each dispute,
- 32 So problems would not grow from branch to root.
- 33 People discovered laws could help them share,
- 34 And remind them to act with honest care.
- 35 The strongest person could not always choose,
- 36 For laws helped keep others from having to lose.
- 37 Citizens learned that rules should help them all,
- 38 Whether they were big or whether they were small.
- 39 Communities worked better when people knew,
- 40 The same fair rules applied to me and you.

My
marks

The Lunchroom Discoveries

Paired passages: a poem and a drama. High Stamina. Place a small dot above any word you are unsure about. Mark TRACKS evidence as you read.

- 1 Characters:
- 2 NARRATOR
- 3 ALEX
- 4 JORDAN
- 5 MAYA
- 6 Scene 1: Lunchroom
- 7 NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and
- 8 talking about something they learned in science class.
- 9 [Alex opens a milk carton and looks at the label.]
- 10 ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?
- 11 JORDAN: Really? What kind of problem?
- 12 ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.
- 13 NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.
- 14 [Jordan points to the milk carton on the table.]
- 15 JORDAN: Oh! That's why milk is pasteurized now, right?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages: a poem and a drama. High Stamina. Place a small dot above any word you are unsure about. Mark TRACKS evidence as you read.

- 16 ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.
- 17 JORDAN: So the milk we're drinking is safer because of his discovery.
- 18 NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect
- 19 people every day.
- 20 JORDAN: I never thought about how many things scientists have helped improve.
- 21 ALEX: Me either. We use some of their discoveries all the time without even noticing.
- 22 JORDAN: Did people know about germs before Louis Pasteur?
- 23 ALEX: Not as much as they do today. Many people did not understand what caused diseases.
- 24 JORDAN: That must have made it hard to keep people healthy.
- 25 ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.
- 26 NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.
- 27 JORDAN: So his work helped more than just people who drank milk?
- 28 ALEX: Definitely. His discoveries helped people learn how to make many foods safer.
- 29 JORDAN: That's pretty amazing.
- 30 ALEX: I think so too. One discovery ended up helping millions of people.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages: a poem and a drama. High Stamina. Place a small dot above any word you are unsure about. Mark TRACKS evidence as you read.

- 31 [Maya walks over carrying her lunch tray.]
- 32 MAYA: What are you two talking about?
- 33 JORDAN: Louis Pasteur.
- 34 MAYA: Oh, I remember learning about him. He studied germs, right?
- 35 ALEX: Yes. His research helped people understand that germs can make people sick.
- 36 MAYA: My teacher said that many people did not believe that at first.
- 37 JORDAN: Really?
- 38 MAYA: Yes. Some people thought illnesses happened for completely different reasons.
- 39 ALEX: That's why his discoveries were such a big deal. They changed the way people thought about
- 40 health.
- 41 NARRATOR: Maya sits down and opens her lunch.
- 42 MAYA: Scientists must have been excited when they learned more about germs.
- 43 ALEX: Probably. It gave them new information to work with.
- 44 JORDAN: It sounds like one discovery can lead to many others.
- 45 MAYA: That's true. Scientists often build on what other people have learned.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages: a poem and a drama. High Stamina. Place a small dot above any word you are unsure about. Mark TRACKS evidence as you read.

46 NARRATOR: The students begin talking about how discoveries affect their daily lives.

47 JORDAN: What other things do we use because of scientists?

48 MAYA: Medicine is one example.

49 ALEX: Vaccines too.

50 JORDAN: I never realized how many things started with someone trying to solve a problem.

51 MAYA: That's what makes discoveries important.

52 NARRATOR: Alex takes another drink of milk.

53 ALEX: Think about this carton of milk. Most people probably never stop to think about why it is safe to

54 drink.

55 JORDAN: They just expect it to be safe.

56 ALEX: Exactly. But people like Louis Pasteur helped make that possible.

57 MAYA: It shows how one person's work can help lots of other people.

58 NARRATOR: The students nod in agreement.

59 JORDAN: Do scientists still study germs today?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (continued)

Paired passages: a poem and a drama. High Stamina. Place a small dot above any word you are unsure about. Mark TRACKS evidence as you read.

- 60 MAYA: Of course. There is still a lot to learn.
- 61 ALEX: Scientists continue asking questions and looking for answers.
- 62 JORDAN: Just like Louis Pasteur did.
- 63 NARRATOR: The cafeteria becomes louder as students finish their lunches.
- 64 MAYA: I think that's my favorite part about science. There is always something new to discover.
- 65 ALEX: And every discovery has the chance to help people.
- 66 JORDAN: Even years later.
- 67 NARRATOR: The lunch bell rings.
- 68 [The students stand and gather their trays.]
- 69 MAYA: I learned more about Louis Pasteur today than I remembered from class.
- 70 ALEX: Me too.
- 71 JORDAN: Now every time I see milk, I'll probably think about him.
- 72 NARRATOR: The students leave the cafeteria thinking about how a discovery made long ago continues
- 73 to improve lives today.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Why We Need Laws

T Time: Long ago. A Actions: Some took more food; people gathered. K Key Knowledge: rights that all could share. S Scenery: across the town.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Why We Need Laws (continued)

T Time: Long ago. A Actions: Some took more food; people gathered. K Key Knowledge: rights that all could share. S Scenery: across the town.

TRACKS mark	Color label	What I found (paragraph number and words)
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C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which details from the poem share the same big idea?

My thinking

My Prompt Marking Notes

A WHY prompt asks for reasons. Use these steps to magnify your reasons.

Shape	Word	Question I ask myself
1. Gather	Brainstorm	Brainstorm many possible reasons.
2. Group and 3. Narrow	Big idea	Put like-minded reasons together and name the big idea.
4. Choose and 5. Say It	Topic sentence	Select three different ideas and write a topic sentence for each.

Read the whole prompt. Find the clue word WHY. WHY asks me for reasons.

Explain WHY laws were needed in "Why We Need Laws."

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I collect a room full of ideas

1. Gather: A Room Full of Ideas

Imagine you are standing in a giant room full of ideas. Some are loud. Some are tiny. Some belong together. WHY are rules needed? Write as many reasons as you can.

My brainstorm: WHY are rules needed?

2. Reveal: How to Magnify a Reason!

Step	What Writers Do
1. Gather	Brainstorm many possible reasons.
2. Group	Put like-minded reasons together.
3. Narrow	Name the big idea in each group.
4. Choose	Select the best three different ideas.
5. Say It	Turn each big idea into a topic sentence.

? STOP & THINK

Why should you gather many ideas before you choose three?

