

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 8 - Modules 1 to 4

Module 1: PLACE: From Resource to Evidence

Module 2: PROBLEM: From Question to Solution

Module 3: PEOPLE: Choices, Service, and Memory

Module 4: TRANSFER: One Paper, One Proof, One Community



Name: _____



The Writing Academy®, LLC

© 2026 The Writing Academy®, LLC. All rights reserved.

This document is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission from The Writing Academy®, LLC.

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 8 - Module 1

PLACE: From Resource to Evidence



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Module 1

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

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

PLACE: From Resource to Evidence



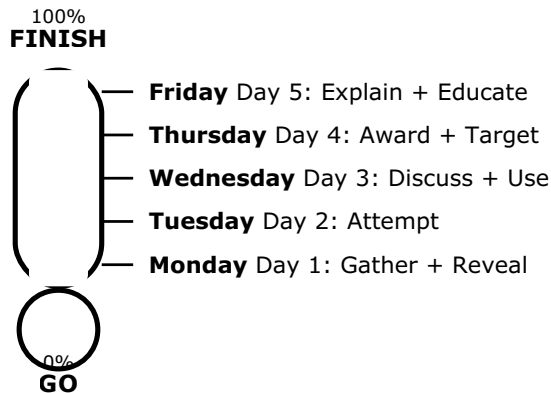
Why This Matters to Me

This week establishes the difference between a report and research. A report may list that the Nile provided water. Research selects that detail, identifies its source, and explains how water helped people farm, travel, and build a community.

Essential Question

How does the place around a community create both opportunities and challenges?

My Research Tracker



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

My First Thinking

I Can

- I can name a place, resource, challenge, choice, and impact from a source.
- I can select a detail that proves my R reason.
- I can choose Q or P and give source credit.
- I can write E2 that explains meaning, importance, and proof.
- I can corroborate one reason with two sources.

I Will

- I will distinguish collecting facts from selecting evidence.
- I will use direct quotations and paraphrases accurately.
- I will make my researcher's explanation louder than the source voice.
- I will complete Body Paragraph 1 for the monthlong paper.

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 a familiar fact becomes new evidence when it proves a reason. The PLACE chain: PLACE, RESOURCE, CHALLENGE, CHOICE, IMPACT. The difference between collecting facts and selecting evidence. How to use Q (direct quotation) and P (paraphrase) with source credit.	"A Place to Grow: How Geography Helps Build a Community" (Low stamina). Passages about the Nile, Plymouth, Poverty Point, frontier communities, and transportation.	A PLACE chain, a Place Evidence Expedition recording sheet, Body Paragraph 1 with R, E1, E2, source credit, corroboration, and a linking sentence, a Place Expert Press Conference, and an exit ticket.

Where We Are Going

I will move from collecting facts to selecting evidence that proves a reason. I will use direct quotations and paraphrases from more than one source, give source credit, and write E2 that explains meaning, importance, and proof. I will finish with a complete first body paragraph for the research portfolio.

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

- ☐ My R reason matches the assigned thesis (central idea) reason.
- ☐ I use at least one direct quotation and one paraphrase from at least two approved sources.
- ☐ Every quotation has quotation marks and source credit.
- ☐ Every paraphrase changes words and structure and has source credit.
- ☐ After each E1, my E2 explains meaning, importance, and how the evidence proves the R.
- ☐ A linking sentence connects place and human choice.

Check Myself

- ☐ I selected evidence relevant to my R.
- ☐ I labeled Q or P and gave source credit.
- ☐ I wrote E2 for meaning, importance, and proof.
- ☐ I used two sources to corroborate one reason.

How I Will Show What I Know

I will show what I know with the Place Evidence Expedition and its because statements, my Body Paragraph 1 draft with R, E1, E2, source credit, and corroboration, the Place Expert Press Conference where I teach the research move aloud, and the five-question exit ticket.

My GRADUATE Learning Path

Say It Together!

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

3.13A-H):

TEKS says: research planning, source use, evidence collection, synthesis, citation, and presentation.

How I say it: I use more than one source, choose evidence for my reason, give source credit, and explain what the evidence proves.

3.11B(i):

TEKS says: develop drafts by developing an engaging idea and organizing information for a particular purpose and audience.

How I say it: I organize my body paragraph so my reader can follow my reason, evidence, and explanation.

3.11B(ii):

develop drafts with an introduction, a body, and a conclusion.

3.11B(iii):

TEKS says: develop drafts with relevant details and an engaging idea.

How I say it: I choose details that have a job in my research instead of collecting every fact.

3.11C(i-x):

TEKS says: revise drafts to improve sentence structure, word choice, coherence, and clarity.

How I say it: I revise so my evidence and explanation connect clearly.

3.11D(i-xxxii):

edit the weekly writing and final publication using cumulative conventions.

Call and Response

Read this together as a class before we start.

Teacher asks: "When does a fact become evidence?"



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can name a community place, a resource, a challenge, a human choice, and an impact. I can explain that a familiar fact becomes evidence when it proves an R.

A connection I can make

Remember It!

- ☐ What is the PLACE chain? Place, resource, challenge, choice, impact.
- ☐ What is the difference between a fact and evidence?
- ☐ What does E2 explain? Meaning, importance, and proof.

One idea I remember

Ready Check

- ☐ I can name the topic and the assigned R reason.
- ☐ I can reread a short section of a source.
- ☐ I can tell whether words are copied exactly or changed into a paraphrase.
- ☐ I can write a sentence beginning with This means, This matters because, or This helps prove my R because.
- ☐ I can identify one place-based resource and one challenge.

Watch Out! Common Mix-Up

Watch out! Do not confuse collecting an interesting fact with selecting evidence. Do not let a quotation stand without source credit. Do not let an E1 stand without E2. Do not choose a second source merely because it names the same place. It must help prove the same R.

Where This Fits in My Writing

The first body paragraph begins with the assigned R reason, includes one direct quotation and one paraphrase from at least two approved sources, follows every E1 with multiple E2 sentences, and ends with a linking sentence connecting place and human choice.

What I want to remember before I start

Where I Am Starting

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

Part 1: Research Words

Tell what each word means in your own words.

Word	What it means
place	
resource	
challenge	
choice	

Part 2: Fact or Evidence?

"The Nile River provided water." Is this a fact or evidence? Explain.

Fact or evidence, and why

Part 3: The PLACE Chain

Name one place, one resource, one challenge, one choice, and one impact from any community you know.

My PLACE chain

Part 4: My First Thinking

How does the place around a community create both opportunities and challenges?

My first thinking

Part 5: Q or P?

Read this sentence: "A place gives people resources and challenges." Is this a direct quotation (Q) or a paraphrase (P)? How do you know?

Q or P, and how I know



Words I Need

Tier 1, everyday words



Tier 1 words are familiar ideas you need for this week's research. You will point to the place, name the resource, and explain the choice.

Word	Say it	What it means	Sentence frame
place	PLAYSS	the land and setting where people live	The Nile Valley was a place where a community grew.
resource	REE-sors	something people can use to meet a need	Water, timber, soil, fish, and harbors are resources.
challenge	CHAL-enj	a problem or difficulty	Floods, drought, distance, and harsh weather are challenges.
choice	CHOYS	a decision about what to do	People chose to farm, trade, build, adapt, or travel.
impact	IM-pakt	the effect of a choice	Roads connected communities and changed travel.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

Tier 2 words help you explain research moves. Say the word, point to the source, and tell what job the detail performs.

Word	Say it	What it means	Sentence frame
select	suh-LEKT	choose for a purpose	Select evidence that proves the R.
relevant	REL-uh-vunt	closely connected to the reason	Reject a detail that is interesting but not relevant.
adapt	uh-DAPT	change to fit conditions	Frontier families adapted homes and routines.
corroborate	kuh-ROB-uh-rayt	confirm with another source	Use Plymouth and Passage 15 to corroborate a resource reason.
synthesis	SIN-thuh-sis	combine ideas from sources	Connect water, choice, and community growth.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

Tier 3 words belong to research writing. Use them accurately when you explain how a source supports your reason.

Word	Say it	What it means	Sentence frame
direct quotation	duh-REKT kwoh-TAY-shun	the source's exact words in quotation marks	Community Quest Kids states, "A place gives people resources and challenges."
paraphrase	PAIR-uh-frayz	the source's idea in new words and structure	Passage 15 explains that the Nile supported several daily needs.
source credit	SORS KRED-it	naming where borrowed information came from	According to Passage 15, the river provided water and fertile soil.
corroboration	kuh-ROB-uh-RAY-shun	confirmation of a reason by a second source	Passage B confirms that a place can offer resources and limits.
E2 explanation	ee-TOO ek-spluh-NAY-shun	the researcher's reasoning after E1	This matters because people made choices that turned resources into community support.

Use one Tier 3 word in a sentence



My Strategy Tools

PLACE Research Framework



Research grows when a familiar fact becomes new evidence. Name the R, select E1, credit the source, and write E2.

Step	Question	Example
PLACE	Where did people live?	Near the Nile, at Plymouth, or at Poverty Point
RESOURCE	What did the place provide?	Water, soil, timber, shells, stone, copper, or a harbor
CHALLENGE	What difficulty did it create?	Flood, drought, distance, winter, or scarcity
CHOICE	What did people do?	Farm, trade, build, travel, store, adapt, or modify
IMPACT	What changed?	Needs were met and the community became connected or stronger

A fact becomes evidence when it proves a reason. Select the detail, identify the source, and explain the proof.

R, E1, E2 Chart

R	E1	E2
People use place-based resources to meet needs.	Q or P with source credit	Meaning, importance, and how the detail proves the R

How a fact I know becomes evidence with a research job

The Five Thinking Levels

Level	Symbol	Hidden Question	Thinking Stage	Description
Level 1, Red • Red		What fact did I find?	Foundational	Names a source or repeats a fact.
Level 2, Orange • Orange		What job can this detail do?	Emergent	Sorts a fact as Q, P, or E2 with support.
Level 3, Yellow • Yellow		How does it prove my R?	Visible	Selects evidence that matches an R.
Level 4, Green • Green		What does a second source confirm?	Independent	Explains meaning, importance, and proof in E2.
Level 5, Blue • Blue		What does this teach about communities?	Reflective	Corroborates sources and connects place to the larger question of strong communities.

The progression: Foundational, name the source; Emergent, sort Q, P, or E2; Visible, write E2; Independent, corroborate; Reflective, connect place and human choice.

A thinking level I understand

Research or Report?

Report Fact	Research Evidence
The Nile River provided water.	Passage 15 says the river provided water, fertile soil, fish, and transportation. This proves that people could use one place to meet several needs.
Poverty Point had seashells.	The traveling shell becomes evidence when it proves that people traveled, communicated, and exchanged resources.
Plymouth had a harbor.	The harbor is evidence when it helps prove that settlers had access to ships and distant connections.

One fact I know and the research job it could do



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

Every community begins in a place. People use resources, solve problems, work together, and make choices about how they will live.

Background I Need

This module begins with PLACE because communities do not grow in empty space. The Nile, Plymouth, Poverty Point, frontier environments, and modern transportation show the same pattern: the environment offers possibilities and limits, while people decide how to use, adapt to, protect, or exchange what the place provides.

Words I dotted while reading

A Place to Grow: How Geography Helps Build a Community

Research source. Low Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

My
marks

[1] Every community begins in a place. That place might be beside a river, near a forest, across a wide plain, or close to a harbor. The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny. Wherever people live, the geography around them creates both opportunities and challenges. Throughout history, people have had to ask important questions before a community could grow. Where will we get water? How will we find or grow food? What materials can we use for homes? How will we travel? What can we do if our community does not have a resource we need? The answers have been different in different places, but one idea appears again and again: where people live affects how they live.

2 Water Changes Everything

[2] Water is one of the first resources people need when deciding where to live. People need water for drinking, cooking, cleaning, farming, and caring for animals. Rivers can also provide fish and create routes for transportation. Ancient Egypt is one example. Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land. Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert. For thousands of years, the Nile flooded nearby land. After the floodwaters went down, fertile soil remained. Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops. The river also provided fish, drinking water, and a way to move people and goods. Instead of struggling across the hot desert, travelers could use boats on the Nile. Farmers, merchants, builders, and families all benefited from the river. Over time, villages and cities grew near the Nile. The Nile did not build those communities. People did. However, the river gave people resources they could use. This same pattern can be seen in many other places. Communities have often developed near rivers, lakes, springs, and coastlines because water makes many parts of daily life possible.

A phrase I want to remember

My Words: One new word I learned today: _____

A Place to Grow (continued)

Research source. Low Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

My
marks

1 People Use What the Land Provides

[3] Water is important, but communities need other resources too. People have often looked at the land around them and asked, What can we use? Forests can provide wood. Grasslands can provide space for grazing animals and growing certain crops. Rivers can provide water and transportation. Coastal areas can provide fish and access to waterways. Good soil can support farming. The Pilgrims who arrived in present-day Massachusetts in 1620 also had to think about their environment. After crossing the Atlantic Ocean on the Mayflower, they needed a place where they could establish their settlement. They eventually settled at Plymouth, an area within the homeland of the Wampanoag people and a place that had previously been home to the Patuxet people. The location offered resources the English settlers needed. Fresh water was nearby. Forests provided timber that could be used for shelters and fires. The harbor provided access for ships. Land that had previously been cleared could be used for planting. The settlers still faced enormous challenges, especially during their first winter, but geography affected the choices they made. The same idea can be seen on the American frontier many years later. Families such as the Ingalls family, whose experiences Laura Ingalls Wilder later described in her books, lived in several different environments. In forested areas, wood was available for building. On open grasslands, trees could be harder to find, so people sometimes used other materials. People adapted their homes, work, transportation, and daily routines to the environments in which they lived.

A phrase I want to remember

My Words: One new word I learned today: _____

A Place to Grow (continued)

Research source. Low Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

My
marks

2 Geography Creates Challenges Too

[4] A good location does not provide everything. A river may flood. A plain may experience drought. A forest may provide timber but make travel difficult. A desert may have valuable resources but little water. Cold climates may create short growing seasons. Hot climates may make farming difficult without enough water. Throughout history, communities have survived by learning how to respond to these challenges. Ancient Egyptian farmers learned to work with the Nile's flood cycle. Frontier families stored food and fuel for winter. Farmers in different regions selected crops that could grow in their local environments. People developed tools, shelters, farming methods, roads, boats, and other solutions because geography required them to solve problems. In other words, people do not simply live in an environment. They adapt to it. Sometimes they also modify it. Farmers dig irrigation channels to carry water toward crops. Builders construct roads and bridges. Communities clear land, build harbors, or create dams. These changes can make life easier, but they also remind us that people must think carefully about how their choices affect the environment. What Happens When a Community Does Not Have What It Needs? No place has every resource. Imagine that one community has plenty of stone but no seashells. Another has shells from the coast but needs a type of stone found far away. What can they do? They can trade. Trade allows people to exchange resources, goods, or services. Long before trucks, airplanes, or modern highways existed, people found ways to move valuable items over great distances.

3 Poverty Point provides an excellent example. Poverty Point was an important ancient site in what is now Louisiana. Archaeologists have discovered objects there made from materials that came from distant places. One of the most interesting clues is seashells. A shell might not seem like an important historical object until someone asks a question: What is a seashell doing hundreds of miles from the coast? That question turns an ordinary object into evidence. Archaeologists have also found stone and copper from distant regions. These discoveries suggest that people were connected through long-distance networks of travel and exchange. Major rivers, including waterways connected to the Mississippi River system, helped people travel and transport goods. The traveling shell therefore tells a much larger story. It tells us that communities did not always remain isolated. People traveled. People communicated. People exchanged resources. And when something valuable was scarce in one place, trade could help people obtain it from somewhere else.

A phrase I want to remember

My Words: One new word I learned today: _____

A Place to Grow (continued)

Research source. Low Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

4 Transportation Connects Places

[5] As communities grow, people need ways to move. The type of transportation they use often depends on geography and technology. Ancient Egyptians used boats on the Nile. People connected to Poverty Point traveled along waterways. The Pilgrims crossed the Atlantic Ocean by ship. Frontier families moved by wagon. Later, automobiles changed how quickly people could travel between towns and cities. Henry Ford did not invent the automobile, but his work helped make automobiles more affordable for many families. As cars became more common, communities built and improved roads. People could travel farther for work, shopping, school, and recreation. Transportation can change how communities connect. A river can become a trade route. A harbor can connect a settlement to distant places. A road can connect a small town to a larger city. New forms of transportation can make the distance between communities seem smaller.

5 Geography Can Influence Work

[6] Where people live can also influence the jobs they do. Near the Nile, many people became farmers, fishermen, boat workers, merchants, or builders. In forested areas, people might work with timber. In farming communities, people may grow crops or raise animals. Near waterways, people may fish, trade, transport goods, or build boats. As technology changes, new kinds of work appear. A location does not decide a person's future, but geography can create opportunities that affect how a community develops. This helps explain why communities in different places often look and operate differently.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

A Place to Grow (continued)

Research source. Low Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

My
marks

6 People Turn Places Into Communities

[7] A river alone is not a community. Neither is a forest, a harbor, a plain, or a field. A place becomes a community when people begin using its resources, solving its problems, working together, building homes, creating transportation, growing food, exchanging goods, and making decisions about how they will live. Ancient Egyptians used the Nile to support a civilization. People connected to Poverty Point created networks of travel and exchange. The settlers at Plymouth used nearby water, timber, land, and a harbor as they established their colony. Frontier families adapted to changing environments as they moved across parts of the United States. In every example, geography mattered. But people mattered too. The environment offered possibilities. People made choices about what to do with them. That pattern continues today. Modern communities still need water, food, shelter, transportation, jobs, and resources. People still consider geography when deciding where to build roads, homes, businesses, farms, and cities. The tools have changed, but many of the questions remain familiar. What does this place provide? What challenges will we face? What resources are scarce? How can we obtain what we need? How can we travel and trade? How can we use the environment responsibly? Every community has its own answers. That is why geography is more than studying maps or memorizing the names of landforms. Geography helps us understand why people settled where they did, how they met their needs, how they connected with others, and how communities changed over time. Every community begins with a place, but people decide how that place will grow.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: A Place to Grow: How Geography Helps Build a Community

Look for the PLACE chain: the Nile as a place, water and fertile soil as resources, the flood cycle as both a resource and a challenge, farming and travel as choices, and growing villages as the impact.

