

THE INTERACTIVITY WRITER'S NOTEBOOK

Grade 4 InterActivity Writer's Notebook

Cluster 4: Extended Constructed Response: Opinion

Cluster 4**13 Hands-On Pages****Framework: CREATURES**

Passages: *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure*

PURPOSE OF THIS BOOK

Every page is a cut, fold, glue, sort, flip, or spin activity that sends students back to the passage. Students FIND IT, SHOW IT, CHOOSE IT, EXPLAIN IT, and USE IT IN WRITING. Every page names the Grade 4 TEKS it teaches and why it matters, and an answer key at the back is organized by page number.

Name: _____ Class: _____

Supplies

Scissors, glue stick, pencil, gray colored pencil, stapler, one brass fastener, and a composition notebook.

Read the Lines

----- **Dashed line:** cut here. ✂

————— **Solid line:** fold here.

 **Striped tab:** put glue here.

The Evidence Path

Each page moves students along the same path, so the thinking gets harder as the book goes on:

1. **FIND IT:** go back to the passage and locate the detail.
2. **SHOW IT:** represent it by sorting, sequencing, sketching, or labeling.
3. **CHOOSE IT:** decide which evidence is most connected, specific, and important.
4. **EXPLAIN IT:** tell why the evidence belongs.
5. **USE IT IN WRITING:** put the evidence to work in a written response.

Daily Routine (about 15 minutes)

1. Read or reread the passage aloud.
2. Cut and assemble the page, then glue it into the notebook.
3. Complete the thinking on or under the pieces.
4. Share with a partner, pointing to the words in the passage.

For the Teacher

Pages are ordered by TEKS. Each page carries a **TEKS Connection** and **Why It Matters** line and lists its TEKS in the footer. 4.12 is listed only on pages where students compose. Every quoted sentence appears word for word in the passage. The Answer Key at the back is organized by page number.

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Extended Constructed Response: Opinion

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TEKS in this book: 4.7C, 4.7D, 4.7E, 4.7F, 4.7G, 4.11A, 4.11B(i), 4.11B(ii), 4.11C, 4.11D(i), 4.11D(x), 4.12C

Why Was Mali Rich?

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

Name: _____

Date: _____

Pocket Sort: Student Directions

1. **FIND IT:** Reread *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure* and read each card.
2. **CHOOSE IT:** Sort each card into the pocket where it belongs.
3. **EXPLAIN IT:** Pick one card and tell a partner why you sorted it that way.

Question: Which sentences explain why Mali became wealthy?

✂ Cut out each pocket. Fold up the bottom on the solid line and glue the sides to make a pocket. Glue the pockets into your notebook.

Why Mali Was Wealthy

fold up on the solid line • glue the sides

True but Not About the Question

fold up on the solid line • glue the sides

EXPLAIN IT: Card number ____ belongs in its pocket because

TEKS Connection: 4.7C Why It Matters: Students return to the source and decide which details truly support an answer, so evidence is chosen on purpose and not just found.

TEKS 4.7C: Use text evidence to support an appropriate response.

Cut-Out Pieces: Why Was Mali Rich?

Grade 4 • Cluster 4

Extended Constructed Response: Opinion

These pieces go with page 4. Cut on the dashed lines only.

✂ Cut out the cards. Read each one and slide it into the pocket where it belongs.

1 "Mali became wealthy because it controlled important trade routes."

2 "Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable."

3 "He made sure traders could move safely, which brought more people and goods into Mali."

4 "Timbuktu was also known for learning, where people studied subjects like math, science, and religion."

5 "One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage."

6 "Because of the choices he made, Mali became known as a powerful and important kingdom."

Name: _____

Date: _____

Flip-Flap Vault: Student Directions

1. **FIND IT:** Use the clue on each vault door to find evidence in *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure*.
2. **CHOOSE IT:** Copy the exact sentence that answers the question.
3. **EXPLAIN IT:** Tell why the evidence is Connected, Specific, and Important.

Question: How did Mansa Musa help Mali become a strong and famous kingdom?

Inside the vault: glue this part into your notebook. Then glue the vault doors from the Cut-Out Pieces page on top so each door opens up.

Vault 1 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 2 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

Vault 3 Copy the evidence exactly, with quotation marks.

Why it belongs: Is it Connected, Specific, and Important?

TEKS Connection: 4.7C, 4.11B(ii) **Why It Matters:** Students select the strongest text evidence and justify why it belongs, which connects text evidence (4.7C) to relevant details that develop an idea (4.11B(ii)).