My answer

3. Watch Me Build It!

Thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

Group	Smaller reasons	Topic Sentence
Conflict	arguing, yelling, fighting	Laws were needed because they helped stop arguments and prevent conflicts from growing.
Fairness	not sharing, taking too much	Laws were needed because they protected fairness and kept stronger people from taking advantage of others.
Safety/Order	avoiding harm, needing clear rules	Laws were needed because they created safety and order for the whole community.

4. Sort My Brainstorm

Conflict	Fairness	Safety/Order

The poem says some took more food while others had too little. Which group does this detail support?

This detail supports _____ because _____

STUDENT WORKBOOK



FLIP THE FLAP

Day 2: Attempt

✂ Cut out these cards

Cut on the dashed lines. Keep the 3 big idea cards in the middle of the table and the 5 reason cards in a stack. Store all cards in your Pocket Practice.

CONFLICT	FAIRNESS
SAFETY / ORDER	Arguing
Not sharing	Not getting hurt
Yelling	Following rules

Self-Check (back of cards)

This page prints on the back of the card page. Each answer sits behind its own card, so flip a card over to check yourself. Keep the cards in Pocket Practice when you finish.

FAIRNESS a big idea for sharing and equal treatment.	CONFLICT a big idea for arguing, yelling, and fighting.
Conflict: people disagree.	SAFETY / ORDER a big idea for clear rules and staying safe.
Safety/Order: people need to stay safe.	Fairness: things are not fair.
Safety/Order: people need to stay safe.	Conflict: people disagree.

STUDENT WORKBOOK



Day 2: Attempt



I move from many reasons to three topic sentences

1. Build a Rules Flap (Four-Flap Foldable)

Open each flap to show how your ideas become groups and then topic sentences. Your partner should be able to follow your thinking.

Flap	Student Action	Example
1. Think About It (WHY)	Brainstorm many reasons for WHY we need rules.	Arguing, yelling, fighting, unfairness, not sharing, taking turns, safety, not getting hurt, following rules.
2. Sort It (Group Ideas)	Put like-minded reasons together.	Disagreement ideas; fairness ideas; staying-safe ideas.
3. Shrink It (Big Idea)	Name one big idea for each group.	People disagree; things are not fair; people need to stay safe.
4. Say It (Topic Sentence)	Write one complete topic sentence per group.	One reason we need rules is because people may disagree.

My four flaps: the thinking I put under each flap

2. Play Flip the Flap

- Draw a reason card from the Practice Pocket and read it aloud.
- Open Think About It and add another possible reason.
- Use Sort It to place the card with like-minded ideas. Explain your choice.
- Use Shrink It to name the group's big idea.
- Use Say It to rehearse its topic sentence. Move along the path to Topic Sentence Tower after your partner checks.
- Switch roles. Check that your three topic sentences come from different groups.

Round	1	2	3	4	5
My partner					
My point					

The three topic sentences my partner and I rehearsed

3. My Rules Flap: Say It

Our Question for Today: WHY do we need rules?

Write the three alternatives as three separate complete sentences. Each sentence comes from its own flap.

One reason we need rules is because people may disagree

One reason we need rules is because things may not be fair

One reason we need rules is because people need to stay safe

STUDENT WORKBOOK



Day 3: Discuss + Use

I explain my thinking



1. Discuss

Why is brainstorming many reasons helpful before choosing only three? Explain your reasoning, not just your answer.

Question	My thinking
How did grouping your reasons help your thinking become clearer?	
Why should your three final reasons come from separate groups?	
What happens if your topic sentences all say almost the same thing?	
How do solutions in the poem and the drama both protect people?	

2. My Personal Connection

When has a rule helped you avoid a disagreement, share fairly, or stay safe? Which group fits your example?

My connection and its group



3. Use: Magnify My Reasons

Thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.

My brainstorm of reasons from the poem

Conflict	Fairness	Safety/Order

Write your three topic sentences, one per group. Use at least two vocabulary words.

Topic sentence 1

Topic sentence 2

Topic sentence 3



Embedded Check

Did I magnify my reasons?

- ☐ I brainstormed many reasons before choosing.
- ☐ Each group has one big idea.
- ☐ My three topic sentences come from three different groups.
- ☐ Each topic sentence supports the thesis (central idea).
- ☐ I connected smaller reasons to each topic sentence.

? STOP & THINK

If two of your topic sentences share a group, choose a different big idea. Which sentence would you change?

My answer

Lines connecting smaller reasons to my topic sentences

Pause Points

Pause for a few quiet seconds at these moments before you respond.

Pause Point	Question	My answer
Before choosing	Have I gathered many possibilities? Which ones share a meaning?	
Midway	What big idea names each group? Could these smaller reasons grow into one paragraph?	
Before you finish	Do my three topic sentences represent three different reasons? Can I connect each to its group and to the thesis (central idea)?	

The big idea that names each of my groups

How each topic sentence connects to its group and to the thesis (central idea)

STUDENT WORKBOOK



Day 4: Award + Target



I magnified my thinking

Our Question for Today

Does each of my topic sentences have its own big idea?

1. Award

Point to a strength in your work: more ideas collected, a meaningful group, or a topic sentence with room to grow.

One thing I did well as a writer today was...

Where it is in my notebook

2. Target and Revise

"People argued," "people argued loudly," and "people argued over land" all belong to Conflict. Revise one repeated or tiny reason into a distinct big idea.

Next time I want to get better at...

My revised topic sentence

One HABIT I will keep using is...

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach a partner

1. Teach a Partner!

- First, I brainstorm many reasons because _____.
- Next, I group like-minded ideas by _____.
- Then, I narrow each group into _____.
- Finally, I turn the best three ideas into _____.

2. Transfer: Milk Exit Ticket

Central idea: Pasteurized milk is important for people's health because it removes harmful germs that can cause illness.

Gather at least six ideas from "The Lunchroom Discoveries"

Group 1:	Group 2:	Group 3:

Three distinct topic sentences. Underline the one that most clearly connects to safety.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Read the whole prompt. Find the clue word WHY. WHY asks me for reasons.

Explain WHY laws were needed in "Why We Need Laws."

My Plan

- Supplied thesis (central idea): Laws were needed because people argued, fairness was lost, and problems grew without rules.
- Gather: write many possible reasons from the poem.
- Group: put like-minded reasons together. Narrow: label each group with one big idea.
- Choose three different big ideas. Say It: write one topic sentence for each group.
- Under each topic sentence, list the smaller reasons it will explain.
- Add text evidence, explain how it develops the reason, and state why the reason matters to the community.

Two possible reasons from the passage

The stronger reason is...

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ Each topic sentence has its own big idea.
- ☐ I replaced a repeated or tiny reason with a distinct big idea.
- ☐ Every sentence is complete with a capital letter and end punctuation.