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	

Mark a place, a resource, a challenge, a choice, or an impact. Label each mark P (place), R (resource), C (challenge), Ch (choice), or I (impact).

One resource and one challenge from the passage

Annotate: A Place to Grow (continued)

Look for Plymouth's resources (fresh water, timber, harbor, cleared land), the challenges of the first winter, and how frontier families adapted.

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

Is this detail only a fact, or does it prove a reason?

My thinking

My Prompt Marking Notes

The PLACE chain helps you read a research source. Find PLACE, RESOURCE, CHALLENGE, CHOICE, and IMPACT.

Shape	Word	Question I ask myself
P	PLACE	where did people live?
R	RESOURCE	what did the place provide?
C	CHALLENGE	what difficulty did it create?
Ch	CHOICE	what did people do?
I	IMPACT	what changed?

Read the question aloud. Point to the source it names. Then find the evidence that answers it.

How does the place around a community create both opportunities and challenges?

This evidence proves my R because...



Day 1: Gather + Reveal

From familiar fact to research evidence



1. Gather: Every Community Begins in a Place

Every community begins in a place. Today you will notice what a place provides, what challenge it creates, what people choose, and what impact follows. A fact becomes evidence when it proves your reason.

PLACE Chain Step	Question	My Response
PLACE	Where did people live?	
RESOURCE	What did the place provide?	
CHALLENGE	What difficulty did it create?	
CHOICE	What did people do?	
IMPACT	What changed?	

2. Reveal: Fact or Evidence?

"The Nile River provided water." Is that a fact or evidence? It is a fact. It becomes evidence when it proves a reason: Passage 15 says the river provided water, fertile soil, fish, and transportation. This proves that people could use one place to meet several needs.

? A fact becomes evidence when it has a research job. Before I choose a detail, I name the R it must prove.

The R for this week: Communities grow strong when...

One fact I know, and the research job it could do

3. R, E1, E2

R is the reason your body paragraph will prove. E1 is the evidence you select from a source. E2 is the researcher's own explanation of meaning, importance, and proof.

R	E1	E2
People use place-based resources to meet needs.	Q or P with source credit	Meaning, importance, and how the detail proves the R

Ⓢ Which sentence is only a fact? Which sentence has a research job? Why must E2 follow E1?

A fact about a place:

The same detail turned into evidence with a research job:

Why E2 must follow E1



Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Your team gets a case mat for the Nile River, Plymouth, or Poverty Point. Select only the cards that prove the assigned reason. Place a Q or P token and a source-credit token with each card. The Reason Reporter says, "This evidence helps prove our R because..." Every

R: REASON

E1: EVIDENCE

E2: EXPLANATION

The Nile provided water and fertile soil.

Passage 15 explains that the Nile supported several daily needs.

This proves that people used one place to meet several needs.

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 whether it proves the assigned R.

E1: EVIDENCE

a Q or P detail with source credit

R: REASON

the claim my body paragraph proves

Report fact (no research job yet)

E2: EXPLANATION

the researcher's meaning, importance, and proof

E2 explanation

Research evidence (P with source credit)



Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Your team gets a case mat for the Nile River, Plymouth, or Poverty Point. Select only the cards that prove the assigned reason. Place a Q or P token and a source-credit token with each card. The Reason Reporter says, "This evidence helps prove our R because..." Every

Plymouth had fresh water, timber, and a harbor.

The settlers at Plymouth used nearby water, timber, land, and a harbor as they established their colony.

This proves that people chose how to use nearby resources.

Poverty Point had seashells from the coast.

Shells found far from the coast prove that communities traded resources.

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 whether it proves the assigned R.

Research evidence (P with source credit)	Report fact (no research job yet)
Report fact (no research job yet)	E2 explanation
	Research evidence (E2 with proof)

STUDENT WORKBOOK



Day 2: Attempt

Place Evidence Expedition



Your team will not collect every card. Select only the cards that prove the assigned reason. The Evidence Checker will decide Q or P, and the Reason Reporter will explain the job.

Case	Correct Chain	My Because Statement
Nile River	Nile, water and fertile soil, flood cycle, farm and travel, villages grow	
Plymouth	Plymouth, fresh water and timber, first winter, settle and plant, colony develops	
Poverty Point	Louisiana site, shells and distant stone, scarcity, trade by waterways, communities connect	

Label the Evidence

For each piece of evidence your team selected, decide Q or P and give source credit.

Evidence 1: Q or P? Source credit:

Evidence 2: Q or P? Source credit:

This evidence helps prove our R because...

STUDENT WORKBOOK



Day 3: Discuss + Use



Corroborate and write Body Paragraph 1

Question	My thinking
How does Passage 15 show a resource?	
How does a second source show a resource?	
What same R do both prove?	
Why must E2 follow E1?	

Together, the sources prove...

Use: Write Body Paragraph 1

Independently write Body Paragraph 1. Begin with the assigned R: One way communities grow strong is when people use the resources and possibilities of a place to meet their needs. Include one direct quotation and one paraphrase from at least two approved sources. After each E1, write E2 that explains meaning, importance, and proof. End with a linking sentence connecting place and human choice.

? Evidence cannot explain itself. Write E2 for meaning, importance, and proof after every E1.

- ☐ My R is clear.
- ☐ My first E1 is Q or P and has source credit.
- ☐ My E2 explains meaning, importance, and proof.
- ☐ My second source corroborates the same R.
- ☐ My linking sentence connects place and human choice.

My Body Paragraph 1

STUDENT WORKBOOK



Day 4: Award + Target



Recognize a strength and set a next action

Award yourself for one research move you can point to in your paper. Then set a target that names the exact sentence, source note, or explanation you will improve.

I award myself for _____ because my paper shows _____.

Target: What Comes Next?

Choose one precise action: add source credit, replace an interesting fact with relevant evidence, add a meaning sentence, add an importance sentence, add a proof sentence, or connect the two sources.

My next target: one exact action or curiosity that will improve my research.

My current question: I wonder...

STUDENT WORKBOOK



Day 5: Explain/Educate



Place Expert Press Conference

Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves.

Oral Frame	My Response
My R states...	
One source I used was...	
I quoted the words... because...	
I paraphrased the idea that...	
This evidence means...	
The human choice was...	
Together, the evidence proves...	

What my listener said was strong in my E2

Exit Ticket

Complete after reading the source passage and writing Body Paragraph 1.

Prompt	Response
1. Write the Week 1 R from memory.	
2. Name one place, one resource, and one challenge from the sources.	
3. Write one sentence explaining the human choice.	
4. Label one sentence Q or P and give source credit.	
5. Answer: How does the place around a community create both opportunities and challenges?	

My evidence-based answer to the module question

Module Closure

This week you answered how place creates opportunities and challenges. You selected evidence from more than one source, credited the sources, and explained what the evidence proves. A familiar fact became new evidence because it had a job in your reason. Place this paragraph in your research portfolio because the next module will build on it.

My Answer to the Essential Question

How does the place around a community create both opportunities and challenges?

My evidence-based thinking at the end



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

Read the question aloud. Point to the source it names. Then find the evidence that answers it.

Write a complete first body paragraph proving how place, resources, challenges, and human choices help communities grow strong.

My Plan

- Step 1: My R is: Communities grow strong when...
- Step 2: Source one and evidence: According to _____, "_____" or _____.
- Step 3: My E2: This means _____. This matters because _____. This helps prove my R because _____.
- Step 4: Source two and evidence: _____ explains _____.
- Step 5: My corroboration E2: Together, the sources show _____.
- Step 6: My linking sentence: Place gives possibilities, but people _____.

Evidence from my sources

Which details prove the R

My Draft



Begin with the assigned R. Include one direct quotation and one paraphrase from at least two approved sources. After each E1, write E2. End with a linking sentence.

Draft, page 1

An E2 sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ Revise: I improved one sentence for clarity, sentence structure, or word choice.
- ☐ Revise: My E2 is longer and louder than the source quotation or paraphrase.
- ☐ Revise: My linking sentence connects place and human choice.
- ☐ Edit: Quotation marks are correct around every direct quotation.
- ☐ Edit: Source credit appears with every borrowed detail.
- ☐ Edit: Capital letters, punctuation, and subject-verb agreement are correct.
- ☐ Share: I read my paragraph to a partner, who identified R, E1, E2, source credit, and corroboration.

Edit

- ☐ Quotation marks are correct around direct quotations.
- ☐ Source credit names every borrowed detail.
- ☐ Capital letters, punctuation, and agreement are correct.

My improved E2

Share

Read your paragraph to a partner. Your partner identifies R, E1, E2, source credit, and corroboration.

What my partner identified in my paragraph

Before I Turn It In

Read each line. Check it when I can show it in my work. A secure research paragraph has a clear R that organizes the paragraph, accurate Q and P from at least two approved sources with source credit for every borrowed detail, sustained E2 that explains meaning, importance, and how the evidence proves the R after each E1, corroboration that connects two sources to the same reason, and a linking sentence connecting place and human choice that shows synthesis.

Part	I can show...	Check
R and organization	Clear R organizes the paragraph. The reader can follow the reason, the evidence, and the researcher's explanation from beginning to end.	
Evidence selection	The evidence is accurate Q and P from at least two approved sources. Every detail is relevant to the R, not merely interesting.	
Source credit	Every borrowed detail is credited. A direct quotation has quotation marks and the source name. A paraphrase changes words and structure and names the source.	
E2 explanation	After each E1, the researcher writes E2 that explains what the evidence means, why it matters, and how it proves the R. The researcher's voice is louder than the source voice.	
Corroboration	Two sources confirm the same reason. The corroboration sentence explains what both sources prove together.	
Linking sentence	The paragraph ends with a linking sentence that connects place and human choice, showing that geography opens possibilities but people strengthen a community.	

Study the Samples

Read the three responses below. Notice what improves from Low to Medium to High. Pay attention to source credit, the difference between Q and P, and how the researcher's E2 grows from repeating a fact to explaining meaning, importance, and proof. The Low response lists facts without a clear R or source credit. The Medium response adds relevant evidence and some source naming but needs deeper E2. The High response uses a clear R, accurate Q and P from two sources, source credit, sustained E2 for meaning, importance, and proof, corroboration, and a linking sentence. Use these samples to check your own Body Paragraph 1 before you turn it in. After reading all three, write which part of your own paragraph you want to make stronger.

How does the place around a community create both opportunities and challenges?

Low

Places help communities. The Nile had water. Plymouth had timber. Communities got strong.

What is working: the writer names places and resources.

What needs improvement: the R is broad, source credit is missing, Q and P are not shown, and E2 does not explain human choice or proof.

Medium

One way communities grow strong is when people use resources in a place. Passage 15 says the Nile provided water and fertile soil. This helped people grow food. The Pilgrims used forests and a harbor at Plymouth. This shows that places can help people.

What is working: a usable R, two relevant examples, source naming, and some explanation.

What needs improvement: add one direct quotation, one true paraphrase, deeper E2, and a clear connection to human choice.

High

One way communities grow strong is when people use the resources and possibilities of a place to meet their needs. Passage 15 explains that the Nile River provided water, fertile soil, fish, and a route for transportation. This means the river supported several needs at the same time, but people still had to farm the soil, build boats, and organize life around the flood cycle. The evidence proves that a useful place becomes more powerful when people make thoughtful choices. Community Quest Kids states, "A place gives people resources and challenges." This exact wording is important because it reminds us that every location has both help and difficulty. At Plymouth, settlers used timber, fresh water, land, and a harbor while also facing winter. Together, the sources show that geography can open possibilities, but people strengthen a community by deciding how to use what the place provides.

Why it works: clear R, paraphrase and direct quotation from two sources, source credit, sustained E2 for meaning, importance, and proof, corroboration, and a linking sentence connecting place and human choice.

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 the difference between a report fact and a research move.	☐	☐	☐
Select evidence relevant to my R.	☐	☐	☐
Decide whether to use Q or P.	☐	☐	☐
Give source credit.	☐	☐	☐
Write E2 for meaning, importance, and proof.	☐	☐	☐
Use two sources to corroborate one R.	☐	☐	☐

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 does the place around a community create both opportunities and challenges?

The answer

A place creates opportunities by providing resources such as water, soil, forests, harbors, and travel routes, but it can also create challenges such as floods, drought, distance, scarcity, and harsh weather. Communities grow when people study those conditions and make thoughtful choices about how to use, adapt to, trade for, or protect what the place provides. The evidence from the Nile, Plymouth, Poverty Point, frontier environments, and transportation shows that geography offers possibilities, but people turn places into communities.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use one detail from a source you have not yet used. Give source credit and write E2.

My new evidence and E2

Take It Further! Connect Across Texts

Research: Use one new source or earlier passage not used in the independent U assignment. Include one E1 and at least two E2 sentences. Explain how the new evidence corroborates or extends the R.

- Choose one new source or earlier passage.
- Select one E1 that proves the same R.
- Write at least two E2 sentences.
- Explain how the new evidence corroborates or extends the R.
- Compare what each source reveals about place and community.

How the new source corroborates or extends my R

My PLACE Chain

Draw the PLACE chain for a new community. Label PLACE, RESOURCE, CHALLENGE, CHOICE, and IMPACT.

At-Home Connection

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

Three-Minute Turn and Teach

Teach someone at home the module question: How does the place around a community create both opportunities and challenges? Name one source, share one short piece of evidence, and explain what the evidence proves.

Ask: Why does that evidence have a job in your research?

Family member signature: _____

Place Detective at Home

Choose a familiar place such as a neighborhood, farm, park, or town. Name one resource, one challenge, one human choice, and one impact. Say whether each detail is only a fact or evidence with a job.

Ask: What new curiosity did this place create?

Family member signature: _____

At-Home Connection

Ask a family member to name a familiar place. Together, identify one resource, one challenge, one choice, and one impact. Select one detail and explain what it proves.

Optional question: What new curiosity did this place create? Name the source type needed to investigate it.

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 research move I can make fastest

My Body Paragraph

I select evidence that proves my R. I explain meaning, importance, and proof.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 8 - Module 2

PROBLEM: From Question to Solution



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Module 2

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

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

PROBLEM: From Question to Solution



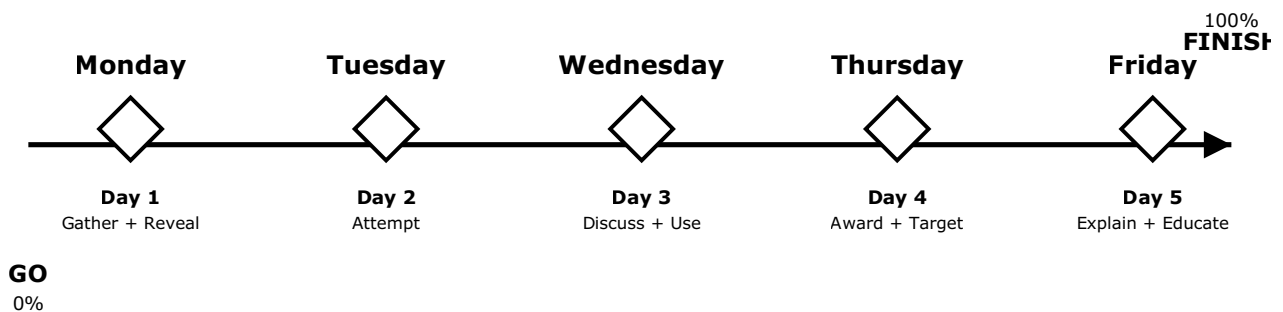
Why This Matters to Me

Week 2 moves from the conditions of a place to the problems people notice within those conditions. I now use direct quotations, paraphrases, and corroborated evidence to prove that thoughtful problem solving helps communities grow.

Essential Question

How do communities become stronger when people study problems and choose solutions?

My Research Tracker



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

My First Thinking

I Can

- I can answer the module question.
- I can use evidence from more than one source.
- I can complete Body Paragraph 2.
- I can explain the problem, question, action, and impact.
- I can teach the research pattern to another person.

I Will

- I will distinguish direct quotations from paraphrases.
- I will credit borrowed information.
- I will write E2 explanations that show what evidence proves.
- I will corroborate a pattern with a second source.
- I will recognize that one solution can have more than one effect.

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 noticing, questioning, investigating, and choosing solutions strengthen communities. The NOTICE, QUESTION, ACT, IMPACT pattern. How a familiar fact becomes new evidence with a research job.	"People Make the Difference: How Ideas and Actions Change Communities" (Medium stamina). Earlier passages about Franklin, Pasteur, Ford, Walton, laws, and community service.	A NOTICE-QUESTION-ACT-IMPACT chain, a Community Problem-Solution Chain Challenge recording sheet, Body Paragraph 2 with R, E1, E2, source credit, and corroboration, a Community Solution Summit, and an exit ticket.