Cut-Out Pieces: Evidence Vault

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

These pieces go with page 6. Cut on the dashed lines only.

✂ Cut out the vault doors on the dashed lines. Fold each glue tab on the solid line.

glue tab · fold on solid line	glue tab · fold on solid line
VAULT 1 Find the sentence about keeping traders safe.	VAULT 2 Find the sentence about the pilgrimage.
glue tab · fold on solid line	
VAULT 3 Find the sentence about Timbuktu becoming busy.	

Name: _____

Date: _____

Accordion Fold: Student Directions

1. **FIND IT:** Reread *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure*.
2. **SHOW IT:** Cut out the cards and put them in order on the accordion strip.
3. **EXPLAIN IT:** Tell a partner how each card leads to the next one.

✂ Cut out the accordion strip on the dashed line. Fold on each solid line, back and forth like a fan. This strip comes in two rows: tape the end of row 1 to the start of row 2.

Stop 1 glue card here then →	Stop 2 glue card here then →	Stop 3 glue card here then →
Stop 4 glue card here then →	Stop 5 glue card here end	

EXPLAIN IT: Tell how the first card leads to the last card.

TEKS Connection: 4.7D, 4.7E **Why It Matters:** Students retell and summarize the source in logical order, keeping its meaning, and represent the sequence with a hands-on model.

TEKS 4.7D: Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Also: 4.7E

Cut-Out Pieces: Texas Road Trip

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

These pieces go with page 8. Cut on the dashed lines only.

✂ Cut out the cards. Glue them on the strip in the order they happen.

A They stop in the Mountains and Basins and see tall rocky mountains and dry land.

B Xavier and his family drive across Texas to learn about its different regions.

C They end at the humid Coastal Plains with rivers, forests, and beaches.

D Then they reach the North Central Plains, which looks greener with gentle hills.

E Next they visit the Great Plains with wide flat land, ranches, and farms.

Name: _____

Date: _____

Flip Flaps: Student Directions

1. **FIND IT:** Find each word in *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure*. The sentence on the flap shows where it is.
2. **SHOW IT:** Under each flap, write what the word means and sketch it.
3. **USE IT IN WRITING:** Write your own sentence using the word.

Under the flaps: glue this page part into your notebook first. Then glue each flap from the Cut-Out Pieces page on top of its matching box.

kingdom

My meaning:

My sentence using the word:

Sketch

valuable

My meaning:

My sentence using the word:

Sketch

pilgrimage

My meaning:

My sentence using the word:

Sketch

humid

My meaning:

My sentence using the word:

Sketch

TEKS Connection: 4.7F, 4.7E **Why It Matters:** Students use newly acquired vocabulary from the passage in their own sentences and illustrate each meaning, which TEKS 4.7E names as meaningful interaction with a source.

Cut-Out Pieces: Word Flaps

Grade 4 • Cluster 4
Extended Constructed Response: **Opinion**

These pieces go with page 10. Cut on the dashed lines only.

✂ Cut on the dashed lines. Fold each glue tab on the solid line.

glue tab kingdom "A long time ago in West Africa, there was a strong and successful kingdom called Mali." lift the flap glue tab	glue tab valuable "Traders traveled across the hot Sahara Desert carrying gold and salt, which were very valuable." lift the flap glue tab
pilgrimage "One of the most famous parts of Mansa Musa's life was his trip to Mecca, called a pilgrimage." lift the flap	humid "It was humid, and Xavier could feel the warm, moist air." lift the flap

Name: _____

Date: _____

Spinner Wheel: Student Directions

1. **FIND IT:** Reread *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure*.
2. **SHOW IT:** Build the spinner, spin, and talk about the question in the window.
3. **EXPLAIN IT:** Point to the words in the passage that prove your answer.

Talk questions:

1. Why do you think trade routes were so important to Mali's wealth?
2. How did Mansa Musa's smart choices help his kingdom grow?
3. Why might people still remember Mansa Musa today?
4. How were the four Texas regions different from one another?
5. Which Texas region would you most want to visit, and why?
6. Why is it important to learn about how different places and kingdoms grow?

Spin, then talk with a partner. Point to the words in the passage that prove your answer. Record one idea you said and one idea your partner said.