Edit

- ☐ Every sentence is complete.
- ☐ Louis Pasteur and Maya begin with capital letters.
- ☐ Germs, milk, and laws are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Brainstorm and groups	I show a brainstorm and three coherent groups.	
Topic sentences	I wrote three distinct, complete topic sentences.	
Connections	I connected smaller reasons to each topic sentence.	
Development	I used text evidence and explanation in each paragraph.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain WHY laws were needed in "Why We Need Laws."

Low

People argued over land. Some people took food. Laws helped people.

What is missing: no thesis (central idea), clear paragraph-sized reason, evidence connection, or explanation. Group the details by meaning and write a topic sentence.

Medium

Laws were needed because people argued. Laws were needed because people argued loudly. Laws were needed because people argued over land.

What is missing: distinct reasons. All three sentences come from the same Conflict group. Use Fairness and Safety/Order for two more reasons.

High

Laws were needed because they helped stop arguments from growing into bigger conflicts. They were also needed because they protected fairness when some people tried to take more than others. Finally, laws created safety and order for the community. In the poem, some people took more food while others had too little. This shows that laws helped protect people from unfairness and made community life more peaceful.

Why it works: three distinct topic sentences come from Conflict, Fairness, and Safety/Order, and the evidence and explanation develop Fairness.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Brainstorm many reasons before I choose.	☐	☐	☐
Group like-minded reasons and explain why they belong together.	☐	☐	☐
Narrow each group into one big idea.	☐	☐	☐
Choose three different big ideas.	☐	☐	☐
Write three complete topic sentences, one per group.	☐	☐	☐
Connect each topic sentence to the thesis (central idea).	☐	☐	☐
Connect smaller reasons to the correct topic sentence.	☐	☐	☐
Develop a reason with evidence, explanation, and significance.	☐	☐	☐
Revise a repeated or unclear topic sentence.	☐	☐	☐
Teach a partner how to brainstorm, group, narrow, and say it.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can brainstorming, grouping, and narrowing many reasons help us write three different topic sentences that build the body of an ECR?

The answer

Brainstorming gives a writer many possibilities. Grouping puts like-minded reasons together, and narrowing names the big idea they share. Choosing three different groups prevents repeated reasons. One topic sentence per group organizes the ECR body; smaller reasons, evidence, explanation, and significance develop each paragraph and support the thesis (central idea).

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Writing Prompt: Explain WHY people gathered to create laws in the poem "Why We Need Laws." Gather, Group, Narrow, Choose, and Say It.

My three topic sentences for this prompt

Take It Further! Magnify Across Texts

Use both texts and this paired thesis (central idea): The solutions in "Why We Need Laws" and "The Lunchroom Discoveries" are important because they protect people, solve problems, and improve daily life.

- Brainstorm reasons from both texts. Mark which passage each idea comes from.
- Group the reasons by shared meaning.
- Name the big idea in each group.
- Choose the strongest three different reasons.
- Write three topic sentences.
- List smaller reasons from both texts under each sentence.

My three topic sentences across both texts

My Magnify Across Texts Plan

Draw three groups. Label each with its big idea and write the smaller reasons from both texts inside.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Collect Reasons

Ask, "WHY do we need rules at home?" Gather at least six ideas with someone at home. Do not stop after the first three.

Ask them: which rule at home matters most to you?

Family member signature: _____

Sort and Shrink

Use the ideas you collected. Tell which ones belong together and finish "This group is about _____."

Name three different groups.

Ask them: how do fair rules help a family?

Family member signature: _____

Say Three

Say one topic sentence for each group using "One reason we need rules is because _____." Explain which smaller reasons each sentence includes. Ask whether the three sentences have different meanings.

Ask them: do our three sentences have different meanings?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 3 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I gather many reasons, then choose three different big ideas.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 3 - Module 4

Matching Reasons, Evidence, and
Explanations



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 3 • Module 4

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How to Use My Workbook

This book holds my reading, thinking, writing, and reflection for this module.

My Name and My Goal for This Module

Pocket Practice

Attach a sheet of paper along the left, right, and bottom sides of this box to make a pocket. Store your game cards here throughout each module.



Meet My Week

Matching Reasons, Evidence, and Explanations



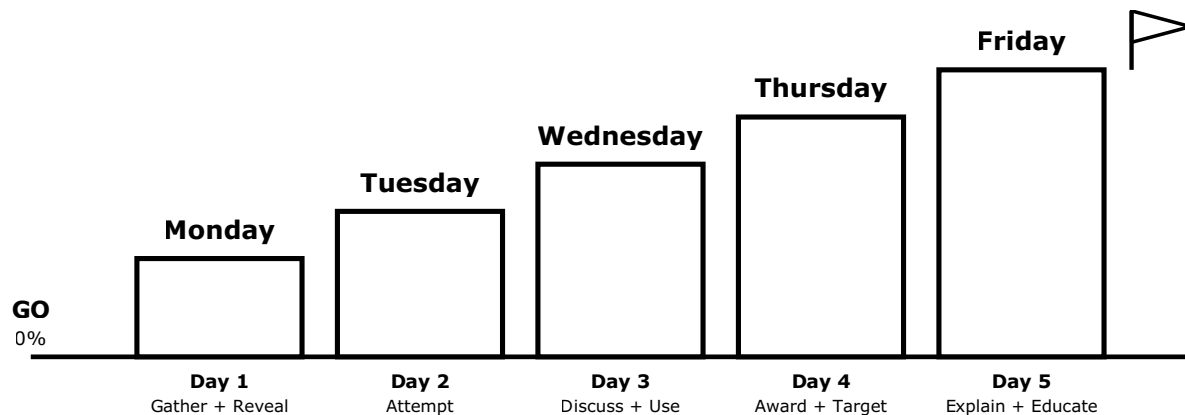
Why This Matters to Me

A true detail does not always prove my reason. This week I learn to match each reason to evidence and a clear explanation, so my reader can follow my thinking.

Essential Question

How can I choose evidence that matches my reason and explain how the evidence proves it?

My Week Tracker



Color in one bar at the END of each day, after I finish that day's work. Watch my week grow from GO to FINISH!

My First Thinking

I Can

- I can tell whether a quote matches my reason.
- I can use CSI to check my evidence.
- I can use a signal marker before a quote.
- I can explain how my quote proves my reason.

I Will

- I will choose evidence that connects to and supports my reason.
- I will use CSI to infer what my evidence proves.
- I will introduce a quotation with a signal marker.
- I will explain evidence with a clear "This..." sentence.

The I Can I want to reach first, and why

[illegible]

My Week at a Glance

What I learn	What I read	What I make
How to match a reason, quote, and explanation.	A poem and a drama.	Proof entries and a full ECR.

Where We Are Going

I will become a reason-prover and write a full ECR.

I'll Know I've Got It When...