Where We Are Going

I will move from collecting facts to selecting evidence that proves the R: problem solving strengthens communities. I will use direct quotations and paraphrases, give source credit, write E2, corroborate with a second source, and recognize that one solution can have more than one effect. I will finish with Body Paragraph 2 for the research portfolio.

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

- ☐ My R names problem solving as the second thesis (central idea) reason.
- ☐ I use a direct quotation from Passage 16 or Small Choices and a paraphrase from an earlier passage, each with source credit.
- ☐ I explain the problem, the question or investigation, the action, and at least one impact.
- ☐ My E2 explains meaning, importance, and how the evidence proves the R.
- ☐ At least one sentence recognizes that change can have more than one effect.

Check Myself

- ☐ I selected evidence relevant to my R.
- ☐ I labeled Q or P and gave source credit.
- ☐ I wrote E2 for meaning, importance, and proof.
- ☐ I recognized that one solution can have more than one effect.

How I Will Show What I Know

I will show what I know with the Community Problem-Solution Chain Challenge and its because statements, my Body Paragraph 2 draft with R, E1, E2, source credit, and corroboration from at least two sources, the Community Solution Summit where I teach the NOTICE-QUESTION-ACT-IMPACT pattern aloud and a listener identifies my strengths, and the five-question exit ticket.

My GRADUATE Learning Path

Say It Together!

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

3.11B(i-iii):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing.

How I say it: I organize my research so my ideas stay focused and make sense.

3.11C(i-x):

TEKS says: write a conclusion.

How I say it: I end by restating my central idea, referring to all my evidence, and reflecting on the big picture.

3.11D(i-xxxii):

TEKS says: develop drafts by developing an engaging idea with relevant details.

How I say it: I choose details that have strong jobs and explain why they matter.

3.13A-H:

TEKS says: revise drafts to improve sentence structure, word choice, coherence, and clarity.

How I say it: I revise my sentences and word choices so my proof is clear and connected.

Call and Response

Read this together as a class before we start.

Teacher asks: "When does a fact become evidence?"

Class answers: "A fact becomes evidence when it proves my reason!"

One TEKS I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I can identify a main idea and relevant detail. I can retell or paraphrase a source without changing its meaning. I can name a source and record a short note. I can explain a sentence with because or this means.

A connection I can make

Remember It!

- ☐ What is the NOTICE-QUESTION-ACT-IMPACT pattern?
- ☐ What is the difference between Q, P, and E2?
- ☐ What does E2 explain? Meaning, importance, and proof.

One idea I remember

Ready Check

- ☐ I can name a problem and a useful question.
- ☐ I can identify a source and its job.
- ☐ I can tell Q, P, and E2 apart.
- ☐ I can explain why evidence proves an R.
- ☐ I can name an impact and a second effect or challenge.

Watch Out! Common Mix-Up

Watch out! Do not name a solution before naming the problem. Do not copy a source without deciding whether the wording is a direct quotation or paraphrase. Do not let a fact stand without E2. Do not stop at one effect when the source shows more than one.

Where This Fits in My Writing

Body Paragraph 2 begins with the second R, repeats E1 and E2 until the reason is proven, includes source credit and corroboration, and closes with a linking sentence. The final paper will use a SET introduction, three body paragraphs, and an RRR conclusion.

What I want to remember before I start

Where I Am Starting

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

Part 1: Research Words

Tell what each word means in your own words.

Word	What it means
notice	
question	
act	
impact	

Part 2: The Pattern

Think of a person or group that made a community stronger. What problem did they notice? What question did they ask? What action did they choose? What changed?

My NOTICE-QUESTION-ACT-IMPACT chain

Part 3: Fact or Evidence?

"Franklin made a lightning rod." Is this a fact or evidence? Explain.

Fact or evidence, and why

Part 4: My First Thinking

How do communities become stronger when people study problems and choose solutions?

My first thinking

Part 5: Q or P?

"Notice a problem. Study it. Develop a possible solution." Is this a direct quotation (Q) or a paraphrase (P)? How do you know?

Q or P, and how I know

Part 6: More Than One Effect

Ford's assembly line made cars more affordable. Name one effect on families and one effect on roads or businesses.

Effect on families:

Effect on roads or businesses:



Words I Need

Tier 1, everyday words



These are everyday words. Say each word, explain it in simple language, and use the oral frame.

Word	Say it	What it means	Sentence frame
problem	PROB-lum	something that needs to be understood or improved	The problem was ____.
ask	ASK	to seek information or an answer	The person asked ____.
choose	CHOOZ	to select among possibilities	The group chose to ____.
change	CHAYNJ	to make or become different	The solution changed ____.
help	HELP	to make something easier or better	The idea helped by ____.
safe	SAYF	protected from danger	The solution made people safer because ____.
work	WURK	effort used to accomplish something	The work led to ____.
build	BILD	to make or develop	The team built ____.
idea	eye-DEE-uh	a thought or plan	The idea began when ____.
result	rih-ZULT	what happens because of an action	One result was ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words. They help you make research decisions, explain evidence, and talk about your writing.

Word	Say it	What it means	Sentence frame
cause	KAWZ	why something happens	One cause of the problem was ____.
effect	ih-FEKT	what happens because of a cause or action	One effect of the solution was ____.
solution	suh-LOO-shun	a response intended to solve a problem	The solution addressed ____.
investigate	in-VES-tih-gayt	to study carefully to find evidence	The person investigated by ____.
corroborate	kuh-ROB-uh-rayt	to confirm information with another source	The second source corroborates ____.
relevant	REL-uh-vunt	directly useful for the point being proved	This evidence is relevant because ____.
perspective	per-SPEK-tiv	a way of seeing or understanding something	Another perspective suggests ____.
inference	IN-fur-ens	a conclusion based on evidence and reasoning	I can infer that ____.
reasoning	REE-zun-ing	thinking that connects evidence to a conclusion	My reasoning shows ____.
impact	IM-pakt	the important effect of an action or idea	The impact on the community was ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words belong especially to the sources and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use.

Word	Say it	What it means	Sentence frame
lightning rod	LYT-ning rod	a metal system that gives lightning electricity a safer path to the ground	Franklin developed the lightning rod to ____.
conductor	kun-DUK-ter	a material that allows electricity to travel	A conductor provides a path for ____.
microorganism	my-kroh-OR-guh-niz-um	a living thing too small to see without special tools	Pasteur studied microorganisms that ____.
pasteurization	pas-chur-uh-ZAY-shun	heating certain foods or liquids for a specific time to reduce harmful microorganisms	Pasteurization makes food safer by ____.
manufacturing	man-yuh-FAK-chur-ing	making products, often in large amounts	Ford changed manufacturing by ____.
assembly line	uh-SEM-blee line	a system in which a product moves through ordered work steps	The assembly line helped produce cars more ____.
retail	REE-tail	selling goods directly to customers	Walton's retail business offered ____.
law	LAW	an official rule used to organize and protect a community	Laws help communities by ____.
democracy	dih-MOK-ruh-see	a system in which citizens participate in decisions	Democracy means citizens can ____.
citizenship	SIT-uh-zun-ship	membership and responsible participation in a community or country	Citizenship means ____.
ballot	BAL-ut	a way to record a vote	A ballot lets people ____.
innovation	in-uh-VAY-shun	a new or improved idea, method, or product	An innovation can change a community by ____.

Use one Tier 3 word in a sentence



My Strategy Tools

PROBLEM Research Framework



Strong writers do not gather the most facts. They select the facts with the strongest jobs. A fact becomes evidence when it proves the R.

Step	Question	Example
NOTICE	What real need or problem appeared?	Lightning could set buildings on fire.
QUESTION	What useful question guided the investigation?	How could electricity have a safer path?
ACT	What did the person or group investigate, make, or choose?	Franklin studied electricity and developed the lightning rod.
IMPACT	Who was affected and what changed?	Buildings had a safer response to lightning danger.

The problem must appear before the action so a reader can judge whether the response helped.

Q, P, and E2 Chart

Mark	Meaning	Model
Q	Direct quotation with source credit	Passage 16 says, "Notice a problem. Study it. Develop a possible solution."
P	Paraphrase with source credit	Passage 16 explains that Ford used moving assembly-line production to make automobiles more efficient and affordable.
E2	Researcher's own explanation	This proves that investigation came before the solution and that the effect reached daily life.

How I will use the NOTICE-QUESTION-ACT-IMPACT pattern in my research

The Five Thinking Levels

Level	Symbol	Hidden Question	Thinking Stage	Description
Level 1 • Red	○		Foundational	Repeats a source fact or follows a taught direction.
Level 2 • Orange	◻		Emergent	Attempts a research move with support.
Level 3 • Yellow	▽		Visible	Connects a source detail directly to the R.
Level 4 • Green	△		Independent	Combines evidence with reasoning and corroboration.
Level 5 • Blue	◊		Reflective	Connects evidence, impacts, new challenges, and the larger community.

The progression: Recall, name a problem, source, and pattern step; Skill, arrange a case and decide Q or P; Strategic, explain the R and corroborate with a second source; Extended, draft and revise a body paragraph.

A thinking level I understand

Research Body Paragraph Chart

Part	Job	Sentence Frame
R	Name the reason.	Another way communities grow strong is when people solve problems.
E1	Give Q or P and source credit.	Passage 16 says ____.
E2	Explain meaning, importance, and proof.	This matters because ____.
Corroboration	Use a second source that agrees.	Passage ____ also shows ____.
Link	Return to the R and broader community.	Together, this evidence proves ____.

Change can have more than one effect. When studying a person or idea, also ask: Who was affected? What improved? What changed? Were there new challenges too?

One fact I know and the research job it could do



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

A community does not need everyone to have the same talent. It needs people who are willing to use different talents for useful purposes.

Background I Need

Passage 16, "People Make the Difference," shows that roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves. People notice needs, ask questions, investigate, choose actions, and create change. Familiar cases include Franklin's lightning rod, Pasteur's pasteurization, Ford's assembly line, Walton's retail business, laws and rules, service, and speeches.

Words I dotted while reading

People Make the Difference: How Ideas and Actions Change Communities

Research source. Medium Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

My
marks

[1] A community can have roads, buildings, stores, schools, parks, and homes. But those things alone do not make a community strong. People do. Throughout history, people have strengthened communities in many different ways. Some invented tools. Some made scientific discoveries. Some created businesses. Others wrote stories, painted pictures, established laws, served their neighbors, or spoke up for changes they believed were important. Their work was different, but many of their stories followed a similar pattern. Someone noticed something. Someone asked a question. Someone made a choice. Then an idea or action created change.

2 Change Often Begins With a Problem

[2] Many improvements begin when somebody notices that something is not working well. Benjamin Franklin noticed a dangerous problem during thunderstorms. In the 1700s, lightning strikes could set wooden buildings on fire. Homes, barns, churches, and other structures could be badly damaged. Franklin studied electricity and asked questions about lightning. His experiments contributed to a better understanding of electricity, and he developed the lightning rod as a practical way to protect buildings. A metal rod and conductor could provide electricity from lightning with a safer path toward the ground. The invention did not stop storms. Instead, it helped people respond to one of the dangers storms could cause. Franklin's story shows an important pattern: Notice a problem. Study it. Develop a possible solution. Years later, a scientist named Louis Pasteur followed a similar pattern with a very different problem. Pasteur studied microorganisms and helped scientists understand that tiny living things could cause changes in food and contribute to disease. His research led to a process now called pasteurization, in which certain foods and liquids are heated for a specific amount of time to reduce harmful microorganisms. Today, people may open a carton of milk without thinking about the scientific discoveries that helped make many foods safer. That is one interesting thing about successful solutions. Sometimes they become so common that people forget there was once a problem to solve.

A phrase I want to remember

My Words: One new word I learned today: _____

People Make the Difference (continued)

Research source. Medium Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

1 New Ideas Can Change Daily Life

[3] Inventors and scientists are not the only people who change communities. Business leaders can introduce ideas that affect how people work, shop, and travel. Henry Ford saw a transportation problem. Automobiles existed before Ford, but they were expensive and unavailable to many ordinary families. Ford wanted to produce a dependable automobile at a lower price. The Model T became popular, and Ford Motor Company used moving assembly-line production to manufacture automobiles more efficiently. As cars became more affordable and more common, daily life began to change. People could travel farther in less time. Roads became increasingly important. Businesses developed along travel routes. Workers could live farther from their jobs. Families could visit people and places that had once been difficult to reach. One business idea helped create changes far beyond a factory. Sam Walton also built a business around a problem he believed he could address. He wanted stores to offer many products at prices that families could more easily afford. His first Walmart store opened in Arkansas in 1962, and the company eventually expanded to many communities. Retail businesses can create jobs and provide customers with products and services. Their growth can also change the way people shop and affect other businesses in a community. That is another important lesson for researchers: Change can have more than one effect. When studying a person or idea, researchers should not stop after asking, "What happened?" They can also ask: Who was affected? What improved? What changed? Were there new challenges too? Those questions lead to deeper thinking.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

People Make the Difference (continued)

Research source. Medium Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

My
marks

2 Communities Also Need Rules

[4] Imagine a town full of creative inventions but no agreed-upon rules. Who decides what is fair? What happens when two people disagree? What keeps one person from simply taking what belongs to someone else? Communities need ways to solve disagreements and protect people. That is one reason laws and rules matter. Rules explain what people are expected to do. Laws can protect rights, establish responsibilities, and provide ways to settle disputes. The idea of rule by law is very old. Ancient civilizations developed written laws because growing communities needed ways to organize behavior and solve conflicts. Ancient Greece also contributed ideas about citizenship and participation in government. In some Greek city-states, certain citizens gathered to discuss issues and vote. The system was not the same as democracy in the United States today, and not everyone in ancient Greece was allowed to participate. However, Greek ideas about citizens taking part in decisions influenced later thinking about government. Modern students can practice some of the same basic civic habits on a much smaller scale. Suppose a class is deciding whether recess should be longer. One student may argue that children need more time to move. Another may point out that a longer recess could reduce time for other school subjects. Someone else may suggest an additional short movement break. A good decision does not require everyone to begin with the same opinion. Instead, people can gather information, listen to different perspectives, discuss possible solutions, and vote. That is citizenship in action.

3 Good Citizenship Happens in Ordinary Moments

[5] Citizenship is not only something presidents, mayors, or government officials practice. Children can demonstrate good citizenship too. A student who admits breaking something accidentally shows honesty. A volunteer who completes an important job shows responsibility. A child who notices someone sitting alone and invites that person to join a game demonstrates respect and inclusion. These actions may seem small compared with writing a law or inventing a machine. Yet communities depend on them. Imagine what would happen if nobody kept promises. What if people refused to admit mistakes? What if nobody helped when help was needed? Trust would become difficult. Cooperation would weaken. Communities become stronger when individuals understand that their actions affect other people. Being a good citizen does not mean being perfect. It means making responsible choices, correcting mistakes, treating others respectfully, and contributing when possible.

A phrase I want to remember

My Words: One new word I learned today: _____

People Make the Difference (continued)

Research source. Medium Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

4 Service Can Travel Far

[6] Sometimes service begins with a small action. Sometimes an idea about service spreads across a nation. In 1961, President John F. Kennedy challenged Americans to think about what they could contribute to their country rather than only what their country could provide for them. That same year, the Peace Corps was established. Peace Corps volunteers have worked with communities in other countries in areas such as education, agriculture, health, and community development. Effective service is not simply arriving somewhere and announcing what other people need. Good service requires listening, cooperation, respect, and learning from the people being served. Service can also happen much closer to home. A child can collect supplies. A family can volunteer. A student can help a younger reader. Neighbors can clean a shared space. A person can notice a need and decide to contribute. The scale is different, but the idea is similar: What can I give?

5 Words Can Change Communities Too

[7] Some people influence communities through speeches and leadership. Dr. Martin Luther King Jr. used speeches, marches, writing, and nonviolent action as part of the struggle for civil rights. His words reached enormous audiences, but their importance did not end when a speech was over. Ideas can travel from one person to another. A listener remembers. A parent tells a child. A teacher shares a story. A student decides to treat someone differently. Words can become actions. This is one reason historical speeches remain important sources. They help researchers understand not only what a leader said but also what problems people were confronting and what changes they hoped to create.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

People Make the Difference (continued)

Research source. Medium Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

6 Art and Stories Preserve Communities

[8] Not every person changes a community by inventing, voting, or speaking to a crowd. Some preserve experiences that might otherwise be forgotten. Carmen Lomas Garza does this through art. Her paintings show scenes from Mexican-American family and community life, cooking, celebrations, gatherings, games, and everyday activities. An ordinary family moment can become a historical record when an artist preserves it. A viewer can study clothing, food, activities, surroundings, and interactions between people. Art can become evidence about culture. Laura Ingalls Wilder preserved memories in another way. Her Little House books drew from her experiences growing up in a family that moved through several parts of the American frontier. Her writing describes transportation, homes, weather, schooling, chores, farming, and family life. Researchers must remember that personal stories present events through one person's perspective, and historical accounts should be compared with other sources. Even so, stories can provide valuable information about everyday life. Garza and Wilder remind us that history is not only about famous battles or government leaders. History also lives in kitchens, classrooms, farms, neighborhoods, family traditions, paintings, letters, objects, and memories. Someone has to preserve those stories.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

People Make the Difference (continued)

Research source. Medium Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

[8] There Is More Than One Way to Make a Difference Benjamin Franklin used science and invention. Louis Pasteur used scientific investigation. Henry Ford changed manufacturing and transportation. Sam Walton developed a retail business. Carmen Lomas Garza preserved culture through art. Laura Ingalls Wilder preserved memories through writing. Martin Luther King Jr. used leadership and words to call for change. John F. Kennedy encouraged citizens to think about service. Children can demonstrate honesty, responsibility, cooperation, and respect in their own communities. These people did not contribute in the same way. That may be the most important idea of all. A community does not need everyone to have the same talent. It needs people who are willing to use different talents for useful purposes. One person may build. Another may teach. Another may invent. Another may paint. Another may organize. Another may volunteer. Another may speak. Another may listen.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

People Make the Difference (continued)

Research source. Medium Stamina. The bracketed numbers are paragraph numbers. Use them to cite evidence.