I said:

My partner said:

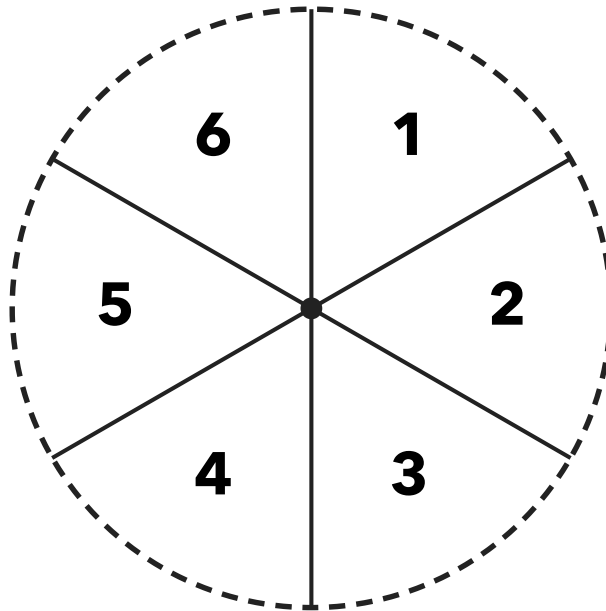
Cut-Out Pieces: Talk It Out Spinner

Grade 4 • Cluster 4
Extended Constructed Response: **Opinion**

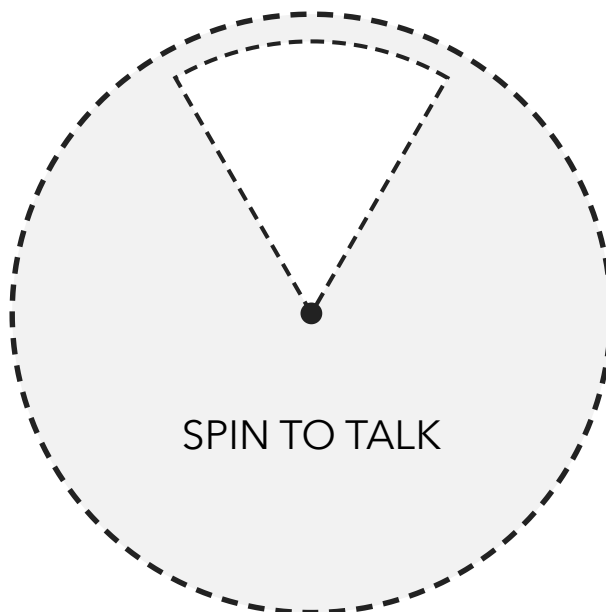
These pieces go with page 12. Cut on the dashed lines only.

✂ Cut out both circles on the dashed lines. Cut out the window on the top circle. Push a brass fastener through both centers, top circle on top.

BOTTOM CIRCLE



TOP CIRCLE



Question Detective Case File

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

Name: _____

Date: _____

Fold-Open Case File: Student Directions

1. **FIND IT:** Read each prompt in the case file.
2. **SHOW IT:** Circle the topic, box the action, and triangle the clue word.
3. **CHOOSE IT:** Name the writing job: WHAT, WHY, or HOW.

✂ Cut on the dashed line. Fold the case file closed on the solid line. Glue the back into your notebook.

CASE FILE: The Prompts

Case 1. What made Mali a wealthy and successful kingdom?

Case 2. How did Mansa Musa's choices help his kingdom grow?

Case 3. Why are all four Texas regions important?

On each prompt: ○ circle the topic (noun), □ box the action (verb), △ triangle the clue word.

DETECTIVE NOTES

#	○ Topic	□ Action	△ Clue word	The writing job (circle one)
1				WHAT WHY HOW
2				WHAT WHY HOW
3				WHAT WHY HOW

Pick one case. What must your answer do?

TEKS Connection: 4.11A **Why It Matters:** Students unpack exactly what a prompt asks (topic, action, and the WHAT, WHY, or HOW job) before planning a first draft for that purpose.

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Mystery Prompt Generator

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

Name: _____

Date: _____

Flip-Strip Generator: Student Directions

1. **SHOW IT:** Cut, stack, and staple the card piles so they flip.
2. **CHOOSE IT:** Flip to build prompts and write three of them.
3. **EXPLAIN IT:** Star the one you can answer best with evidence.

✂ Cut out each card. Stack each set in its own pile. Staple each pile across the top onto your notebook page so the cards flip.