- ☐ My evidence supports the exact reason in its body paragraph.
- ☐ I explain my choice using CSI: Connect, Support, Infer.
- ☐ I introduce each quotation with a signal marker and copy it accurately.
- ☐ My explanation begins with This and tells how the quotation proves my reason.

Check Myself

- ☐ I use CSI to check that my quote matches my reason.
- ☐ I introduce each quotation with a signal marker.
- ☐ I explain how my quote proves my reason with a This sentence.

How I Will Show What I Know

I will show what I know with proof entries, the milk exit ticket, and a full ECR.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	I become a reason-prover.
Reveal	Day 1	I learn CSI, signal markers, and This explanations.
Attempt	Day 2	I play CSI Match-Up Mission.
Discuss	Day 3	I explain what makes a match strong.
Use Again	Day 3	I build proof for two reasons on my own.
Award	Day 4	I show proof I chose with purpose.
Target	Day 4	I revise a vague explanation.
Explain/Educate	Day 5	I teach a partner and complete the milk exit ticket.

Say It Together!

These are the exact TEKS this module teaches. Read the code, then say the job in your own words.

3.12B:

I develop my ideas by matching each reason to a quotation and explaining how that quotation proves the reason.

3.7C:

I use text evidence to support my response.

Call and Response

Read this together as a class before we start.

Teacher asks: "Hey, hey, hey!"

Class answers: "Evidence is on the way! Wow, wow, wow, I'm explaining now!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can recall the problems and solutions in the poem and the drama. I know a quotation repeats the source's exact words.

A connection I can make

Remember It!

- ☐ TREES: Thesis (central idea), Reason/Way, Evidence, Explanation, Significance.
- ☐ A quotation uses the exact words from a text.
- ☐ Evidence is proof from a text.

One idea I remember

Ready Check

- ☐ I can tell one reason laws were needed.
- ☐ I can recall one detail from the poem.
- ☐ I can write a sentence with quotation marks.

Watch Out! Common Mix-Up

Watch out! A quotation does not explain itself. "This is about fairness" only names a topic. Tell what the words about unequal food reveal about fairness.

Where This Fits in My Writing

Reason + evidence + explanation creates a strong body paragraph. I repeat the match for each reason in my full ECR.

What I want to remember before I start

Where I Am Starting

This shows my teacher what I already know. It is not for a grade. Work on your own. You may reread the poem in Read and Interact as often as you want.

Part 1: My Reason

Read the prompt. Write one reason laws were needed.

Explain WHY laws were needed in "Why We Need Laws."

Part 2: Choose the Proof

Which line proves unfairness more directly: "Some took more food while others had too little" or "Voices grew loud like clashing, noisy rings"? Tell why.

My thesis (central idea)

Part 3: Reason, Evidence, Explanation

Number these sentences 1, 2, 3, 4 from the weakest start to the strongest finish of a body paragraph.

Number	Sentence
_____	Laws were needed.
_____	Laws were needed because people were not fair.
_____	The poet said, "Some took more food while others had too little."
_____	This shows that fairness had broken down because some people had more than they needed while others were left without enough.

Part 4: Signal Marker

Introduce a quotation from the poem with a signal marker such as The poet said.

My first sentence

Part 5: Evidence and Explanation

Reason: One reason laws were needed was to protect fairness for everyone. Copy one line from the poem that proves this reason. Then explain in one sentence how it proves the reason.

A quotation from the poem

This shows...

Part 6: My Body Paragraph

Write a reason, a quotation with a signal marker, and a This explanation.

My paragraph



Words I Need

Tier 1, everyday words



These are everyday words you need so you can read about our topic and talk about it clearly. Say each word. Then finish the sentence.

Word	Say it	What it means	Sentence frame
reason	REE-zun	an answer that tells why something matters or happened	One reason laws were needed was ____.
match	MACH	fit together because they share a clear connection	My quote and reason match because ____.
choose	CHOOZ	pick after thinking about the choices	I choose this quote because ____.
proof	PROOF	information that helps show an idea is true	My proof shows ____.
show	SHOH	make something clear to another person	This shows ____.
fair	FAIR	treating people equally and rightly	The food was not shared in a fair way because ____.
safe	SAYF	protected from harm	The milk is safer because ____.
sick	SIK	not feeling well or healthy	Germs can make people ____.
rule	ROOL	a direction people are expected to follow	A rule can prevent ____.
law	LAW	a rule made for a community	A law can protect ____.
problem	PROB-lum	something that needs to be solved	The quote reveals the problem of ____.
solution	suh-LOO-shun	an answer to a problem	This solution helps because ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are the academic thinking words you will use in every subject. Say each word, then use it with a partner.

Word	Say it	What it means	Sentence frame
connect	kuh-NEKT	relate to the same specific idea	This quote connects to my reason because ____.
support	suh-PORT	provide proof for an idea	These words support ____.
infer	in-FUR	use text clues and thinking to figure out meaning	From this quote, I infer ____.
evidence	EV-uh-dens	proof from a text that supports an idea	My evidence proves ____.
quotation	kwoh-TAY-shun	the exact words taken from a text	I checked my quotation against ____.
signal marker	SIG-nul MAR-ker	words that introduce evidence or explanation	The poet said, "____."
explanation	ek-spluh-NAY-shun	words that tell how evidence proves a reason	This shows ____ because ____.
relevant	REL-uh-vunt	directly related to what needs to be proved	This quote is relevant to ____.
precise	prih-SICE	clear and exact	I made my explanation more precise by ____.
revise	rih-VIZE	change writing to improve its meaning	I will revise my explanation to show ____.
central idea	SEN-trul eye-DEE-uh	the main answer developed throughout the response	Each reason supports my central idea about ____.
significance	sig-NIF-uh-kuns	why an idea matters	This matters because ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These are the special words that belong to our topic. Knowing them helps you talk about our texts like an expert.