8 The Question Passes to Us

[9] When researchers study history, they gather evidence about what other people did. But history can also leave us with questions. What problem did this person notice? What evidence helped that person understand the problem? What action was taken? Who was affected? How did the community change? What can we learn from the result? Those questions connect people who lived hundreds or thousands of years apart. They also connect the past to the present. A third grader may not invent a famous machine this year. A child may not create a national organization or give a speech heard by millions. But every person participates in a community. Every person makes choices. Every person has some ability to contribute. A student can solve a problem. A student can preserve a family story. A student can include someone. A student can volunteer. A student can ask a useful question. A student can listen carefully before making a decision. A student can notice that something needs to be better and begin thinking about how to improve it. Communities are shaped by geography, resources, buildings, roads, laws, and technology. But none of those things acts by itself. People decide what to build. People decide what to invent. People decide how to treat one another. People decide what stories to preserve. People decide whether to participate. That is why the story of a community is ultimately the story of its people. Places give communities somewhere to grow. People give communities a reason to grow stronger.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: People Make the Difference: How Ideas and Actions Change Communities

Look for the NOTICE-QUESTION-ACT-IMPACT pattern: Franklin noticed lightning fires, asked about electricity, developed the lightning rod, and buildings became safer. Pasteur noticed food danger, studied microorganisms, and pasteurization 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	

Mark N for a need or problem. Mark Q for a question or investigation. Mark A for an action or chosen response. Mark I for an impact. Label each piece of evidence Q or P.

One problem and one action from the passage

Annotate: People Make the Difference (continued)

Look for how Ford's assembly line made cars affordable (multiple effects: travel, roads, businesses, jobs) and Walton's retail idea (jobs and services, but also affected other businesses). Notice: change can have more than one effect.

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

Is this detail only a fact, or does it prove a reason?

My thinking

My Prompt Marking Notes

The NOTICE-QUESTION-ACT-IMPACT pattern helps you read a research source.

Shape	Word	Question I ask myself
N	NOTICE	what real need or problem appeared?
Q	QUESTION	what useful question guided the investigation?
A	ACT	what did the person or group investigate, make, or choose?
I	IMPACT	who was affected and what changed?

Read the question aloud. Point to the source it names. Then find the evidence that answers it.

How do communities become stronger when people study problems and choose solutions?

This evidence proves my R because...

STUDENT WORKBOOK



Day 1: Gather + Reveal



From familiar fact to research evidence

1. Gather: What Problem Did They Notice?

Think of a person who helped a community. What problem did that person notice? Do not name the solution yet. Start with the need.

Pattern Step	Question	My Response
NOTICE	What real need or problem appeared?	
QUESTION	What useful question guided the investigation?	
ACT	What did the person or group investigate, make, or choose?	
IMPACT	Who was affected and what changed?	

2. Reveal: R, Q, P, and E2

Our R is that problem solving strengthens communities. A source fact becomes evidence only when it has a job. Passage 16 says, "Notice a problem. Study it. Develop a possible solution." That is a Q. Franklin studied lightning because buildings caught fire. That is a P. E2: the investigation came before the solution, and the impact reached daily life.

? A fact becomes evidence when it has a research job. Name the problem before choosing evidence.

The R for this week: Problem solving strengthens communities because...

One Q, one P, and one E2 from today's reveal

3. Modelled Annotation

Step	Franklin's Case
N: NOTICE	Lightning could set wooden buildings on fire.
Q: QUESTION	How could electricity have a safer path?
A: ACT	Study electricity and develop a lightning rod.
I: IMPACT	Buildings had a safer response to danger.
E2	This proves a community can grow stronger when people investigate a real need before choosing an action.

? Which sentence is only a fact? Which sentence has a research job? Why must E2 follow E1?

A fact about a problem someone noticed:

The same detail turned into evidence with a research job:

STUDENT WORKBOOK



COMMUNITY PROBLEM-SOLUTION CHAIN CHALLENGE

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Your pair gets a case: Franklin, Pasteur, Ford, Walton, laws, or the recess class. Arrange NOTICE, QUESTION, ACT, and IMPACT in order. Label one source statement Q, one P, and one E2. Defend every placement with because. The problem must appear before the action.

NOTICE

QUESTION

ACT

IMPACT

Automobiles were expensive and unavailable to many ordinary families.

How could a dependable automobile cost less?

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 its correct chain placement.

QUESTION the useful question that guided investigation	NOTICE the problem or need that appeared
IMPACT who was affected and what changed	ACT the action or chosen response
QUESTION (the useful question)	NOTICE (the problem)

STUDENT WORKBOOK



COMMUNITY PROBLEM-SOLUTION CHAIN CHALLENGE

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Your pair gets a case: Franklin, Pasteur, Ford, Walton, laws, or the recess class. Arrange NOTICE, QUESTION, ACT, and IMPACT in order. Label one source statement Q, one P, and one E2. Defend every placement with because. The problem must appear before the action.

Ford used moving assembly-line production.

Families traveled farther, roads mattered more, and businesses developed along travel routes.

This proves the investigation came before the solution.

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 its correct chain placement.

IMPACT (what changed)	ACT (the chosen response)
	E2 (researcher's explanation)

STUDENT WORKBOOK



Day 2: Attempt

Community Problem-Solution Chain Challenge



Place the cards in order. Then defend every placement with because. The problem must appear before the action so a reader can judge whether the response helped.

Card	Sample (Ford case)	My Because Statement
NOTICE	Automobiles were expensive and unavailable to many ordinary families.	
QUESTION	How could a dependable automobile cost less?	
ACT	Ford used moving assembly-line production.	
IMPACT	Families traveled farther, roads mattered more, and businesses developed along travel routes.	

My Case

My case (Franklin, Pasteur, Walton, laws, or recess):

NOTICE, QUESTION, ACT, IMPACT for my case:

This evidence helps prove our R because...

STUDENT WORKBOOK



Day 3: Discuss + Use

Corroborate and write Body Paragraph 2



Question	My thinking
What repeats across Franklin, Pasteur, Ford, and the other cases?	
Which source detail proves the R, and which detail is only interesting?	
How does a source about scientific investigation corroborate a source about manufacturing?	
Can one solution create more than one effect? Give an example.	

Together, the cases prove...

Use: Write Body Paragraph 2

Independently write Body Paragraph 2. Begin with the assigned R: problem solving strengthens communities. Use one direct quotation from Passage 16 or Small Choices and one paraphrase from an earlier passage. Explain the problem, question or investigation, action, and at least one impact. Include repeated E1-E2 sets, source credit, corroboration, and a linking sentence.

? Evidence cannot explain itself. After each E1, answer: What does it mean? Why does it matter? How does it prove the R?

- ☐ My R names problem solving as the reason.
- ☐ I use a direct quotation and a paraphrase with source credit.
- ☐ I explain the problem, question, action, and impact.
- ☐ My E2 explains meaning, importance, and proof.
- ☐ At least one sentence recognizes more than one effect.

My Body Paragraph 2

More Than One Effect

Change can have more than one effect. When studying a person or idea, do not stop after asking, "What happened?" Also ask: Who was affected? What improved? What changed? Were there new challenges too?

One effect of the solution I wrote about:

A second effect or a new challenge:

How recognizing more than one effect makes my paragraph stronger

STUDENT WORKBOOK



Day 4: Award + Target



Recognize a strength and set a next action

Award yourself for a research move you can prove. Point to the R, a source-credit note, an E2 sentence, or a second source. Name exactly what the move did for your reader.

I award myself for _____. I know because my paper shows _____. This helps my reader _____.

Target: What Comes Next?

A target is not "My paper is bad." A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it.

My target is _____. I will make this change in _____ by _____.

I will know it is complete when _____.

STUDENT WORKBOOK



Day 5: Explain/Educate



Community Solution Summit

Today you will teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves. Use the oral frames, but speak naturally and point to your work.

Oral Frame	My Response
The problem or need was...	
The useful question was...	
The person or group investigated or chose to...	
One direct quotation or paraphrase from my source is...	
One impact was...	
A second effect or possible challenge was...	
This pattern proves...	

What my listener said was strong in my E2

Exit Ticket

Complete after reading the source passage and writing Body Paragraph 2.

Prompt	Response
1. Place these in order: IMPACT, ACT, NOTICE, QUESTION.	
2. Choose Franklin, Pasteur, Ford, Walton, laws, or the recess class. Complete the NOTICE-QUESTION-ACT-IMPACT chain.	
3. Name the source or sources.	
4. Write one E2 sentence explaining why the impact matters.	
5. How do communities become stronger when people study problems and choose solutions?	

My evidence-based answer to the module question

Module Closure

This week you proved that communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Place this paragraph in your research portfolio. Research is an infinity cycle: explaining what we know creates the next question.

My Answer to the Essential Question

How do communities become stronger when people study problems and choose solutions?

My evidence-based thinking at the end



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

Read the question aloud. Point to the source it names. Then find the evidence that answers it.

Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

My Plan

- R: Another way communities grow strong is when people _____.
- NOTICE: The problem or need was _____.
- QUESTION: The useful question was _____.
- ACT: The person or group investigated or chose to _____.
- E1 Q or P: _____ from _____.
- E2: This means _____. This matters because _____. This proves my R because _____.
- Corroboration: A second source, _____, also shows _____.
- IMPACT: One effect was _____. Another effect or challenge was _____.
- Link: Together, this evidence proves _____.

Evidence from my sources

Which details prove the R

R, E1, E2

R is the reason. E1 is the evidence (Q or P with source credit). E2 is your explanation of meaning, importance, and proof.

My R reason

My Draft



Begin with the assigned R. Include one direct quotation and one paraphrase from at least two approved sources. After each E1, write E2. End with a linking sentence.

Draft, page 1

An E2 sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ Revise: I improved one sentence for clarity, sentence structure, or word choice.
- ☐ Revise: My E2 is longer and louder than the source quotation or paraphrase.
- ☐ Revise: My linking sentence connects problem solving and community strength.
- ☐ Edit: Quotation marks are correct around every direct quotation.
- ☐ Edit: Source credit appears with every borrowed detail.
- ☐ Edit: Capital letters, punctuation, and subject-verb agreement are correct.
- ☐ Share: I read my paragraph to a partner, who identified R, E1, E2, source credit, and corroboration.

Edit

- ☐ Quotation marks are correct around direct quotations.
- ☐ Source credit names every borrowed detail.
- ☐ Capital letters, punctuation, and agreement are correct.

My improved E2

Share

Read your paragraph to a partner. Your partner identifies R, E1, E2, source credit, and corroboration.

What my partner identified in my paragraph

Before I Turn It In

Read each line. Check it when I can show it in my work. A secure research paragraph has a clear R that names problem solving as the thesis (central idea) reason, accurate Q and P from at least two approved sources with source credit for every borrowed detail, sustained E2 that explains meaning, importance, and how the evidence proves the R after each E1, corroboration that connects two sources to the same reason using the NOTICE-QUESTION-ACT-IMPACT pattern, at least one sentence recognizing that one solution can have more than one effect, and a clear linking sentence connecting problem solving and community strength.

Part	I can show...	Check
R and organization	Focused R and logical NOTICE-QUESTION-ACT-IMPACT chain. The reader can follow the reason, the evidence, and the researcher's explanation from beginning to end.	
Evidence and source use	Q and P are accurate, credited, and varied. Every detail is relevant to the R, not merely interesting.	
E2 and corroboration	Sustained E2 proves R and a second source corroborates. The researcher's voice is louder than the source voice.	
Impact recognition	Multiple effects are named and explained. At least one sentence recognizes that one solution can have more than one effect.	
Linking sentence	A clear linking sentence connects problem solving and community growth. The paragraph ends by returning to the R and explaining what the evidence proves about strong communities.	

Study the Samples

Read the three responses below. Notice what improves from Low to Medium to High. Pay attention to source credit, the difference between Q and P, and how the researcher's E2 grows from repeating a fact to explaining meaning, importance, and proof. The Low response lists cases without a clear R or source credit. The Medium response adds relevant evidence and some source naming but needs deeper E2 and full source credit. The High response uses a precise R, a direct quotation, a corroborating paraphrase, multiple effects, sustained E2 for meaning, importance, and proof, and a linking sentence. Use these samples to check your own Body Paragraph 2 before you turn it in. After reading all three, write which part of your own paragraph you want to make stronger and what you will add.

How do communities become stronger when people study problems and choose solutions?

Low

People solve problems. Franklin made a lightning rod. Ford made cars. They helped communities.

What is working: the writer recognizes the topic and gives two cases. What needs improvement: add a precise R, source credit, a Q or P label, the problem-question-action-impact chain, and E2.

Medium

Another way communities grow strong is when people solve problems. Passage 16 says, "Notice a problem. Study it." Franklin studied lightning and made a lightning rod. This helped buildings. Passage 9 explains that Ford used an assembly line so cars cost less. These solutions made life better.

What is working: clear R, useful short quotation, two relevant cases, and basic effects. What needs improvement: add full source credit after the paraphrase, more detail about questions and investigations, and E2 after each case.

High

Another way communities grow strong is when people notice problems, ask questions, and create solutions together. Passage 16 says, "Notice a problem. Study it. Develop a possible solution." This sequence matters because it shows that invention begins before the object is built. Franklin studied the danger and the science, and then the lightning rod gave buildings a safer path for electricity. His action strengthened communities by helping people respond to a common threat. Passage 9 explains that Henry Ford used moving assembly-line production to make dependable cars more affordable. The solution changed more than one thing: families traveled farther, roads became more important, and businesses developed along travel routes. Together, the evidence proves that strong communities do not wait for problems to disappear. People investigate needs, choose solutions, and study the effects of those choices.

Why it works: precise R, direct quotation and corroborating paraphrase from two sources, source credit, multiple effects, and sustained E2 explaining meaning, importance, and proof.

What improves from Low to High?



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
Name the problem before naming the solution.	☐	☐	☐
Decide whether to use a direct quotation or a paraphrase.	☐	☐	☐
Corroborate the pattern with a second source.	☐	☐	☐
Write E2 that explains an impact and why it matters.	☐	☐	☐
Recognize that one solution can have more than one effect.	☐	☐	☐
Teach the research pattern to another person.	☐	☐	☐

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 do communities become stronger when people study problems and choose solutions?

The answer

Communities become stronger when people notice a real need, ask useful questions, gather evidence, consider more than one possible response, and choose a solution whose effects help people. Strong researchers study the impact, corroborate a pattern with a second source, and remember that one solution can create more than one effect. Research grows when a familiar fact becomes new evidence.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Use one detail from a source you have not yet used. Give source credit and write E2.

My new evidence and E2

Take It Further! Connect Across Texts

Research: Use one new source or earlier passage not used in the independent U Product. Include one E1 and at least two E2 sentences. Explain how the new evidence corroborates or extends the R.

- Choose one new source or earlier problem-solution case.
- Select one E1 that proves the same R.
- Write at least two E2 sentences.
- Explain how the new evidence corroborates or extends the R.
- Name more than one effect of the solution.

How the new source corroborates or extends my R

My NOTICE-QUESTION-ACT-IMPACT Chain

Draw the chain for a new problem-solution case. Label NOTICE, QUESTION, ACT, and IMPACT.

At-Home Connection

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

Name a Problem at Home

Name a problem at home, ask a useful question, and describe one possible action.

Ask: What might change if you tried that solution?

Family member signature: _____

Q, P, or E2

Teach a family member the difference between a direct quotation, a paraphrase, and E2.

Ask: Should the exact words matter, or does the idea matter more?

Family member signature: _____

Two Effects

Share one solution and explain two effects or one effect and a new challenge.

Ask: Did the solution help everyone, or did it create a new problem too?

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 research move I can make fastest

My Body Paragraph 2

I select evidence that proves my R. I explain meaning, importance, and proof. I recognize that one solution can have more than one effect.

A note to my future writer self

My Proud Moment This Week

THE WRITING ACADEMY®, LLC.

Student Interactive Workbook

Grade 3

Cluster 8 - Module 3

PEOPLE: Choices, Service, and Memory



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Module 3

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

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

PEOPLE: Choices, Service, and Memory



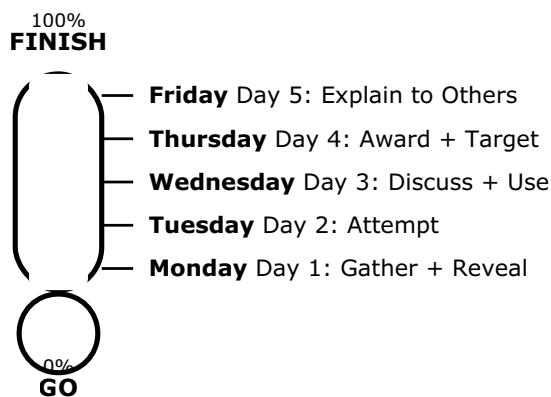
Why This Matters to Me

Week 3 turns from locations and famous solutions toward the choices people make every day. I synthesize poetry, biography, fiction, art, history, and civic examples. I also learn an essential research habit: different source forms have different jobs. A poem can support theme and significance, fiction can illustrate a behavior or decision, and nonfiction can provide factual evidence. A strong community needs many different talents, not one kind of hero.