Clue Word (staple here)	Topic (staple here)	Action (staple here)
What	Mali's trade routes	made it wealthy
Why	Mansa Musa	helped his kingdom grow
How	the four Texas regions	are different
Which	the Coastal Plains	are important to Texas

Flip and build. Flip one card in each pile to make a prompt. Write three prompts you built.

CHOOSE IT: Star the prompt you could answer best with evidence from the passage. Circle its topic, box its action, and triangle its clue word.

TEKS Connection: 4.11A **Why It Matters:** Students build prompts from topics, actions, and clue words, which prepares them to plan a first draft for a clear topic, purpose, and audience.

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Name: _____

Date: _____

Fold-Out Organizer: Student Directions

1. **SHOW IT:** Cut out the fold-out and fold each door on its solid line.
2. **CHOOSE IT:** Under each door, plan that part of your response.
3. **EXPLAIN IT:** Read your plan to a partner from top to bottom.

Prompt: Plan an opinion essay that tells which Texas region is the best to visit, or why Mansa Musa was an important leader.

✂ Cut out the fold-out on the outside dashed line. Cut the dashed lines between doors. Fold each door open on its solid line and plan underneath.

C: Claim State your opinion in one clear sentence.	R: Reasons Give two reasons that support your claim.	E: Evidence Add a detail or quote from the passage.
A: Argument Explain how your evidence proves your point.	T: Thinking Show your thinking with a transition like because or so.	U: Understanding Others Name what someone who disagrees might say.
R: Rebuttal Answer that disagreement with your own evidence.	E: Ending Wrap up by restating your claim.	S: Significance Tell why this idea matters to readers.

Under each door: write your plan for that part in words or a quick sketch.

TEKS Connection: 4.11A, 4.11B(i) **Why It Matters:** Students plan a first draft for a specific topic, purpose, and audience, mapping each part of the framework before they write.

TEKS 4.11A: Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping. Also: 4.11B(i)

Best Region Puzzle

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

Name: _____

Date: _____

Cut and Arrange Puzzle: Student Directions

1. **FIND IT:** Cut out the strips and reread the passage.
2. **CHOOSE IT:** One strip is true but does not belong. Glue it in Distractor Jail and tell why.
3. **EXPLAIN IT:** Glue the other strips in order on the response mat. Glue the tab into your notebook.

✂ Response mat: cut on the dashed lines • fold the glue tab on the solid line

Question: Write an opinion paragraph about which Texas region is the best place to visit.

1 Thesis (central idea)

2 Transition + Evidence

3 Explanation

4 Transition + Evidence

5 Conclusion

DISTRACTOR JAIL

Glue the strip that is true
but does NOT belong.

Why doesn't it belong?

GLUE TAB • glue into notebook

TEKS Connection: 4.11B(i), 4.11B(ii), 4.7C **Why It Matters:** Students organize a thesis (central idea), evidence, and explanation with purposeful structure and reject a detail that does not answer the question.

TEKS 4.11B(i): Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion. Also: 4.11B(ii), 4.7C

Cut-Out Pieces: Best Region Puzzle

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

These pieces go with page 17. Cut on the dashed lines only.

✂ Cut out each strip on the dashed lines.

✂ **STRIP A** The Mountains and Basins is in far West Texas. The text says, "Their first stop was the Mountains and Basins in far West Texas."

✂ **STRIP B** I think the Coastal Plains is the best Texas region to visit.

✂ **STRIP C** For all these reasons, the Coastal Plains is the best region to visit in Texas.

✂ **STRIP D** This shows that visitors could see farms, boats, and busy cities all in one region.

✂ **STRIP E** Second, the Coastal Plains has many things to see. The text says, "There were rivers, forests, and even beaches."

✂ **STRIP F** First, this region has many different kinds of jobs. The text says, ""This region has a lot of different jobs," his mom said, "like farming, fishing, and working in big cities.""

Name: _____

Date: _____

Pull-Tab Slider: Student Directions

1. **SHOW IT:** Build the pull tab frame.
2. **CHOOSE IT:** For each panel, rewrite the start sentence using that revision move.
3. **USE IT IN WRITING:** Write your best revised sentence at the bottom.

✂ Cut the two slits in the frame on the dashed lines. Cut out the pull tab and thread it through the slits so one panel shows at a time.

Start here: Mali was rich. It had trade. Mansa Musa was a king and he gave away gold.