Word	Say it	What it means	Sentence frame
fairness	FAIR-ness	the quality of treating people equally and rightly	
arguments	AR-gyuh-ments	disagreements in which people strongly share different opinions	
resources	ree-SOR-siz	useful supplies or things people need	
community	kuh-MYOO-nuh-tee	people who live, work, or learn in the same place	
germs	jermz	tiny living things that can make people sick	
illness	IL-niss	sickness or poor health	
Pasteur	pas-TOOR	Louis Pasteur, a scientist who studied germs and food safety	
pasteurized	PAS-chuh-rized	heated to kill harmful germs	
discovery	dih-SKUHV-uh-ree	something new that a person finds out	
scientific	sy-uhn-TIF-ik	connected to learning through careful study and testing	
protection	pruh-TEK-shun	being kept safe from harm	
CSI	see-ess-eye	Connect, Support, Infer: check whether a quote fits a reason, supports it clearly, and gives something to explain	
TREES	treez	Thesis (central idea), Reason/Way, Evidence, Explanation, Significance	

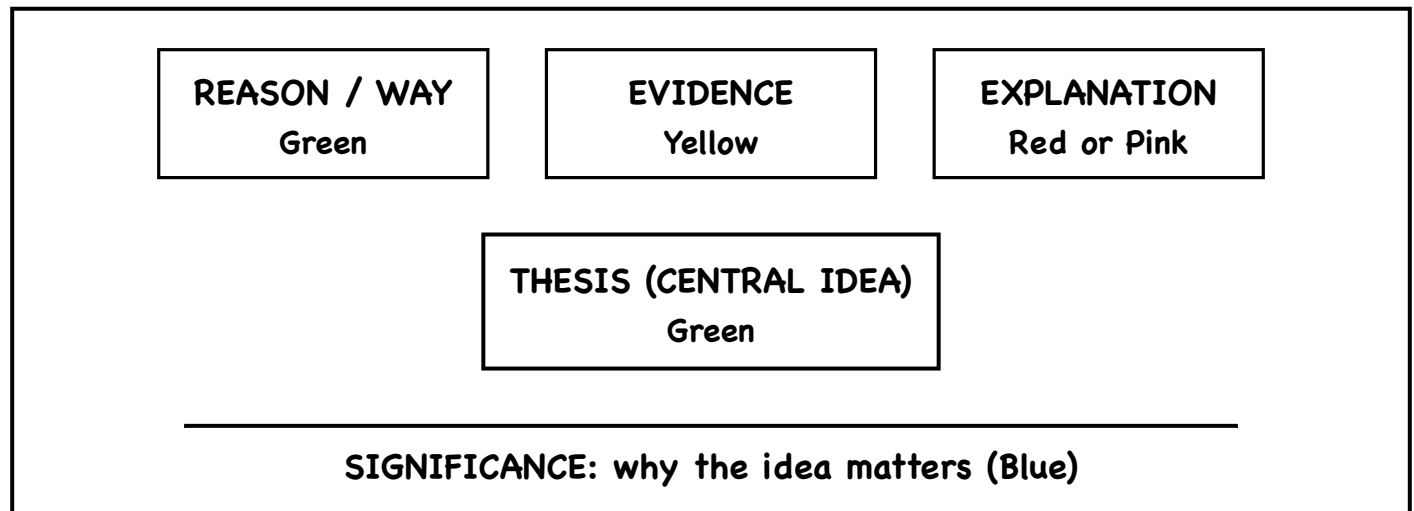
Use one Tier 3 word in a sentence

My Strategy Tools

CSI for Evidence



TREES builds my ECR. Each body paragraph is Reason + Evidence + Explanation.



Evidence is text proof selected with CSI and introduced by a signal marker. Explanation tells how that proof supports this particular reason.

Signal Markers Open the Door

Mark	What it means
For Evidence	The poet said, "... " The text stated, "... " The playwright said, "... " The drama stated, "... "
For Explanation	This means... This shows... This proves... This demonstrates... This reminds me of... In my experience...

Use the signal marker that fits the source. A personal connection can extend an explanation, but the quotation and the link to the reason are still needed.

How I check a quote with CSI

Reason and Evidence

Reason	Evidence	Explanation
One reason laws were needed was to stop arguments and prevent conflict from spreading.	The poet said, "Voices grew loud like clashing, noisy rings."	This means the disagreements were becoming intense and hard to control.

Reason + Evidence + Explanation = Strong Body Paragraph.

How I Say the Standard!

3.12B:

I develop my ideas by matching each reason to a quotation and explaining how that quotation proves the reason.

3.7C:

I use text evidence to support my response.

Check My Writing

- ☐ A comma follows my signal marker.
- ☐ Quotation marks surround the exact words.
- ☐ My explanation begins as a new complete sentence.

Why the loud voices line fits conflict

The Progression of Thinking

Read from Level 1 to Level 5. Notice how the thinking grows.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	○	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	◻	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	▽	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	△	Why is it important to me?	I 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?	I can explain the universal lesson or significance.	Universal Meaning and Life Lessons

A WHY thinking level I understand

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		Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2		Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3		Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4		Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5		Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

Where this module primarily operates: Visible and Independent (Levels 3–4). Students connect each reason to textual evidence, infer what the quotation proves, and write the explanation independently. Enrichment extends the supported idea to broader significance.

A thinking level I understand



Read & Interact

Read with a purpose



Dot, Discover, Drop

DOT: Place a small dot above any unfamiliar word. DISCOVER: Find the pronunciation or the meaning. DROP: Erase the dot once the word is understood.

TRACKS Legend

Letter	Category	Definition and Examples	Required Pastel Color
T	Time	Age, era, dates, cultural details, or historical details. Often adjectives.	Pastel Green
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs/adverbs.	Pastel Purple
A	Actions	Actions, problems, conflicts, or causes. Often verbs/adverbs.	Pastel Yellow
C	Character, Concept, Creature	Names of characters/people/animals, or major concepts as the central idea. Often nouns/proper nouns.	Pastel Yellow
K	Key Knowledge	All other important info needed for the passage's meaning not in another TRACKS category (background knowledge).	Pastel Orange
S	Scenery / Setting	Setting characteristics acknowledged/measured through the five senses.	Pastel Green

TRACKS marks evidence in the passage. Highlight the smallest meaningful phrase. The shapes Circle, Box, and Triangle are used only to analyze the prompt.

Connect It to Our World

Communities write laws so everyone is treated fairly, and scientists share discoveries so everyone can stay healthy. How do fair rules and shared knowledge help a community keep people safe?

Background I Need

In the poem, conflict and unequal treatment lead people to create fair rules. In the drama, students discuss how Louis Pasteur's work made milk safer and continues to help people.