Essential Question

How do people use choices, voices, talents, stories, and service to strengthen a community?

My Research Progress Tracker



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

My First Thinking

I Can

- I can answer the module question.
- I can use evidence from more than one source.
- I can complete Body Paragraph 2.
- I can explain the problem, question, action, and impact.
- I can teach the research pattern to another person.

I Will

- I will distinguish direct quotations from paraphrases.
- I will credit borrowed information.
- I will write E2 explanations that show what evidence proves.
- I will corroborate a pattern with a second source.
- I will recognize that one solution can have more than one effect.

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 people use choices, service, and memory to strengthen communities, and how different source forms carry different kinds of evidence.	Passage 16, "What Helps a Community Grow?" and selected earlier passages about communities.	A complete second body paragraph proving how problem solving strengthens communities, with source credit, E2, and corroboration.

Where We Are Going

I will move from predicting what people give a community to writing a complete second body paragraph with a precise reason, evidence from more than one source, sustained E2 explanations, corroboration, and a linking sentence that returns to the thesis (central idea). I will also learn that a poem, fiction, and nonfiction each do a different job for a researcher, and I will practice teaching the research pattern to another person.

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

- ☐ My R names problem solving as the second thesis (central idea) reason.
- ☐ I use a direct quotation from Passage 16 or Small Choices and a paraphrase from an earlier passage, each with source credit.
- ☐ I explain the problem, the question or investigation, the action, and at least one impact.
- ☐ My E2 explains meaning, importance, and how the evidence proves the R.
- ☐ At least one sentence recognizes that change can have more than one effect.

Check Myself

- ☐ My R names problem solving as the reason.
- ☐ I used a direct quotation or paraphrase with source credit.
- ☐ I explained the problem, question, action, and impact.
- ☐ My E2 explains what the evidence proves.
- ☐ I corroborated with a second source.
- ☐ I recognized that one solution can have more than one effect.
- ☐ My linking sentence returns to the thesis (central idea).

How I Will Show What I Know

I will show what I know with the Community Problem-Solution Chain Challenge and its because statements, my Body Paragraph 2 draft with R, E1, E2, source credit, and corroboration from more than one source, and the Day 5 Community Solution Summit and module exit ticket.

My GRADUATE Learning Path

Grade 3 • Cluster 8 • Module 3 • Meet My Week

Say It Together!

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

3.11B(i):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing.

How I say it: I organize my research so my ideas stay focused and make sense.

3.11B(ii):

TEKS says: write a conclusion that follows from the information presented.

How I say it: I end by restating my central idea, referring to all my evidence, and reflecting on the big picture.

3.11B(iii):

TEKS says: develop drafts by developing an engaging idea with relevant details.

How I say it: I choose details that have strong jobs and explain why they matter.

3.11C(i-x):

TEKS says: revise drafts to improve sentence structure, word choice, coherence, and clarity.

How I say it: I revise my sentences and word choices so my proof is clear and connected.

3.13A-H:

TEKS says: research planning, source use, evidence collection, synthesis, citation, and presentation.

How I say it: I plan research, use more than one source, collect evidence, give source credit, and present what I learned.

3.11D(i-xxxii):

TEKS says: edit writing for conventions and publish a readable product.

How I say it: I edit my writing and publish a readable research paragraph.

Call and Response

Read this together as a class before we start.

Teacher asks: "What do we do with research evidence?"

Class answers: "Name the R, give source credit, and explain the proof!"

One TEKS I want to practice today

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I already know that a thesis (central idea) names the central idea and reasons. I can retell or paraphrase a source, name a source, and explain a sentence with because or this means.

A connection I can make

Remember It!

- ☐ A thesis (central idea) names the paper's central idea and three reasons.
- ☐ Evidence comes from the source with credit.
- ☐ E2 explains meaning, importance, and proof.

One idea I remember

Ready Check

- ☐ I can identify a main idea and relevant detail.
- ☐ I can retell or paraphrase a source without changing its meaning.
- ☐ I can explain a sentence with because or this means.

Watch Out! Common Mix-Up

Watch out! Research is not copying every interesting fact. The strongest fact is the fact with a clear job in the paper. Name the problem before naming the solution.

Where This Fits in My Writing

I add Body Paragraph 2 to the same research paper. The paragraph begins with the second R, repeats E1 and E2 until the reason is proven, includes source credit and corroboration, and closes with a linking sentence.

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 passage in Read and Interact as often as you want.

Part 1: Prompt Analysis

Read the prompt. Name the R (the reason the paragraph must prove). Identify the kind of evidence you will need.

Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

Part 2: Thesis (Central Idea)

Write one sentence that answers the prompt above. Use the topic, use the charge, 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
_____	Passage 16 says people notice problems, ask questions, and create solutions.
_____	Another way communities grow strong is when people solve problems.
_____	This proves that investigation comes before the solution.
_____	One reason is that people ask useful questions before choosing an action.

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 strengthen communities by solving problems. Copy one sentence from the passage 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



These are everyday words. Say each word, explain it in simple language, and use the oral frame.

Word	Say it	What it means	Sentence frame
problem	PRAHB-lum	Something that needs to be understood or improved.	The problem was ____.
ask	ASK	To seek information or an answer.	The person asked ____.
choose	CHOOZ	To select among possibilities.	The group chose to ____.
change	CHAYNJ	To make or become different.	The solution changed ____.
help	HELP	To make something easier or better.	The idea helped by ____.
safe	SAYF	Protected from danger.	The solution made people safer because ____.
work	WURK	Effort used to accomplish something.	The work led to ____.
build	BILD	To make or develop.	The team built ____.
idea	eye-DEE-uh	A thought or plan.	The idea began when ____.
result	rih-ZULT	What happens because of an action.	One result was ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words. They help us make research decisions, explain evidence, and talk about our writing.

Word	Say it	What it means	Sentence frame
cause	KAWZ	Why something happens.	One cause of the problem was ____.
effect	ih-FEKT	What happens because of a cause or action.	One effect of the solution was ____.
solution	suh-LOO-shun	A response intended to solve a problem.	The solution addressed ____.
investigate	in-VES-tih-gayt	To study carefully to find evidence.	The person investigated by ____.
corroborate	kuh-ROB-uh-rayt	To confirm information with another source.	The second source corroborates ____.
relevant	REL-uh-vunt	Directly useful for the point being proved.	This evidence is relevant because ____.
perspective	pur-SPEK-tiv	A way of seeing or understanding something.	Another perspective suggests ____.
inference	IN-fur-uns	A conclusion based on evidence and reasoning.	I can infer that ____.
reasoning	REE-zun-ing	Thinking that connects evidence to a conclusion.	My reasoning shows ____.
impact	IM-pakt	The important effect of an action or idea.	The impact on the community was ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words belong especially to the sources and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use.

Word	Say it	What it means	Sentence frame
lightning rod	LYT-ning rod	A metal system that gives lightning electricity a safer path to the ground.	Franklin developed the ____ to protect buildings.
conductor	kun-DUK-ter	A material that allows electricity to travel.	A ____ lets electricity move through it.
microorganism	my-kroh-OR-guh-niz-um	A living thing too small to see without special tools.	Pasteur studied ____ in food and liquids.
pasteurization	pas-chur-uh-ZAY-shun	Heating certain foods or liquids for a specific time to reduce harmful microorganisms.	____ makes milk and juice safer to drink.
manufacturing	man-yuh-FAK-chur-ing	Making products, often in large amounts.	Ford improved ____ with the assembly line.
assembly line	uh-SEM-blee line	A system in which a product moves through ordered work steps.	The ____ made cars faster to build.
retail	REE-tail	Selling goods directly to customers.	Walton's ____ business served families.
law	LAW	An official rule used to organize and protect a community.	A ____ helps keep a community safe and fair.
democracy	dih-MOK-ruh-see	A system in which citizens participate in decisions.	In a ____, people help make the rules.
citizenship	SIT-uh-zun-ship	Membership and responsible participation in a community or country.	Good ____ means helping and respecting others.
ballot	BAL-ut	A way to record a vote.	A ____ lets each person share an opinion.
innovation	in-uh-VAY-shun	A new or improved idea, method, or product.	An ____ can solve a problem in a new way.

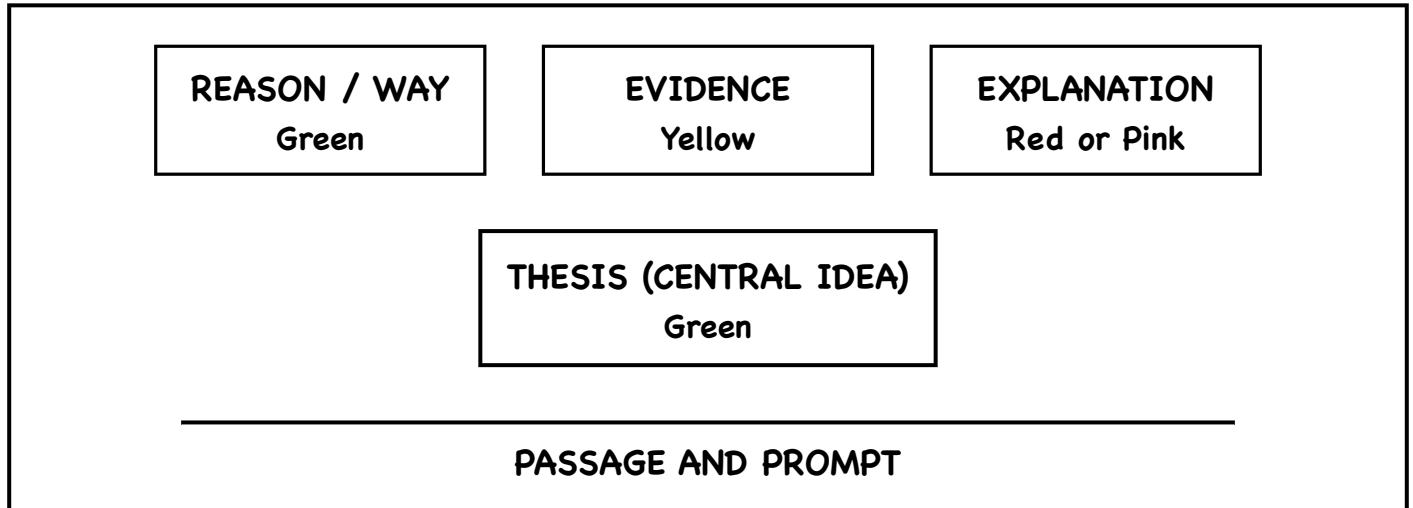
Use one Tier 3 word in a sentence



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.

NOTICE-QUESTION-ACT-IMPACT Research Pattern

Mark	What it means	
NOTICE	What real need or problem appeared?	Lightning could set buildings on fire.
QUESTION	What useful question guided the investigation?	How could electricity have a safer path?
ACT	What did the person or group investigate, make, or choose?	Franklin studied electricity and developed the lightning rod.
IMPACT	Who was affected and what changed?	Buildings had a safer response to lightning danger.

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

How this strategy works for me

Mark and Meaning

Mark	Meaning	Model
Q	Direct quotation with source credit	Passage 16 says, "Notice a problem. Study it. Develop a possible solution."
P	Paraphrase with source credit	Passage 16 explains that Ford used moving assembly-line production to make automobiles more efficient and affordable.
E2	Researcher's own explanation	This proves that investigation came before the solution and that the effect reached daily life.

Research evidence must have a job. A direct quotation preserves exact words when the wording is clear or important. A paraphrase condenses an idea when the meaning matters more than the wording. E2 explains meaning, importance, and proof.

How I Say the Standard!

3.11B(i):

TEKS says: develop drafts into a focused, structured, and coherent piece of writing.
How I say it: I organize my research so my ideas stay focused and make sense.

3.11B(ii):

TEKS says: write a conclusion that follows from the information presented.
How I say it: I end by restating my central idea, referring to all my evidence, and reflecting on the big picture.

3.11B(iii):

TEKS says: develop drafts by developing an engaging idea with relevant details.
How I say it: I choose details that have strong jobs and explain why they matter.

3.11C(i-x):

TEKS says: revise drafts to improve sentence structure, word choice, coherence, and clarity.
How I say it: I revise my sentences and word choices so my proof is clear and connected.

3.13A-H:

TEKS says: research planning, source use, evidence collection, synthesis, citation, and presentation.

How I say it: I plan research, use more than one source, collect evidence, give source credit, and present what I learned.

3.11D(i-xxxii):

TEKS says: edit writing for conventions and publish a readable product.

How I say it: I edit my writing and publish a readable research paragraph.

Check My Writing

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

One research decision I want to practice

Five Thinking Levels

Read from the bottom up. Each level names the kind of research thinking the student uses.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Level 1)	○		Repeats a source fact or follows a taught direction.	
Emergent (Level 2)	◻		Attempts a research move with support.	
Visible (Level 3)	▽		Connects a source detail directly to the R.	
Independent (Level 4)	△		Combines evidence with reasoning and corroboration.	
Reflective (Level 5)	◊		Connects evidence, impacts, new challenges, and the larger community.	

Each level has a color label: Red, Orange, Yellow, Green, Blue.

A thinking level I want to reach this week

Five Thinking Levels

These same levels apply when the prompt asks HOW. Each level names the depth of research thinking.

Level	Symbol	Hidden Question	Student Thinking	Thinking Focus
Foundational (Level 1)	○		Repeats a source fact or follows a taught direction.	
Emergent (Level 2)	◻		Attempts a research move with support.	
Visible (Level 3)	▽		Connects a source detail directly to the R.	
Independent (Level 4)	△		Combines evidence with reasoning and corroboration.	
Reflective (Level 5)	◊		Connects evidence, impacts, new challenges, and the larger community.	

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.	Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.
HOW	Analyze how parts work together or how something happens.	Explain why a strong community needs many different talents, not one kind of hero.

Research evidence must have a job. A direct quotation preserves exact words when the wording is clear or important. A paraphrase condenses an idea when the meaning matters more than the wording. E2 explains meaning, importance, and proof.

A research move 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 grow strong when people notice problems, ask useful questions, investigate with sources, choose among responses, and study the impact. A strong community needs many different talents, not one kind of hero.

Background I Need

Passage 16 shows that roads, buildings, stores, schools, parks, and homes do not make a community strong by themselves. People notice needs, ask questions, investigate, choose actions, and create change.

Words I dotted while reading

What Helps a Community Grow?

Read the passage at high stamina. Keep the numbered paragraphs for discussion and for citing evidence.

[1] Communities can be found near rivers, forests, plains, coastlines, and many other places. Where people live affects how they meet their needs.

2 Water Matters

[2] People need water for drinking, cooking, farming, and caring for animals. Rivers can also help people travel. Ancient Egyptians built many communities near the Nile River. The Nile provided water and fish. Floodwaters also left behind fertile soil that helped farmers grow crops.

3 People Use Nearby Resources

[3] People often use resources found in their environment. Forests can provide wood for homes and fires. Rich soil can help farmers grow food. Rivers can provide water and transportation. People sometimes change the way they live depending on the resources around them. What If Something Is Missing? No community has every resource it needs. When a resource is scarce, people may trade with another community. At Poverty Point, archaeologists discovered seashells and other materials that came from faraway places. These objects are evidence that people traveled and traded with other groups.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

What Helps a Community Grow? (continued)

Read the passage at high stamina. Keep the numbered paragraphs for discussion and for citing evidence.

My
marks

4 People Make Communities Stronger

[4] A good location is helpful, but people make communities work. People build homes, grow food, create rules, solve problems, start businesses, invent useful things, and help their neighbors. Even small actions can improve a community.

5 Community Quest Research Clue

[5] When collecting evidence, ask: What did the place provide? What problem did people face? What did people do about it? Big Idea: A place gives people resources and challenges. People decide how to use what they have to build a community.

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: What Helps a Community Grow?

Underline the need or problem (N). Box the question or investigation (Q). Circle the action or chosen response (A). Star the impact, including a second effect or challenge (I). Label the evidence form Q or P and write source credit. Write what the evidence proves (E2).

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	

Use the NOTICE-QUESTION-ACT-IMPACT pattern to annotate the passage. Underline the need or problem (N). Box the question or investigation (Q). Circle the action or chosen response (A). Star the impact (I).

One piece of evidence I found is:

Annotate: What Helps a Community Grow? (continued)

Underline the need or problem (N). Box the question or investigation (Q). Circle the action or chosen response (A). Star the impact, including a second effect or challenge (I). Label the evidence form Q or P and write source credit. Write what the evidence proves (E2).

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

What job does each source form have in research? A poem can support theme and significance. Fiction can illustrate a behavior or decision. Nonfiction can provide factual evidence.

My thinking

My Prompt Marking Notes

The prompt gives me a research task. I identify the R, choose my evidence, decide Q or P, write source credit, and explain with E2.

Shape	Word	Question I ask myself
R	Name the reason the paragraph proves.	
E1 (Q or P)	Choose a direct quotation or paraphrase and name the source.	
E2	Explain meaning, importance, and how it proves the R.	
Corroboration	Use a second source that agrees with the pattern.	

Mark the R. Identify the source. Label the evidence Q or P. Write source credit. Explain meaning, importance, and proof with E2.

Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



Predictions, source forms, and the research task

1. Gather: What Can People Give?

Imagine a town with roads, homes, schools, parks, and no people. Is it already a strong community? Turn your prediction into a reason. What can people give that buildings and resources cannot give by themselves?