✂ Pull tab

ADD: add a detail from the passage

DELETE: take out words that repeat or do not help

COMBINE: join two short sentences with a transition or conjunction

WORD CHOICE: trade a broad word for a precise word

PULL ↓

My best sentence:

TEKS Connection: 4.11C **Why It Matters:** Students revise a draft by adding, deleting, combining, and rearranging ideas and by choosing precise words, so the writing is clearer and more coherent.

TEKS 4.11C: Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Name: _____

Date: _____

Sticker Edit: Student Directions

1. **FIND IT:** Read each sentence and find the mistake.
2. **SHOW IT:** Glue on the sticker that names the fix.
3. **USE IT IN WRITING:** Rewrite the sentence correctly.

Glue the right sticker in the box next to each sentence. Some sentences need two stickers.

1. Mansa Musas kingdom became wealthy.

sticker

Fix it:

2. Mali controlled trade routes and traders brought gold and salt.

sticker

Fix it:

3. It's really hot here, he said.

sticker

Fix it:

4. The familys car was packed for the trip.

sticker

Fix it:

TEKS Connection: 4.11D(x), 4.11D(i) **Why It Matters:** Students edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

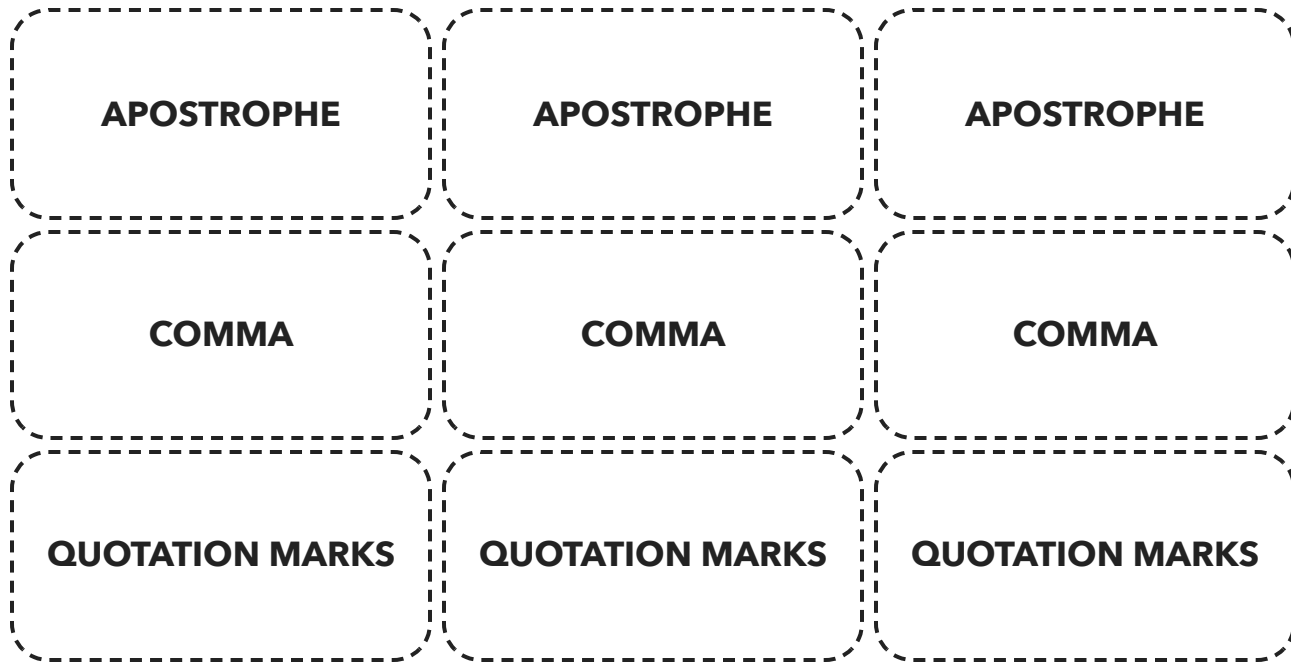
TEKS 4.11D(x): Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. Also: 4.11D(i)

Cut-Out Pieces: Editing Stickers

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

These pieces go with page 20. Cut on the dashed lines only.

✂ Cut out the editing stickers on the dashed lines.



Name: _____

Date: _____

Pocket and Compose: Student Directions

1. **FIND IT:** Take out your cards and notes from the earlier pages.
2. **CHOOSE IT:** Pick the strongest evidence for this prompt.
3. **USE IT IN WRITING:** Write your response on the lines. Then check your writing.