Words I dotted while reading

Why We Need Laws (Poem)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 1 Long ago people argued over land and things,
- 2 Voices grew loud like clashing, noisy rings.
- 3 Without clear rules to guide what should be done,
- 4 Many small problems quickly grew to one.
- 5 Some took more food while others had too little,
- 6 Strong voices won while quiet ones stayed brittle.
- 7 Disagreements spread like storms across the town,
- 8 And fairness often seemed to tumble down.
- 9 So people gathered, searching for a way,

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Why We Need Laws (Poem) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 10 To write fair rules that everyone would obey.
- 11 With laws to guide what people say and do,
- 12 Communities could grow more safe and true.
- 13 The rules helped neighbors settle what was fair,
- 14 And gave each person rights that all could share.
- 15 When questions rose about what should be done,
- 16 The laws could help instead of anyone.
- 17 People learned how to work and live as one,
- 18 And solve their problems before fights had begun.
- 19 The town became a place where trust could grow,

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Why We Need Laws (Poem) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 20 Because the laws helped everyone to know.
21 What actions were expected every day,
22 And how to treat each person in a fair way.
23 Though rules could not remove each single fear,
24 They helped bring order year after year.
25 Many years passed and villages became towns,
26 With busy streets and leaders wearing crowns.
27 As groups grew larger, rules became more clear,
28 To help protect the people living near.
29 Some rules protected homes and growing land,

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Why We Need Laws (Poem) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 30 While others helped communities to stand.
- 31 They guided trade and settled each dispute,
- 32 So problems would not grow from branch to root.
- 33 People discovered laws could help them share,
- 34 And remind them to act with honest care.
- 35 The strongest person could not always choose,
- 36 For laws helped keep others from having to lose.
- 37 Citizens learned that rules should help them all,
- 38 Whether they were big or whether they were small.
- 39 Communities worked better when people knew,

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Why We Need Laws (Poem) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 40 The same fair rules applied to me and you.
41 Today we still depend on rules and laws,
42 For many of the very same old causes.
43 They help keep order in our neighborhoods,
44 And encourage people to do what they should.
45 Drivers stop safely when the light turns red,
46 Students follow rules that their teachers have said.
47 People vote and serve when called for jury duty,
48 Helping their communities through civic responsibility.
49 Though times have changed since long ago,

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Why We Need Laws (Poem) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 50** The need for laws continues still to grow.
51 They help protect freedoms people hold dear,
52 And support communities year after year.
53 When citizens work together and obey,
54 Communities become stronger every day.
55 The lesson people learned long, long ago,
56 Is one that helps our towns and cities grow.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 1 Characters:
- 2 NARRATOR
- 3 ALEX
- 4 JORDAN
- 5 MAYA
- 6 MR. REYES
- 7 Scene 1: Lunchroom
- 8 NARRATOR: It is lunchtime in the school cafeteria. Two students, Alex and Jordan, are eating lunch and
- 9 talking about something they learned in science class.
- 10 [Alex opens a milk carton and looks at the label.]
- 11 ALEX: Hey Jordan, did you know Louis Pasteur's discovery later helped people solve a huge problem with food and milk?
- 12 JORDAN: Really? What kind of problem?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 13** ALEX: A long time ago, people got sick because germs in milk and food were not destroyed.
- 14** NARRATOR: The students remember learning about Pasteur's discovery in their science lesson.
- 15** [Jordan points to the milk carton on the table.]
- 16** JORDAN: Oh! That's why milk is pasteurized now, right?
- 17** ALEX: Exactly! Pasteur figured out that heating liquids could kill harmful germs.
- 18** JORDAN: So the milk we're drinking is safer because of his discovery.
- 19** NARRATOR: The two students realize that a scientific breakthrough from long ago still helps protect
- 20** people every day.
- 21** JORDAN: I never thought about how many things scientists have helped improve.
- 22** ALEX: Me either. We use some of their discoveries all the time without even noticing.
- 23** JORDAN: Did people know about germs before Louis Pasteur?
- 24** ALEX: Not as much as they do today. Many people did not understand what caused diseases.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 25** JORDAN: That must have made it hard to keep people healthy.
- 26** ALEX: It did. Pasteur's research helped scientists learn that tiny germs could spread illness.
- 27** NARRATOR: Jordan looks at his lunch tray and thinks about all the food people eat every day.
- 28** JORDAN: So his work helped more than just people who drank milk?
- 29** ALEX: Definitely. His discoveries helped people learn how to make many foods safer.
- 30** JORDAN: That's pretty amazing.
- 31** ALEX: I think so too. One discovery ended up helping millions of people.
- 32** Scene 2: More Questions
- 33** [Maya walks over carrying her lunch tray.]
- 34** MAYA: What are you two talking about?
- 35** JORDAN: Louis Pasteur.
- 36** MAYA: Oh, I remember learning about him. He studied germs, right?

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 37** ALEX: Yes. His research helped people understand that germs can make people sick.
- 38** MAYA: My teacher said that many people did not believe that at first.
- 39** JORDAN: Really?
- 40** MAYA: Yes. Some people thought illnesses happened for completely different reasons.
- 41** ALEX: That's why his discoveries were such a big deal. They changed the way people thought about
- 42** health.
- 43** NARRATOR: Maya sits down and opens her lunch.
- 44** MAYA: Scientists must have been excited when they learned more about germs.
- 45** ALEX: Probably. It gave them new information to work with.
- 46** JORDAN: It sounds like one discovery can lead to many others.
- 47** MAYA: That's true. Scientists often build on what other people have learned.
- 48** NARRATOR: The students begin talking about how discoveries affect their daily lives.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 49 JORDAN: What other things do we use because of scientists?
- 50 MAYA: Medicine is one example.
- 51 ALEX: Vaccines too.
- 52 JORDAN: I never realized how many things started with someone trying to solve a problem.
- 53 MAYA: That's what makes discoveries important.
- 54 Scene 3: A Teacher Joins the Conversation
- 55 [Mr. Reyes walks through the cafeteria and notices the students talking.]
- 56 MR. REYES: Hello, everyone. What are you discussing today?
- 57 ALEX: We are talking about Louis Pasteur and how his discoveries still help people.
- 58 MR. REYES: That's an excellent topic.
- 59 JORDAN: We were wondering why his work was so important.
- 60 MR. REYES: Well, imagine trying to solve a problem without knowing what causes it. Before scientists

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 61 understood germs, it was much harder to prevent disease.
- 62 MAYA: So Pasteur helped people understand the cause of some illnesses?
- 63 MR. REYES: Exactly. His research gave doctors and scientists information they did not have before.
- 64 ALEX: That sounds like a huge step forward.
- 65 MR. REYES: It was. Many scientific discoveries happen because someone asks a question and refuses to
- 66 give up until they find an answer.
- 67 JORDAN: That must take a lot of patience.
- 68 MR. REYES: It does. Some discoveries take years of study and testing.
- 69 NARRATOR: The students listen carefully.
- 70 MAYA: Did Louis Pasteur know how important his discoveries would become?
- 71 MR. REYES: He probably knew they were important, but he could not have known how many
- 72 generations would benefit from them.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 73** ALEX: That's incredible.
- 74** Scene 4: Thinking About the Future
- 75** NARRATOR: The conversation causes the students to think about the future.
- 76** JORDAN: Do you think there are still important discoveries waiting to be made?
- 77** MR. REYES: Absolutely. Every generation faces new questions and new challenges.
- 78** MAYA: Maybe someone sitting in this cafeteria will make an important discovery one day.
- 79** ALEX: That would be cool.
- 80** JORDAN: What if someone discovers a better way to help people stay healthy?
- 81** MR. REYES: That could happen. Many discoveries begin with curiosity.
- 82** MAYA: Curiosity means wanting to learn more, right?
- 83** MR. REYES: Exactly. Curious people ask questions and search for answers.
- 84** ALEX: That's what Louis Pasteur did.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