My prediction:

2. Reveal: Source Forms and Their Jobs

People give communities honesty, responsibility, service, voice, creativity, memory, cooperation, and care. The week's reason: people make responsible choices, serve others, and preserve important stories and traditions.

Source Form	Its Job in Research
Poem	Supports theme and significance.
Fiction	Illustrates a behavior or a decision.
Nonfiction	Provides factual evidence.
Art or Memory	Preserves stories and traditions.

? A fact becomes evidence when it has a research job. Name the problem before choosing evidence.

One source job I learned today:

One possible reason I could prove:

3. The Research Sequence

Model the sequence: R, source, direct quotation or paraphrase, source credit, E2, and corroboration. E2 explains what the evidence means, why it matters, and how it proves the reason.

Mark	Meaning	Model
Q	Direct quotation with source credit	Passage 16 says, "Notice a problem. Study it. Develop a possible solution."
P	Paraphrase with source credit	Passage 16 explains that Ford used moving assembly-line production to make automobiles more efficient and affordable.
E2	Researcher's own explanation	This proves that investigation came before the solution and that the effect reached daily life.

? Show Q, P, or E2 with your fingers. Which mark is the researcher's own thinking?

One source job and one possible reason from today's reveal:

4. The NOTICE-QUESTION-ACT-IMPACT Pattern

Use this pattern to turn a familiar fact into research evidence. Name the problem before choosing evidence. Each case must be treated as evidence with a job, not as a biography list.

Pattern Step	Question	Example
NOTICE	What real need or problem appeared?	Lightning could set buildings on fire.
QUESTION	What useful question guided the investigation?	How could electricity have a safer path?
ACT	What did the person or group investigate, make, or choose?	Franklin studied electricity and developed the lightning rod.
IMPACT	Who was affected and what changed?	Buildings had a safer response to lightning danger.

Ⓢ A familiar fact becomes new evidence when the student gives it a precise R, source credit, E2, and a connection to another source. The strongest fact is the fact with a clear job in the paper.

My NOTICE-QUESTION-ACT-IMPACT chain for one case:

The R this case helps prove:

One E2 sentence explaining why the impact matters:

STUDENT WORKBOOK



Community Problem-Solution Chain Challenge

Day 2: Attempt

✂ **Cut out these cards (sheet 1 of 2)**

Read the card. Name the source form. Decide whether it works as a **FACT**, **EXAMPLE**, **THEME**, or **SIGNIFICANCE**. Place it on the correct exhibit mat. Explain your placement with a **because** statement.

NOTICE	QUESTION
ACT	IMPACT
Q (Direct Quotation)	P (Paraphrase)
E2 (Explanation)	CORROBORATION

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.

QUESTION

Name the useful question that guided the investigation.

NOTICE

Name the problem or need that appeared.

IMPACT

Name who was affected and what changed.

ACT

Name what the person or group investigated, made, or chose.

P (Paraphrase)

State the idea in your own words with source credit.

Q (Direct Quotation)

Use the source's exact words with quotation marks and source credit.

CORROBORATION

Use a second source that agrees with the pattern.

E2 (Explanation)

Explain meaning, importance, and how the evidence proves the R.

STUDENT WORKBOOK



Community Problem-Solution Chain Challenge

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Read the card. Name the source form. Decide whether it works as a FACT, EXAMPLE, THEME, or SIGNIFICANCE. Place it on the correct exhibit mat. Explain your placement with a because statement.

Passage 16 says, "Notice a problem. Study it. Develop a possible solution."

Passage 16 explains that Ford used moving assembly-line production to make automobiles more efficient and affordable.

This proves that investigation came before the solution and that the effect reached daily life.

Franklin studied the danger and the science, and then the lightning rod gave buildings a safer path for electricity.

This matters because researchers must study who was affected, what improved, what changed, and whether a new challenge appeared.

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.

P (Paraphrase)	Q (Direct Quotation)
Evidence (Paraphrase)	E2 (Explanation)
	E2 (Explanation)

STUDENT WORKBOOK



Day 2: Attempt

Community Contribution Museum Match



Read every card. Identify its source form. Decide whether it works as a **FACT**, **EXAMPLE**, **THEME**, or **SIGNIFICANCE**. Place it only when you can explain how it helps prove the reason.

Exhibit Mat	Source Form	Use Label	Community Impact
Hope and Voice			
Service			
Art and Culture			
Writing and Memory			
Honesty			
Dependability			
Inclusion and Decision Making			

? Do not place a card because one word feels familiar. Place it only when you can explain how it helps prove the reason.

This evidence helps prove my reason because:

One Q or P with source credit and a corroborating card from another source form:

STUDENT WORKBOOK



Day 3: Discuss + Use



Discussion and independent Body Paragraph 2

1. Discuss: Why Do Source Decisions Work?

Explain why each source form has a different job. Poetry uses voice and image to support theme and significance. Fiction illustrates choices and consequences. Nonfiction and biography support factual claims. Art and writing preserve memory.

Source Form	Its Job in Research	Example This Week
Poem	Supports theme and significance.	A poem shows why service and hope matter to a community.
Fiction	Illustrates a behavior or a decision.	A story shows a character making an honest, responsible choice.
Nonfiction	Provides factual evidence.	An article gives facts about how people helped a community grow.
Art or Memory	Preserves stories and traditions.	A painting or a recorded memory keeps an important story alive.

? How can fiction illustrate a choice without becoming a factual record? What does nonfiction add that fiction cannot?

One way art and writing preserve memory:

This means ____, this matters because ____, and this helps prove ____:

2. Use: Write Body Paragraph 2

Begin with the reason that responsible choices, service, voice, art, and stories strengthen or preserve communities. Use one short quotation from a poem and one paraphrase from a nonfiction source. Identify each source form, give source credit, explain meaning, importance, and community impact, then add a corroborating sentence.

? The evidence may be yours only when your explanation proves the reason.

Part	Job	Sentence Frame
R	Name the reason.	Another way communities grow strong is when people ____.
E1	Give Q or P and source credit.	Passage ____ says ____ OR Passage ____ explains ____.
E2	Explain meaning, importance, and proof.	This matters because ____.
Corroboration	Use a second source that agrees.	Passage ____ also shows ____.
Link	Return to the R and broader community.	Together, this evidence proves ____.

My Body Paragraph 2 draft:

3. Planning My Paragraph

Plan Step	My Notes
R: My reason	
NOTICE: The problem or need	
QUESTION: The useful question	
ACT: What was investigated or chosen	
E1: Q or P with source credit	
E2: Meaning, importance, and proof	
Corroboration: A second source	
IMPACT: One effect and another effect or challenge	
Link: Return to the thesis (central idea)	

A linking sentence that reconnects the reason to the thesis (central idea):

STUDENT WORKBOOK



Day 4: Award + Target



Evidence-based award and precise revision target

1. Award: Prove Your Research Growth

Point to the thesis (central idea), a quotation, a paraphrase, a source credit, an E2 sentence, or a corroborating source. Name the research move you can prove.

I award myself for:

The evidence on my paper is:

This improved my research because:

2. Target: Choose One Exact Revision

Name exactly what you will change, where you will change it, and how you will know it is complete.

My target:

Before:

After:

? Rehearse the RRR conclusion aloud: restate the thesis (central idea), review the three reasons, and reflect on why a strong community needs many different talents.

STUDENT WORKBOOK

Day 5: Explain to Others



Living Community Contribution Gallery and exit ticket

1. Living Community Contribution Gallery

Teach the learning rather than simply show the paper. Your listener should understand your thesis (central idea), reason, source form, quotation or paraphrase, source credit, and E2. Explain what the evidence proves, then connect it to another contribution.

Frame	My Response
My exhibit represents ____.	
The source form is ____.	
I can use it as a fact, example, theme, or significance because ____.	
One quotation or paraphrase is ____.	
This contribution strengthens or preserves the community by ____.	
A different contribution is ____.	
Together, these examples prove ____.	

? Speak naturally, point to your work, and let your researcher's voice lead. Your listener should understand the thesis (central idea), reason, source form, and E2.

One question my listener asked:

How I answered:

2. Listener Feedback

Listen carefully. Identify the thesis (central idea), one of the three reasons, Q or P, source credit, and one specific E2 strength. Then ask one why or how question.

I heard the thesis (central idea):

One E2 strength I noticed:

My why or how question:

3. Module Exit Ticket

Complete each item on your own.

1. Place these in order: **IMPACT, ACT, NOTICE, QUESTION.**

2. Choose Franklin, Pasteur, Ford, Walton, laws, or the recess class. Complete the **NOTICE-QUESTION-ACT-IMPACT** chain.

3. Name the source or sources.

4. Write one E2 sentence explaining why the impact matters.

5. Answer: How do people use choices, voices, talents, stories, and service to strengthen a community?

? Write an RRR conclusion: restate the thesis (central idea), review the three reasons, and reflect on the big idea. A strong community needs many different talents, not one kind of hero.

My RRR conclusion:

4. My Research Portfolio

Place the revised paragraph, source notes, corroboration, and exit ticket in the research portfolio. Research is an infinity cycle: explaining what we know creates the next question.

The module question was: How do people use choices, voices, talents, stories, and service to strengthen a community?

My answer now:

One new curiosity my research created:

The source I would use to investigate that curiosity:

? Strong writers do not gather the most facts. They select the facts with the strongest jobs.

One thing I learned about research this week that I will carry forward:



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

Mark the R. Identify the source. Label the evidence Q or P. Write source credit. Explain meaning, importance, and proof with E2.

Write a complete second body paragraph proving how noticing, questioning, investigating, and choosing solutions strengthen communities.

My Plan

- Name the R: problem solving strengthens communities.
- Choose one source and decide whether to use a direct quotation or a paraphrase.
- Plan the NOTICE, QUESTION, ACT, and IMPACT chain.
- Plan E2: explain meaning, importance, and proof.

Two possible reasons from the passage

The stronger reason is...

Color Words I Can Use



My Draft

Begin with the R. Use one direct quotation or paraphrase with source credit. Write E2 explaining meaning, importance, and proof. Corroborate with a second source. Recognize more than one effect. Close with a linking sentence.

Draft, page 1

A sentence I want to keep

Revise, Edit, and Share

Revise

- ☐ My R names problem solving as the reason.
- ☐ I used a Q or P with source credit.
- ☐ My E2 explains meaning, importance, and proof.
- ☐ I corroborated with a second source.
- ☐ I named more than one effect.
- ☐ My linking sentence returns to the thesis (central idea).
- ☐ I named the NOTICE, QUESTION, ACT, and IMPACT in order.
- ☐ My evidence is relevant to the reason, not just interesting.

Edit

- ☐ Complete sentences.
- ☐ Capital letters for proper nouns.
- ☐ Quotation marks around direct quotations.
- ☐ Source credit after borrowed information.
- ☐ Clear connecting words.
- ☐ Subject-verb agreement.
- ☐ Correct spelling of source titles and names.
- ☐ Punctuation at the end of every sentence.

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.

[illegible]

Before I Turn It In

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

Part	I can show...	Check
R and focus	My R names problem solving as the reason.	
Evidence and source use	I used Q or P with source credit from more than one source.	
E2 and corroboration	My E2 explains meaning, importance, and proof, and I corroborated.	
Impact and clarity	I named more than one effect and linked back to the thesis (central idea).	

Study the Samples

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

Explain why a strong community needs many different talents, not one kind of hero.

Low

People solve problems. Franklin made a lightning rod. Ford made cars. They helped communities.

The writer recognizes the topic and gives two cases. What comes next: Add a precise R, source credit, a Q or P label, the problem-question-action-impact chain, and E2.

Medium

Another way communities grow strong is when people solve problems. Passage 16 says, "Notice a problem. Study it." Franklin studied lightning and made a lightning rod. This helped buildings. Passage 9 explains that Ford used an assembly line so cars cost less. These solutions made life better.

Clear R, useful short quotation, two relevant cases, and basic effects. What comes next: Add full source credit after the paraphrase, more detail about questions and investigations, and E2 after each case.

What improves from Low to High?

Study the High Sample

This is the target. Notice how every part of the narrative has a job for the reader.

High

Another way communities grow strong is when people notice problems, ask questions, and create solutions together. Passage 16 says, "Notice a problem. Study it. Develop a possible solution." This sequence matters because it shows that invention begins before the object is built. Franklin studied the danger and the science, and then the lightning rod gave buildings a safer path for electricity. His action strengthened communities by helping people respond to a common threat. Passage 9 explains that Henry Ford used moving assembly-line production to make dependable cars more affordable. The solution changed more than one thing: families traveled farther, roads became more important, and businesses developed along travel routes. Together, the evidence proves that strong communities do not wait for problems to disappear. People investigate needs, choose solutions, and study the effects of those choices.

Why it works: precise R, direct quotation, corroborating paraphrase, multiple effects, and sustained E2 explaining meaning, importance, and proof.

High Sample TRAILS Key

TRAILS	Evidence from the High sample	Why it works
--------	-------------------------------	--------------

One sentence in my own narrative I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

I can...	Not yet	Growing	Got it
I can name the problem before naming the solution.	☐	☐	☐
I can decide whether evidence is a direct quotation or a paraphrase.	☐	☐	☐
I can corroborate a pattern with a second source.	☐	☐	☐
I can write E2 that explains an impact and why it matters.	☐	☐	☐
I can recognize that one solution can have more than one effect.	☐	☐	☐

What Went Well

One thing I am proud of as a researcher:

My Next Step

One thing I want to get better at:

Essential Question Answered

How do people use choices, voices, talents, stories, and service to strengthen a community?

The answer

People strengthen communities when they act with honesty and responsibility, serve needs they notice, use their voices for fairness and hope, and preserve important stories and traditions through art and writing. A strong community needs many different talents, not one kind of hero. Strong researchers study the impact, corroborate a pattern with a second source, and remember that one solution can create more than one effect. Research grows when a familiar fact becomes new evidence.

My Final Thinking (in my own words)

How My Thinking Changed

At the start of the week, I thought:

Now I know:

Try It Another Way

Choose a problem someone in your community noticed. Name the NOTICE, QUESTION, ACT, and IMPACT. Explain what evidence you would use and whether the solution had more than one effect.

My new research case

Transfer Challenge

Transfer Prompt: How do people use choices, voices, talents, stories, and service to strengthen a community? Use one new source or earlier passage not used in the independent U Product. Include one E1, at least two E2 sentences, source credit, and at least one effect.

- Name the R.
- Choose one new source or earlier problem-solution case.
- Select Q or P and record source credit.
- Write at least two E2 sentences explaining the pattern, impact, and proof.

My transfer response:

Drafting Space

At-Home Connection

Take these tasks home. Each one takes a few minutes and ends with a conversation.

Problem-Solution Chain

Name a problem at home, ask a useful question, and describe one possible action. Explain what changed and whether the action had more than one effect.

Ask: What problem did you notice? What question did you ask? What did you choose to do?

Family member signature: _____

Q, P, or E2

Teach a family member the difference between a direct quotation, a paraphrase, and E2. Use an example from your research this week.

Ask: Why does it matter whether you use exact words or your own words?

Family member signature: _____

Two Effects

Share one solution from your research and explain two effects, or one effect and a new challenge that appeared.

Ask: Can one action change more than one thing at the same time?

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 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 8 - Module 4

TRANSFER: One Paper, One Proof, One
Community



Name: _____



The Writing Academy®, LLC

Grade 3 • Cluster 8 • Module 4

© The Writing Academy®, LLC

All rights reserved. This student interactive workbook is provided for classroom instructional use. No part may be reproduced for resale or distribution outside the purchasing campus without written permission.

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

TRANSFER: One Paper, One Proof, One Community



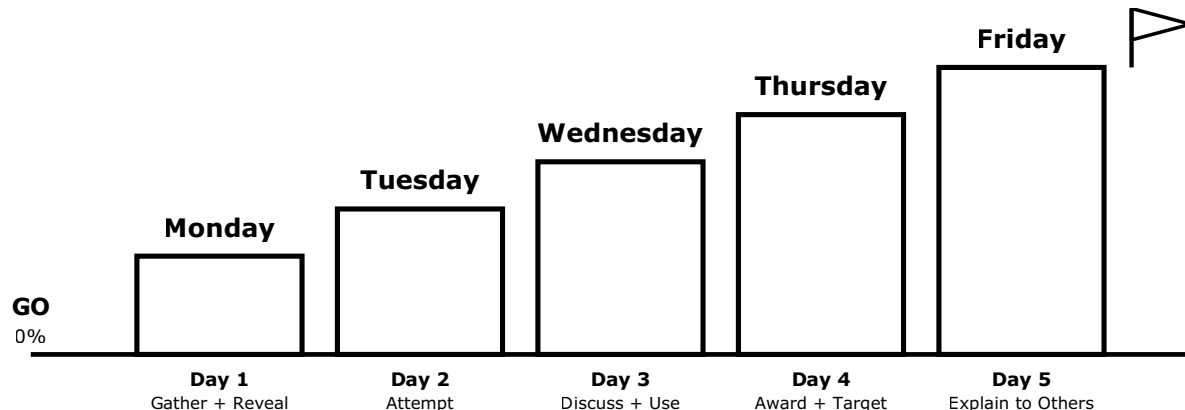
Why This Matters to Me

Week 4 is the convergence point. I assemble, revise, and publish the thinking built during the first three weeks and across the Grade 3 passage sequence. Research grows when a familiar fact becomes new evidence.

Essential Question

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

My Week Tracker



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

My First Thinking

I Can

- I can answer one prompt with a simple thesis (central idea).
- I can organize three reasons: PLACE, PROBLEM, and PEOPLE.
- I can use a direct quotation or paraphrase from a varied source.
- I can explain every piece of evidence in my own voice.
- I can write an R1-R2-R3 conclusion that reflects the big picture.