- 85 MR. REYES: Yes. He observed problems and worked hard to understand them.
- 86 NARRATOR: The students think quietly for a moment.
- 87 JORDAN: Sometimes it feels like history is just about things that happened long ago.
- 88 MAYA: But discoveries from the past still affect us today.
- 89 ALEX: Like the milk we're drinking.
- 90 MR. REYES: That's a perfect example.
- 91 Scene 5: The Bell Rings
- 92 NARRATOR: The cafeteria becomes louder as lunch begins to end.
- 93 [Students around the room start cleaning their tables.]
- 94 MAYA: I learned more during lunch today than I expected.
- 95 JORDAN: Me too.
- 96 ALEX: It makes me wonder what other inventions and discoveries we use every day.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

97 MR. REYES: There are many. Sometimes we use them so often that we forget someone had to create them.

98 JORDAN: I guess every discovery starts with a question.

99 MR. REYES: That's often true.

100MAYA: And one answer can help a lot of people.

101MR. REYES: Exactly.

102NARRATOR: The lunch bell rings.

103[The students stand, throw away their trash, and gather their belongings.]

104ALEX: Thanks for talking with us, Mr. Reyes.

105MR. REYES: You're welcome. Keep asking questions.

106JORDAN: I will.

107MAYA: Me too.

108NARRATOR: The students leave the cafeteria thinking about Louis Pasteur, scientific discoveries, and

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

The Lunchroom Discoveries (Drama) (continued)

Paired passages: a poem and a drama. Very High Stamina. Dot unfamiliar words. Mark TRACKS as possible evidence.

109 how one person's ideas can continue helping people many years later.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Why We Need Laws (Poem)

T Time: Long ago. R Reactions: Voices grew loud. A Actions: Some took more food. K Key Knowledge: rights that all could share.

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

Highlight the smallest meaningful phrase. If I cannot say why I highlighted it, I should not highlight it.

My best TRACKS phrase and why I chose it

Annotate: Why We Need Laws (Poem) (continued)

TRACKS mark	Color label	What I found (paragraph number and words)
T: Time	Pastel Green	
R: Reactions	Pastel Purple	
A: Actions	Pastel Yellow	
C: Character, Concept, Creature	Pastel Yellow	
K: Key Knowledge	Pastel Orange	
S: Scenery / Setting	Pastel Green	

STOP & THINK

Which line from the poem proves fairness? Which line proves conflict?

My thinking

My Prompt Marking Notes

Before I use a quote, I check it with CSI.

Shape	Word	Question I ask myself
C: Connect	Connect	Does this quote connect to my reason?
S: Support	Support	Does this quote support my thinking clearly?
I: Infer	Infer	What can I explain from this quote?

Read the reason first. Then check the quotation with CSI: Connect, Support, Infer.

Explain WHY laws were needed in "Why We Need Laws."

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



I am a reason-prover

REASON + EVIDENCE + EXPLANATION = Strong Body Paragraph

A writer cannot just point at a reason and hope everyone believes it. Bring proof, then explain why that proof matters.

1. Reveal: CSI for Evidence

C: Connect	S: Support	I: Infer
Does this quote connect to my reason?	Does this quote support my thinking clearly?	What can I explain from this quote?

2. Watch Me Prove It!

Part	The model
Reason	One reason laws were needed was to stop arguments and prevent conflict from spreading.
Evidence	The poet said, "Voices grew loud like clashing, noisy rings."
Explanation	This means the disagreements were becoming intense and hard to control.

? STOP & THINK

Why does the loud voices quotation fit conflict and not fairness?

My answer

STUDENT WORKBOOK



CSI MATCH-UP MISSION

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Mix the 9 sentence cards. Find the reason, the evidence, and the explanation that belong together, then justify the match with your partner. Store all cards in your Pocket Practice.

The poet said, "Some took more food while others had too little."

The drama stated, "Pasteur figured out that heating liquids could kill harmful germs."

The poet said, "Voices grew loud like clashing, noisy rings."

This shows that fairness had broken down because some people had more than they needed while others were left without enough.

This shows that pasteurized milk helps protect people from sickness because heating kills harmful germs that could make them ill.

This means the disagreements were becoming intense and hard to control.

Self-Check (back of cards) (sheet 1 of 2)

This page prints on the back of the card page. Flip a card over to check yourself.

Evidence: it matches the milk safety reason.	Evidence: it matches the fairness reason.
Explanation: it matches the fairness reason.	Evidence: it matches the conflict reason.
Explanation: it matches the conflict reason.	Explanation: it matches the milk safety reason.

STUDENT WORKBOOK



CSI MATCH-UP MISSION

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Mix the 9 sentence cards. Find the reason, the evidence, and the explanation that belong together, then justify the match with your partner. Store all cards in your Pocket Practice.

One reason laws were needed was to protect fairness for everyone.

One reason pasteurized milk is important is that it helps protect people from sickness.

One reason laws were needed was to stop arguments and prevent conflict from spreading.

Self-Check (back of cards) (sheet 2 of 2)

This page prints on the back of the card page. Flip a card over to check yourself.

Reason: it names the exact idea to prove.

Reason: it names the exact idea to prove.

Reason: it names the exact idea to prove.

Day 2: Attempt, continued

Our Question for Today: Which reason, evidence, and explanation go together?

1. Play CSI Match-Up Mission

- Spin and draw a matching card. Read it aloud.
- Find the reason, evidence, and explanation cards that go together.
- Say "CSI Check!" and explain why the cards match.
- Introduce the quote with a signal marker and read the explanation.
- Correct match: move your Pencil Guy 3 spaces on the path from Reason Road to Proof Palace. Switch roles.

Round	1	2	3	4	5
My partner					
My point					

2. My Proof Entry

Reason, signal marker and quotation, This explanation

STUDENT WORKBOOK



Day 3: Discuss + Use



A quote is proof, but explanation turns proof into meaning

Question	My thinking
How do you know if evidence really matches a reason?	
Why is it important to quote the text directly?	
What job does the signal marker do?	
Why is explanation needed after evidence?	

Share an experience with fairness or safety. Then tell how your connection is different from a quotation used as proof.

My connection



Use: Build Your Proof!

Find the quote, add a signal marker, and explain it starting with This.

1. One reason laws were needed was to protect fairness for everyone.

Evidence: signal marker and quotation

Explanation: This...

2. One reason pasteurized milk is important is that it helps protect people from sickness.

Evidence: signal marker and quotation

Explanation: This...



Paraphrase and Compare

Paraphrase what your fairness quote means without changing its meaning. Then tell why it matches its reason.

My paraphrase

The poem supports reasons about laws and fairness. The drama supports reasons about discoveries and protection. Compare the two.

My comparison

Embedded Check

- ☐ My quote supports the exact reason.
- ☐ I used a signal marker that fits the source.
- ☐ I copied the quotation accurately.
- ☐ My This sentence tells how the quote proves the reason.

STUDENT WORKBOOK



Day 4: Award + Target



I chose proof with purpose

1. Award

Point to a match you can defend. Tell what you inferred.

One match I can defend in my own writing

My reason, quote, and explanation work together because...

2. Target and Revise

Revise this weak explanation: "This is about fairness." Did my evidence match my reason? Did I use a signal marker correctly? Did my explanation really prove the reason?

My revised explanation: This shows...

I will revise this part of my work:

STUDENT WORKBOOK



Day 5: Explain/Educate



I teach the match

Teach your partner: name the reason, read your signal marker and quotation, and explain how the quote proves the reason. Tell how CSI helped you choose.

My partner taught me...

Transfer: Milk Exit Ticket

One reason pasteurized milk is important is that it helps protect people from sickness.

Signal marker and matching quotation from the drama

Explanation beginning with This

- ☐ My quote supports protection from sickness.
- ☐ My signal marker identifies the source.
- ☐ My This sentence explains the connection.



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Read the reason first. Then check the quotation with CSI: Connect, Support, Infer.

Explain WHY laws were needed in "Why We Need Laws."

My Plan

- Write the central idea and two distinct reasons.
- For each reason, choose a quotation with CSI and a signal marker.
- Plan a This explanation that tells how the quotation proves that reason.
- Plan significance: why do fair laws matter to a community?

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use

Thesis (central idea) and reasons, Green. Evidence, Yellow. Explanation, Red or Pink. Reflective thinking, Blue.

My Draft



Use my shaped prompt and my plan. Write a clear response.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My evidence matches the exact reason in its paragraph.
- ☐ My explanation tells what the quote proves, not just the topic.
- ☐ Every sentence is complete with a capital letter and end punctuation.

Edit

- ☐ Every sentence is complete.
- ☐ Louis Pasteur and Mr. Reyes begin with capital letters.
- ☐ Germs, milk, and laws are common nouns unless they begin a sentence.
- ☐ Singular nouns are spelled correctly.
- ☐ High-frequency words are spelled correctly.

My improved sentence

Share

Choose one: read to a partner, share in author's chair, join a gallery walk, or add your prompt to a class booklet.

My sharing plan

Before I Turn It In

Read each line. Check it when I can show it in my work.

Part	I can show...	Check
Central idea	My introduction has a clear central idea.	
Reasons	Each body paragraph has a distinct reason.	
Evidence	Each quote matches its reason and has a signal marker.	
Explanation	Each This sentence tells how the quote proves the reason.	
Significance	My conclusion tells why fair laws matter.	

Study the Samples

Read the three responses to this prompt. Notice what improves from Low to Medium to High.

Explain WHY laws were needed in "Why We Need Laws."

Low

Laws were needed.

What is missing: a precise reason, matching evidence, and explanation. State a specific reason, choose a matching quotation using CSI, add a signal marker, and explain what it proves.

Medium

Laws were needed because people were not fair. The poet said, "Some took more food while others had too little."

What is missing: the writer has not explained how the quotation proves the reason. Add a This sentence.

High

One reason laws were needed was to protect fairness for everyone. The poet said, "Some took more food while others had too little." This shows that fairness had broken down because some people had more than they needed while others were left without enough.

Why it works: the reason, quotation, and explanation match, and CSI shows the proof was chosen with purpose.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Tell whether a quote matches my reason.	☐	☐	☐
Use CSI: Connect, Support, Infer.	☐	☐	☐
Choose evidence that clearly supports my thinking.	☐	☐	☐
Use a signal marker before a quotation.	☐	☐	☐
Copy the quotation accurately.	☐	☐	☐
Explain how my quote proves my reason.	☐	☐	☐
Revise a vague explanation to make the connection clear.	☐	☐	☐
Match each reason, quotation, and explanation in a full ECR.	☐	☐	☐

Something I Did Well...

What I did well, and where I did it

My Next Step...

Why this is my next step

Essential Question Answered

How can I choose evidence that matches my reason and explain how the evidence proves it?

The answer

I use CSI: Connect asks whether the quotation relates to my reason, Support asks whether it provides clear proof, and Infer asks what I can explain from it. I introduce the quotation with a signal marker and write a This sentence that shows how its meaning proves the reason. I repeat this match for every reason in my full ECR.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use a new reason. Choose a quote with CSI, add a signal marker, and write a This explanation.

My new prompt

Take It Further! One Reason, Many Ways to Explain

Start with this supported reason: One reason Pasteur's discovery is important is that it continues to protect people.

- Select a matching quotation from the drama.
- Introduce it with a signal marker.
- Explain it as a definition: This means...
- Explain it the way an expert would: This shows... This proves...
- Explain it with a true story from your life: This reminds me of... In my experience...
- Keep each explanation connected to the evidence.

My three explanations

My One Reason, Many Ways Plan

Write the reason, the quotation, and your three explanations in the box below.

At-Home Connection

Choose one card to talk about with someone at home. End with a conversation, not a worksheet.

Choose the Proof

Read your reason. Choose which quotation supports it more clearly. Explain the choice with CSI.

Ask them: which quotation would you choose, and why?

Family member signature: _____

Open the Door

Read a quote with a signal marker. Tell what it proves.

Ask them: how do fair rules help people at home?

Family member signature: _____

Explain the Match

Share a reason, quote, and This explanation from your notebook.

Ask them: what discovery do you use every day?

Family member signature: _____

My Family Conversation Notes

What did I teach? What did my family member remember?

Notes

Track My Progress

Every time I get a score or a grade on my work in this module, I write it here. This can be an exit ticket, a short answer, or a rubric score from my teacher.

Date	What I did (for example exit ticket, short answer, rubric)	My score	My next goal

Why This Helps Me

This chart shows how my scores change over the whole module, not just on one day.

- ☐ I keep this chart up to date.
- ☐ I can tell if my scores are growing.
- ☐ I ask for help when I need it.
- ☐ I show this chart to my teacher or a family member.

Add a new row every time I get feedback, a score, or a grade on my work.

My Module 4 Snapshot

I can keep this page with my other work. It shows how my thinking grew.

The most useful word I learned

The prompt part I can find fastest

My Strong Roots

I choose proof with purpose and explain what it proves.

A note to my future writer self

My Proud Moment This Week