I Will

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

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 combine a year of reading and writing into one clear, organized proof.	All Cluster 8 sources, earlier Grade 3 passages, and my notes.	A published research paper, source list, exhibit, presentation, and reflection.

Where We Are Going

I will turn three weekly paragraphs into one paper and one proof.

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

- ☐ I answer one research prompt with a simple thesis (central idea). I organize PLACE, PROBLEM, and PEOPLE as three reasons that match the thesis (central idea).
- ☐ I use direct quotations and paraphrases from varied sources. I give source credit every time words or ideas are borrowed. I explain every piece of evidence with my own E2 reasoning.
- ☐ I revise across paragraphs so the paper reads as one proof. I edit carefully and publish for a real audience.

Check Myself

- ☐ I gave source credit every time I borrowed words or ideas.
- ☐ I wrote E2 after each E1.
- ☐ I revised ideas first and edited conventions last.

How I Will Show What I Know

I will show what I know with a published five-paragraph research paper, source list, multimodal community-strength exhibit, oral presentation, and final reflection.

My GRADUATE Learning Path

Stage	Day	What I do
Gather	Day 1	Gather the year's research.
Reveal	Day 1	See the paper architecture.
Attempt	Day 2	Play the Assembly Race.
Discuss	Day 3	Justify source credit and E2.
Use	Day 3	Assemble my own paper.
Award	Day 4	Name evidence of growth.
Target	Day 4	Name one precise next move.
Explain/Educate	Day 5	Teach a real audience.

Say It Together!

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

3.11B(i):

TEKS says: 3.11B(i) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

How I say it: I organize one paper with an introduction, connected body paragraphs, transitions, and a conclusion.

3.11B(ii):

TEKS says: 3.11B(ii) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea reflecting depth of thought with specific facts and details.

How I say it: I use specific facts, quotations, paraphrases, and explanations to develop my idea.

3.11B(iii):

TEKS says: 3.11B(iii) develop drafts into a focused, structured, and coherent piece of writing by using relevant evidence and making engaging connections.

How I say it: I choose relevant evidence and explain how it connects to my reason.

3.13A-H:

TEKS says: 3.13A-H research planning, source use, evidence collection, synthesis, citation, and presentation.

How I say it: I plan research, use varied sources, give credit, combine evidence with my thinking, and present my proof.

3.11C(i-x):

TEKS says: 3.11C(i-x) revise drafts to improve sentence structure, word choice, coherence, and clarity.

How I say it: I revise ideas, order, connections, sentences, and word choice so my paper is clear.

3.11D(i-xxxii):

TEKS says: 3.11D(i-xxxii) edit drafts for grammar, punctuation, capitalization, spelling, and other conventions.

How I say it: I edit conventions carefully before I publish.

Call and Response

Read this together as a class before we start.

Teacher asks: "Evidence cannot..."

Class answers: "explain itself!"

One TEKS I want to practice today

How I Say the Standard!

Read the TEKS code. Then say the job in your own words.

TEKS	HOW I SAY IT
3.11B(i)	I organize one paper with an introduction, connected body paragraphs, transitions, and a conclusion.
3.11B(ii)	I use specific facts, quotations, paraphrases, and explanations to develop my idea.
3.11B(iii)	I choose relevant evidence and explain how it connects to my reason.
3.13A-H	I plan research, use varied sources, give credit, combine evidence with my thinking, and present my proof.
3.11C(i-x)	I revise ideas, order, connections, sentences, and word choice so my paper is clear.
3.11D(i-xxxii)	I edit conventions carefully before I publish.

What Each Standard Asks Me to Do

Match each TEKS code to the job it gives me. Write the code beside its job.

JOB IT GIVES ME	TEKS CODE	JOT THE JOB IN MY WORDS
3.11B(i)		Organize one paper with an introduction, body paragraphs, transitions, and a conclusion.
3.11B(ii)		Develop my idea with specific facts, quotations, paraphrases, and explanations.
3.11B(iii)		Choose relevant evidence and explain how it connects to my reason.
3.13A-H		Plan research, use varied sources, give credit, combine evidence with my thinking, and present my proof.
3.11C(i-x)		Revise ideas, order, connections, sentences, and word choice so my paper is clear.
3.11D(i-xxxii)		Edit conventions carefully before I publish.

One standard I want to practice today



Get Ready

Before I begin



Before We Begin: What Do I Already Know?

I have practiced several writing modes during the year. I know that a thesis (central idea) answers a prompt, evidence comes from a source, and explanation comes from the writer. I can locate details in numbered or titled passage sections. I bring weekly body paragraphs, source records, Q and P evidence cards, notes, and source logs.

A connection I can make

Remember It!

- ☐ Say the paper architecture aloud: SET introduction, PLACE reason with E1 and E2, PROBLEM reason with E1 and E2, PEOPLE reason with E1 and E2, and R1-R2-R3 conclusion.
- ☐ Say the research move: reason, source, Q or P, source credit, E2.
- ☐ Name the R. Name the source. Decide Q or P. Give source credit. Add E2 because evidence cannot explain itself.

One idea I remember

Ready Check

- ☐ I can name the exact R before choosing evidence.
- ☐ I can name a source form and use it for the right job.
- ☐ I can tell exact words from a source idea in new words and structure.
- ☐ I give source credit every time words or ideas are borrowed.
- ☐ I use E2 to explain meaning, importance, and proof.

Watch Out! Common Mix-Up

Watch out! Do not put detailed proof in the SET introduction. Do not leave the three body paragraphs as separate weekly pieces. Do not copy the thesis (central idea) word for word in R1. Do not list every fact in R2 or introduce new evidence in R3. Do not replace the paper, source list, or E2 with decoration. Do not use a borrowed idea without source credit.

Where This Fits in My Writing

The research paper gathers the year's writing. Narrative, informational, opinion/argumentative, compare-contrast, cause-effect, problem-solution, procedural, poetic, descriptive, and reflective thinking can work together inside one sustained product. The researcher's voice remains louder than the source voices.

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 source in Read and Interact as often as you want.

Part 1: The Prompt

Say the prompt in your own words. What is the thesis (central idea) my whole paper will prove?

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

The prompt in my own words

Part 2: My Thesis (Central Idea)

A simple thesis (central idea) that answers the prompt

Part 3: Name the Paper Job

Label each sentence: S, T, R, or E2.

Label	Sentence
_____	Communities do not become strong by accident; they grow through the relationship between places, problems, and people.
_____	Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.
_____	Another way communities grow strong is when people notice problems, ask questions, and create solutions together.
_____	This shows that investigation can lead to a solution that helps others.

Part 4: Evidence That Proves a Reason

Reason: Another way communities grow strong is when people notice problems, ask questions, and create solutions together. Find one detail in the source that proves this reason. Then explain how it proves the reason.

The detail I found

How it proves the reason



Words I Need

Tier 1, everyday words



These are everyday words you may already know, but we will make them precise enough for research. Say each word, explain it in simple language, and use the oral frame.

Word	Say it	What it means	Sentence frame
begin	bih-GIN	to start	My introduction begins with ____.
middle	MID-ul	the central part	The middle proves ____.
end	END	the final part	My conclusion ends with ____.
order	OR-der	the arrangement of parts	The best order is ____.
read	REED	to understand written words	I read my draft to check ____.
write	RYT	to communicate with written language	I write to prove ____.
check	CHEK	to examine for accuracy	I check my source credit for ____.
fix	FIKS	to correct or improve	I fixed the sentence by ____.
share	SHAIR	to communicate with others	I will share my research by ____.
explain	ik-SPLAYN	to make meaning clear	My explanation shows ____.

Use one Tier 1 word in a sentence

Words I Need: Tier 2, academic words

These are academic thinking words. They help us make research decisions, explain evidence, and talk about the structure of our writing. Say each word and use it in a sentence about this module.

Word	Say it	What it means	Sentence frame
thesis (central idea)	THEE-sis	the simple answer the entire paper will prove	My thesis (central idea) states ____.
cohesion	koh-HEE-zhun	the quality of ideas fitting and flowing together	I improved cohesion by ____.
transition	tran-ZISH-un	a word or phrase that connects ideas	The transition connects ____.
revise	rih-VYZ	to improve ideas, organization, sentences, or word choice	I revised ____.
edit	ED-it	to correct grammar, punctuation, capitalization, and spelling	I edited ____.
conventions	kun-VEN-shunz	the agreed rules of written language	I checked the conventions in ____.
citation	sy-TAY-shun	information that gives credit to a source	My citation identifies ____.
source list	SORS LIST	an organized record of sources used	My source list includes ____.
publish	PUB-lish	to prepare and share final work	I will publish by ____.
presentation	prez-un-TAY-shun	an organized explanation shared with an audience	My presentation teaches ____.

Use one Tier 2 word in a sentence

Words I Need: Tier 3, passage words

These words belong especially to the passages and concepts in this module. When the words become familiar, the evidence becomes easier to understand and use.

Word	Say it	What it means	Sentence frame
SET	S-E-T	Statement of Purpose, Evidence-Reference Transition, and thesis (central idea)	My SET introduction begins with ____.
evidence-reference transition	EV-uh-dens REF-er-ens tran-ZISH-un	the E sentence naming the broad evidence areas used in the paper	My E sentence names ____.
R-E1-E2	R, E one, E two	Reason or Way, Evidence, and Explanation	My R-E1-E2 paragraph proves ____.
R1-R2-R3	R one, R two, R three	Restate, Reference evidence collectively, and Reflect	My R3 reflects ____.
direct quotation	dy-REKT kwoh-TAY-shun	a source's exact words inside quotation marks	My direct quotation is ____.
paraphrase	PAIR-uh-frayz	a source idea expressed with new words and sentence structure	My paraphrase says ____.
source credit	sors KRED-it	language naming where borrowed information came from	My source credit names ____.
synthesis	SIN-thuh-sis	a new understanding created by combining evidence and thinking	My synthesis shows ____.
multimodal	mul-tee-MOH-dul	communicating through more than one form, such as writing, speaking, maps, images, or models	My multimodal exhibit uses ____.
exhibition	ek-suh-BISH-un	a public display of completed work	At the exhibition, I will show ____.
bibliography	bib-lee-OG-ruh-fee	a list of sources used in research	My bibliography lists ____.
publication	pub-lih-KAY-shun	the final prepared version shared with readers	My publication is ready when ____.

Use one Tier 3 word in a sentence



My Strategy Tools

One Paper, One Proof



Anchor Chart	Student-Facing Content
One Paper, One Proof	SET introduction; three R-E1-E2 body paragraphs; R1-R2-R3 conclusion.
Research Move	R, source, Q or P, source credit, E2.
Evidence Jobs	Q is exact source language; P is the source idea in new words and structure; E2 is the student's own reasoning.

Paper Part	Job	Model
S	State the large purpose.	Communities do not become strong by accident.
E	Name broad evidence areas.	Research from geography, history, science, civic life, art, and biography reveals a repeated pattern.
T	State a simple thesis (central idea) with three reasons.	Communities grow strong when people use a place, solve problems, and make choices that help others.
R-E1-E2	Prove one reason with evidence and explanation.	Place, source, Q or P, source credit, and E2 repeat until proven.
R1-R2-R3	Close the proof.	Restate, refer to evidence as a whole, reflect on the big picture.

How one paper becomes one proof

Four-Step Change

Step	Example
NOTICE	Benjamin Franklin noticed lightning could damage buildings and start fires.
QUESTION	He studied electricity and the danger.
ACT	He helped develop the lightning rod.
IMPACT	His work gave people a way to better protect buildings during storms.

The Decision Sequence

First name the reason to prove. Next ask whether the detail is relevant. Then decide whether the source's exact words deserve a quotation or whether the idea should be paraphrased. Finally, add E2 because evidence cannot explain itself.

Revising improves ideas, order, cohesion, details, sentences, and word choice. Editing corrects grammar, punctuation, capitalization, and spelling. Revise the ideas first; edit the conventions last.

The research move I will use first

Five Thinking Levels

Level	Symbol	Hidden Question	Description	Module Evidence
Level 1 Foundational • Red			Repeats information exactly as taught with little independent thinking.	Names paper parts and source forms.
Level 2 Emergent • Orange			Begins trying ideas independently but may be uncertain.	Sorts cards and removes a distractor with support.
Level 3 Visible • Yellow			Connects ideas directly to textual evidence or proof from a source.	Uses because to connect E1 to the reason.
Level 4 Independent • Green			Combines evidence with personal reasoning and applies understanding to a claim.	Writes sustained E2 and revises for cohesion.
Level 5 Reflective • Blue			Connects evidence to the world, lessons, themes, or broader understanding.	Writes R3 and proposes a community action.

Each level has a color label and a symbol: Red circle, Orange square, Yellow inverted triangle, Green triangle, Blue diamond.

Thinking Move	Student Task	Teacher Look-For
Recall	Identify each paper part and its purpose.	Accurate labels for S, E, T, R, E1, E2, R1, R2, R3.
Skill	Categorize model sentence cards and place them correctly.	Source, evidence, explanation, choice, impact, theme, or structure is named.
Strategic	Align every R beneath one thesis (central idea), add source credit, and revise cohesion.	Every piece of evidence has a job and an explanation.
Extended	Publish a cohesive, edited paper and reflect on a global lesson.	R3 reaches the larger lesson without adding new evidence.

A thinking level I understand

Source Evidence Highlighting

Highlight	Meaning	Example from the Module
R	Reason	People notice problems, ask questions, and create solutions together.
Q	Direct quotation	"Notice a problem. Study it. Develop a possible solution."
P	Paraphrase	Pasteur's research helped people understand germs and make certain foods safer.
E2	Researcher's explanation	This shows that investigation can lead to a solution that helps others.
Credit	Source identity	Source Passage 1 explains...

Annotation Step	Student Action
1. Read	Reread the selected source section and name the source form.
2. Select	Choose the smallest set of strongest evidence for the R.
3. Label	Mark Q or P, then add source credit.
4. Explain	Write E2 until meaning, importance, and proof are clear.
5. Connect	Place the evidence beneath the thesis (central idea) and paragraph reason.

The color I will use for each research job



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

Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and students who are willing to help. Each action begins with a choice. People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

Background I Need

A thesis (central idea) answers a prompt. Evidence comes from a source, and explanation comes from the writer. A direct quotation is not automatically better than a paraphrase. The writer chooses based on the job of the evidence. A strong researcher selects the smallest set of strongest evidence.

Words I dotted while reading

Small Choices, Strong Communities

Very High Stamina. Keep the numbered paragraphs for discussion and for citing evidence.

[1] Every community has problems to solve. Sometimes the problems are large. Sometimes they begin with something small that one person notices. Change often follows four steps: NOTICE, QUESTION, ACT, IMPACT. Benjamin Franklin noticed that lightning could damage buildings and start fires. He studied electricity and helped develop the lightning rod. His work gave people a way to better protect buildings during storms. Scientists can make a difference too. Louis Pasteur studied tiny microorganisms. His research helped people understand more about germs and led to a process called pasteurization. His work helped make certain foods and drinks safer. Artists can strengthen communities in a different way. Carmen Lomas Garza painted scenes of Mexican- American family life. Her artwork preserved memories of celebrations, foods, traditions, and everyday experiences. Her paintings help future generations learn about culture. People do not have to become famous to make a difference. A student might welcome someone who is new. A volunteer might help at an animal shelter. Neighbors might work together to clean a park. Citizens might listen to different ideas before voting on a community question. Each action begins with a choice. Strong communities need inventors, scientists, artists, leaders, volunteers, neighbors, and children who are willing to help.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Questions for Young Researchers

Very High Stamina. Keep the numbered paragraphs for discussion and for citing evidence.

1 When you study someone who helped a community, ask: What did the person notice? What problem or need existed? What action did the person take? How did that action help others? Big Idea: People strengthen communities when they use their ideas, talents, and actions to help solve problems and meet needs.

My
marks

A phrase I want to remember

My Words: One new word I learned today: _____

Annotate: Small Choices, Strong Communities

What did the person notice, ask, do, and change? Mark R, Q, P, E2, and source credit.

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: Questions for Young Researchers

The questions a researcher asks and the Big Idea that answers them.

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 R does this evidence serve? Is it Q or P? What is my E2?

My thinking

My Prompt Marking Notes

I annotate for a paper job, not for decoration. I mark the reason, source, evidence form, source credit, and explanation.

Shape	Word	Question I ask myself
R	The reason or way this paragraph must prove.	Which part of the thesis (central idea) does this serve?
Q	Exact source words inside quotation marks.	Why are these exact words worth keeping?
P	A source idea in new words and structure.	Did I change words and sentence structure while keeping meaning?
E2	The researcher's meaning, importance, and proof.	What does this mean, why does it matter, and how does it prove R?
Credit	Language naming where borrowed information came from.	Can the reader identify the source?

Say the prompt in your own words. What is the thesis (central idea) my whole paper will prove?

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

My three marks in words

STUDENT WORKBOOK



Day 1: Gather + Reveal



One Strong Fact Is Not a Paper

Our purpose today: gather the year's thinking, reveal the final research prompt, and see how SET, repeated R-E1-E2, and R1-R2-R3 work together.

1. Gather: One Strong Fact

This quotation is accurate, memorable, and useful. Is it a complete research paper?

"A place gives people resources and challenges."

My prediction: is one strong fact a paper? Why or why not?

2. Reveal: The Final Research Prompt

Say the prompt in your own words. What is the thesis (central idea) my whole paper will prove?

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

The prompt in my own words

3. The Paper Architecture

Paper Part	Job
SET introduction	S states the large purpose; E references broad evidence areas; T gives a simple thesis (central idea) with a noun, verb, and clear answer.
Body paragraphs	Each paragraph begins with one R and repeats E1-E2 until the reason is thoroughly proven and explained.
R1-R2-R3 conclusion	R1 restates the thesis (central idea) in new words; R2 references the evidence collectively; R3 reflects on the global theme or big takeaway.

4. Watch My Research Decisions

First I name the R I must prove. Next I ask whether the detail is relevant. Then I decide whether the source's exact words deserve a quotation or whether I should paraphrase the idea. Finally, I add E2 because evidence cannot explain itself.

Which introduction sentence states the global purpose? Which body part is borrowed knowledge? Which is my reasoning? Which conclusion part states the big takeaway?

5. Listen, Decide, Retrieve

Show Q with two fingers, P with one open palm, or E2 by pointing to your head. Then write the job.

Statement	Q, P, or E2?
The source says, "A place gives people resources and challenges."	
The simulated website explains that every location offers useful resources and difficulties.	
This matters because people must decide how to use the help and respond to the difficulty.	

Why each answer is Q, P, or E2, and the paper job it performs

My paper architecture note and one source I expect to use

STUDENT WORKBOOK



COMMUNITY STRENGTH RESEARCH PAPER ASSEMBLY RACE

Day 2: Attempt

✂ Cut out these cards (sheet 1 of 2)

Cut on the dashed lines. Spread the paragraph mats in order: SET, PLACE, PROBLEM, PEOPLE, and R1-R2-R3. Place each card and defend it with a because statement. Store all cards in your Practice Pocket.

Q	P
E2	Communities do not become strong by accident; they grow through the relationship between places, problems, and people.
Research from geography, history, science, civic life, art, and biography helps reveal the repeated pattern.	Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters.
One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.	Another way communities grow strong is when people notice problems, ask questions, and create solutions together.

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 its paper job.

P the source idea in new words and structure	Q exact source language
S: Statement of Purpose	E2 the student's own reasoning
T: thesis (central idea)	E: Evidence-Reference Transition
R-PROBLEM: PROBLEM reason	R-PLACE: PLACE reason

STUDENT WORKBOOK



COMMUNITY STRENGTH RESEARCH PAPER ASSEMBLY RACE

Day 2: Attempt

✂ Cut out these cards (sheet 2 of 2)

Cut on the dashed lines. Spread the paragraph mats in order: SET, PLACE, PROBLEM, PEOPLE, and R1-R2-R3. Place each card and defend it with a because statement. Store all cards in your Practice Pocket.

A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.

The source says, "A place gives people resources and challenges."

A location can offer help and difficulty at the same time.

This matters because people must decide how to use the help and respond to the difficulty.

Pasteur's research helped people understand germs and make certain foods safer.

This shows that investigation can lead to a solution that helps others.

Strong communities depend on useful places, thoughtful solutions, and caring people.

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 its paper job.

Q: exact source words inside quotation marks and source credit	R-PEOPLE: PEOPLE reason
E2: the student's reasoning about why the evidence matters	P: source idea in new words and structure
E2: Researcher's explanation	P: Paraphrase
	R1: Restate

STUDENT WORKBOOK



Day 2: Attempt



Community Strength Research Paper Assembly Race

The goal is not to move the fastest. The goal is to make every decision visible and defend it with a because statement.

Roles: Structure Captain, Evidence Auditor, Cohesion Coach, and Reader-Defender.

Directions: spread the mats in order; shuffle cards and distractors; build SET; build each body paragraph with R, E1, E2, E1, E2, and a linking sentence; build R1-R2-R3 without copying the thesis (central idea) exactly or adding new evidence; remove irrelevant, repeated, or uncredited facts; read aloud and add transitions; answer one challenge question before checking the key.

My role and my job

One card we placed: it belongs here because ____.

One distractor we removed: it is interesting but does not prove this R because ____.

Pause Points

BEFORE ASSEMBLING: What is the thesis (central idea) my whole paper will prove? Say it in your own words before you place any paragraph.

Our thesis (central idea) in our own words

PLACING EVIDENCE: Does this sentence do a paper job: S, E, T, R, E1, E2, or a link? A fact with no job is a distractor, even when it is true.

Paragraph Mat	Cards we placed
SET	
PLACE	
PROBLEM	
PEOPLE	
R1-R2-R3	

A placement we changed because the evidence no longer fit

STUDENT WORKBOOK



Day 3: Discuss + Use

One cohesive paper



Yesterday the cards made our decisions visible. Today use the source, the R, and the paper job in your response.

Question	My thinking
What makes one paper instead of three separate pieces?	
When does source credit appear?	
What does my researcher voice explain?	

Use: Assemble My Research Paper

Say the prompt in your own words. What is the thesis (central idea) my whole paper will prove?

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

SET introduction: S, E, and T

PLACE body paragraph: R, E1, E2, E1, E2, link

PROBLEM body paragraph: R, E1, E2, E1, E2, link

PEOPLE body paragraph: R, E1, E2, E1, E2, link

AFTER EVIDENCE: Evidence cannot explain itself. After each E1, write E2 that explains meaning, importance, and how the evidence proves the R.

R1-R2-R3 conclusion (no new evidence)

My source list

- ☐ Five organized paragraphs.
- ☐ SET introduction with a student-friendly thesis (central idea).
- ☐ Three R-E1-E2 body paragraphs with repeated E1-E2 sets.
- ☐ R1-R2-R3 conclusion.
- ☐ At least four approved sources, including at least two Cluster 8 research sources and two earlier passages.
- ☐ At least two direct quotations and at least four paraphrases.
- ☐ Source credit every time words or ideas are borrowed.
- ☐ Complete source list and final revision and editing pass.

STUDENT WORKBOOK



Day 4: Award + Target



Evidence of growth

An award is not vague praise. Point to evidence on your own paper and name the research behavior it proves.

Award choices: answered the prompt; organized ideas so they flow; revised and edited carefully; used quotations and paraphrases ethically; explained more than the sources say alone; or wrote a conclusion that reflects on a larger lesson.

I award myself for ____.

The evidence on my paper is ____.

This improved my research because ____.

Target: My Next Move

A target names the next action. Choose the one change that will improve your proof most, and write exactly where you will make it.

Target choices: strengthen the thesis (central idea), fill missing evidence, reorder or connect ideas, improve sentence structure or word choice, repair quotation marks or source-list information, or identify a new community question.

My target is _____. I will make this change in _____ by _____.

I will know the target is complete when _____.

REVISE BEFORE YOU EDIT: Revise ideas, order, and cohesion first. Then edit grammar, punctuation, capitalization, and spelling.

Before and after: my revised sentence

A new question this research created is _____.

STUDENT WORKBOOK



Day 5: Explain/Educate

Community Builders Expo



Teach the learning rather than simply show the paper. Your listener should understand the question, the source, the evidence, and what the evidence proves.

Oral Frame	My words
My research question was...	
My thesis (central idea) was...	
My PLACE reason was... and one strong piece of evidence was...	
My PROBLEM reason was... and the impact I explained was...	
My PEOPLE reason was... and the source form I used was...	
My strongest direct quotation was... because...	
My strongest paraphrase was...	
My largest takeaway is...	
One action I can take is...	

The part of my paper I will point to while I teach

Strong Community Research Museum

Listener: listen for a clear R or thesis (central idea), identify Q or P, listen for source credit, ask one why or how follow-up question, and name one specific strength in the E2 explanation.

One why or how question a listener asked me

How I taught one visitor the difference between Q, P, and E2

- ☐ I submitted the published paper and source list.
- ☐ I completed one oral presentation.
- ☐ I taught one visitor how Q, P, and E2 differ.
- ☐ I collected evidence-based visitor feedback.
- ☐ I completed the final research reflection and answered the cluster question.

Visitor feedback I collected

Exit Ticket

1. Research question: How can a researcher combine a year of reading and writing into one clear, organized proof?
2. Show the evidence jobs: Label each sentence Q, P, or E2.

Sentence	Q, P, or E2
A. The source says, "A place gives people resources and challenges."	
B. A location can offer help and difficulty at the same time.	
C. This matters because people must decide how to use the help and respond to the difficulty.	

3. Finish the answer: A researcher combines a year of reading and writing by

4. One proof from my paper: My evidence proves my reason because

5. Reflection: One choice I made while revising was

My First Thinking, My Final Thinking: what changed?



Write More

Plan, draft, revise, edit, and share



My Writing Assignment

Write a short response to this prompt:

Say the prompt in your own words. What is the thesis (central idea) my whole paper will prove?

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

My Plan

- Final research prompt in my own words:
- My thesis (central idea):
- PLACE R and evidence: One way communities grow strong is when people use the resources and possibilities of a place to meet their needs.
- PROBLEM R and evidence: Another way communities grow strong is when people notice problems, ask questions, and create solutions together.
- PEOPLE R and evidence: A third way communities grow strong is when people make responsible choices, serve others, and preserve important stories and traditions.
- R1: Restate the thesis (central idea) in new words.
- R2: Refer to the evidence collectively.
- R3: Reflect on the global lesson without adding new evidence.
- Source requirement: at least four approved sources, including at least two Cluster 8 research sources and two earlier passages; at least two direct quotations and at least four paraphrases; source credit every time.

Two possible reasons from the passage

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

[illegible]

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

- ☐ Revise: I read the response aloud and improved one sentence for clarity, sentence structure, word choice, or cohesion.
- ☐ Edit: I checked grammar, agreement, tense, capitalization, punctuation, spelling, quotation marks, and paragraphing.
- ☐ Share: I read the response to a partner. My partner identified the thesis (central idea), R, evidence, source credit, explanation, and significance without rewriting my sentence.

Edit

- ☐ Every sentence is complete.
- ☐ I put quotation marks around a source's exact words and add source credit.
- ☐ I check paragraphing after I revise ideas, order, cohesion, sentence structure, and word choice.
- ☐ 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
Answering the Prompt and Completing the Assignment	Fully answers the prompt and proves a simple thesis (central idea). Includes SET, three R-E1-E2 paragraphs, R1-R2-R3, quotations, paraphrases, source credit, source list, and project components.	
Organization and Cohesiveness	Ideas are organized from SET through R1-R2-R3. Each body paragraph stays focused on one R, repeats E1-E2 logically, and connects to the thesis (central idea).	
Editing, Revising, Grammar, Spelling, and Vocabulary	Demonstrates careful revising and editing. Sentences are clear, vocabulary is precise, and conventions are mostly correct.	

Study the Samples

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

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

Low

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

What is working: Touches PLACE, PROBLEM, and PEOPLE. What comes next: Write a clear thesis (central idea), use SET and R-E1-E2, give source credit, and explain evidence. R1-R2-R3 must close the proof.

Medium

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

What is working: Answers the prompt and includes three reasons in a logical order. Uses PLACE, PROBLEM, and PEOPLE ideas. What comes next: Build a complete SET introduction, separate body paragraphs, accurate source credit, quotation punctuation, repeated E1-E2 explanation, and a reflective R3.

What improves from Low to High?

Study the High Sample

This is the target. Every paragraph aligns with the same thesis (central idea), uses a reason, connects evidence with E2, and transitions to the next reason.

High

Communities grow strong when people use the resources of a place, solve problems together, and make choices that help others and preserve what matters. Passage 15 explains that the Nile provided water, fertile soil, fish, and transportation. These resources supported several needs, but people still had to farm, travel, build, and organize their lives around the river. Community Quest Kids states, "A place gives people resources and challenges." The exact words show that geography provides help and difficulty at the same time. Passage 1 explains that Franklin noticed lightning, studied electricity, and helped develop the lightning rod. This sequence shows that an invention begins with investigation rather than a lucky guess. The work gave people a way to better protect buildings during storms. Passage 1 explains that Carmen Lomas Garza's paintings preserved memories of celebrations, foods, traditions, and everyday experiences. Her art becomes community memory because later viewers can study culture that might otherwise be lost. Strong communities depend on useful places, thoughtful solutions, and caring people. Evidence from rivers, inventors, scientists, artists, and ordinary contributors shows that resources and choices work together. The largest lesson is that every student can strengthen a community by noticing a need and choosing to act responsibly.

Why it works: the SET previews three reasons; each body paragraph uses source credit, evidence, and E2; R1-R2-R3 restates, refers collectively, and reflects without adding new evidence.

Model Evidence Key

Model Evidence	Source Form	Researcher Explanation
"A place gives people resources and challenges."	Direct quotation from Community Quest Kids, labeled simulated	The exact words show both help and difficulty, so human choices determine how a community responds.
The Nile provided water, fertile soil, fish, and transportation.	Paraphrase from an earlier passage	These resources supported several needs, but people still had to organize their lives around the river.
Franklin noticed lightning, studied electricity, and helped develop the lightning rod.	Paraphrase from Source Passage 1	The action followed a question and helped protect buildings during storms.

One sentence in my own paper I want to make stronger



Look Back & Look Forward

I own my learning



My Progress Tracker

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

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

The answer

A researcher combines the year by answering one prompt with a simple thesis (central idea), organizing PLACE, PROBLEM, and PEOPLE as three reasons, using direct quotations and paraphrases from varied sources, giving source credit, explaining every piece of evidence, revising for cohesion, editing carefully, and publishing the final proof for a real audience. The evidence shows that useful places, thoughtful problem solving, and responsible people work together to build, strengthen, and remember communities.

My Final Thinking (in my own words)

What Changed in My Thinking?

At first I thought...

Now I think...

Try It Another Way

Write a brief response answering: How can a researcher combine a year of reading and writing into one clear, organized proof? Use one new source or earlier passage not used in the independent assignment. Include one E1 and at least two E2 sentences.

My new prompt

Take It Further! Connect Across Texts

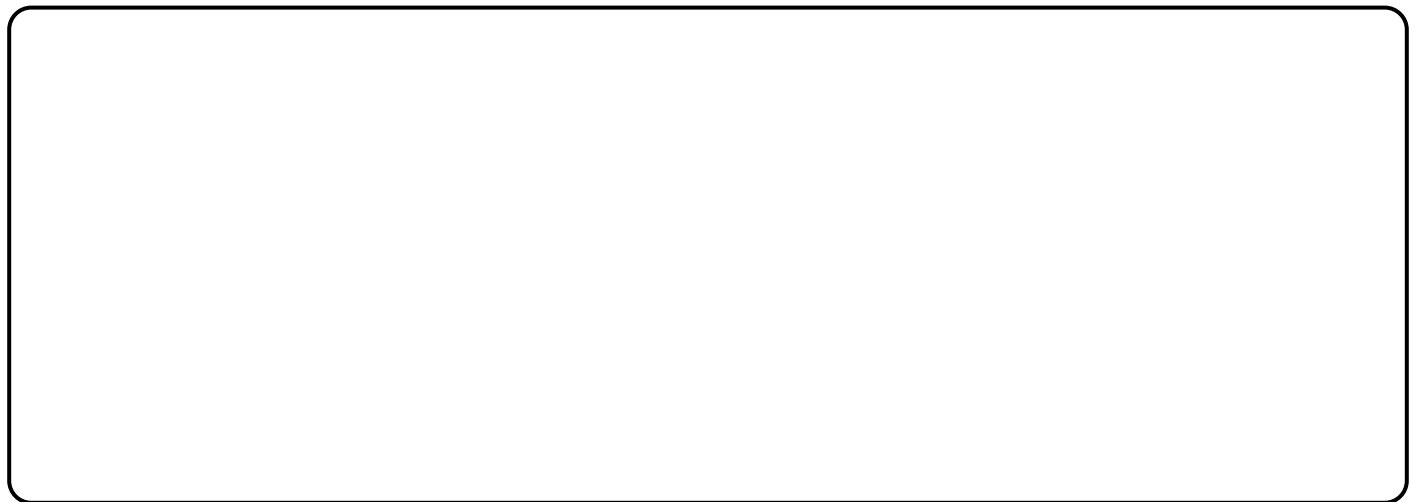
Expert Reflection: Explain how the source, evidence form, and E2 explanation create one new understanding.

- Extend the source set: Require a third source or a counterexample and explain how it changes or qualifies the claim.
- Compare source forms: Compare the usefulness and limits of a poetry source, fiction passage, simulated source, and long nonfiction source.
- Investigate a new example: Study a new community example and add it only if it strengthens the existing R.
- Strengthen craft: Vary sentence structure, integrate a quotation smoothly, and create a more precise transition.
- Defend the exhibit: Design and defend an additional exhibit element for the final expo.

How my source, evidence form, and E2 create one new understanding

My Paper Map

Draw one paper, one proof. Label the SET introduction, the PLACE, PROBLEM, and PEOPLE body paragraphs, and the R1-R2-R3 conclusion, and write each part's job.



At-Home Connection

Teach someone at home what you learned. End with a conversation, not a worksheet.

Turn and Teach

Teach the module question, name one source, share one short piece of evidence, and explain what the evidence proves.

Ask someone at home to ask one follow-up question beginning with why or how.

Family member signature: _____

Q, P, and E2

What is the difference between a direct quotation, a paraphrase, and E2? Which earlier passage returned this week, and what new job did it perform?

Ask someone at home: what new curiosity did my research create?

Family member signature: _____

Three-Minute Turn and Teach

Point to one Q note, one P note, and one E2 explanation.

Ask someone at home to listen for source credit and the connection to the reason.

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

One Paper, One Proof

Research grows when a familiar fact becomes new evidence.

A note to my future writer self

My Proud Moment This Week