Evidence Pocket: keep your cut cards and vault notes here while you write.

fold up on the solid line · glue the sides

Write an opinion essay that tells whether you think Mansa Musa's smart choices or Mali's trade routes were more important in making Mali a great kingdom.

Check my writing:

- My essay starts with a clear claim that states my opinion.
- I give reasons and add evidence from the passage to support my claim.
- I use transition words to connect my ideas.
- My essay ends with a conclusion that restates my claim.

TEKS Connection: 4.12C, 4.7C, 4.11B(i) **Why It Matters:** Students compose an argumentative text using genre characteristics and craft, supported by text evidence.

TEKS 4.12C: Compose argumentative texts, including opinion essays, using genre characteristics and craft. Also: 4.7C, 4.11B(i)

Thinking Quilt Square

Grade 4 • Cluster 4
Extended Constructed Response: Opinion

Name: _____

Date: _____

Quilt Square: Student Directions

1. **CHOOSE IT:** Write your thesis (central idea) in the center.
2. **FIND IT:** Copy four sentences from *The Wealth of Mansa Musa* and *Four Regions, One Big Adventure* that support it, one in each patch.
3. **SHOW IT:** In the border, illustrate a new vocabulary word and use it in a sentence. Cut on the outer edge.

BORDER: Vocabulary word	EVIDENCE PATCH 1: Copy the words exactly.	BORDER: Illustrate the word
EVIDENCE PATCH 2	CENTER: My Thesis (Central Idea) Why was Mansa Musa an important leader?	EVIDENCE PATCH 3
BORDER: Use the word in a sentence	EVIDENCE PATCH 4	Quilt square for this cluster • Quilt maker:

Growing the Quilt: Punch a hole in each corner. Tie this square to classmates' squares with yarn for the class quilt, or keep it in your folder: your personal quilt grows by one square every cluster.

TEKS Connection: 4.7C, 4.7E, 4.7F **Why It Matters:** Students return to the source for evidence that supports their thesis (central idea), illustrate a key word, and use newly acquired vocabulary, and the square joins a quilt that shows growth across the year.

Page 4: Why Was Mali Rich?

Why Mali Was Wealthy: 1, 2, 3

True but Not About the Question: 4, 5, 6

The first pocket holds sentences that tell why Mali grew rich from trade, while the others are true facts that do not explain how Mali became wealthy.

Page 6: Evidence Vault

Vault 1: "He made sure traders could move safely, which brought more people and goods into Mali." *Why:* Safe travel brought more traders, people, and goods, so Mali grew richer and stronger.

Vault 2: "During this journey, he gave away large amounts of gold to people in need." *Why:* Sharing gold showed the world how wealthy Mali was, so people noticed and respected the kingdom.

Vault 3: "As a result, cities like Timbuktu became busy and important places." *Why:* Busy cities full of learning made Mali important, showing that trade and education helped it grow.

Page 8: Texas Road Trip

Correct order: B (Road trip begins), A (Mountains and Basins), E (Great Plains), D (North Central Plains), C (Coastal Plains)

Model summary: Xavier's family drives across Texas and visits the Mountains and Basins, the Great Plains, the North Central Plains, and the Coastal Plains, seeing how each region looks and what people do there.

Page 10: Word Flaps

kingdom: a land or country ruled by a king or queen

valuable: worth a lot of money or very useful

pilgrimage: a journey to a special or holy place

humid: having a lot of moisture or water in the air

Sentences and sketches will vary. Look for the word used correctly and a sketch that matches its meaning in the passage.

Page 12: Talk It Out Spinner

Strong answers point to details in the passages, such as Mali's trade routes and Mansa Musa's choices, or the way each Texas region looked and the jobs people did there.

Page 14: Question Detective Case File

1	Mali	became wealthy	What	WHAT: name the cause and give details
2	Mansa Musa's choices	helped Mali grow	How	HOW: explain the steps or the way it happened
3	the four Texas regions	are important to Texas	Why	WHY: give reasons

Page 15: Mystery Prompt Generator

Prompts will vary. Model: Why are the four Texas regions important to Texas? Students circle the topic, box the action, and triangle the clue word.

Page 16: CREATURES Opinion Planner

My claim is that the Coastal Plains is the best region to visit. One reason is that it has many different jobs. This shows the region offers many choices for people who live and work there.

Page 17: Best Region Puzzle

1	Strip B: I think the Coastal Plains is the best Texas region to visit.
2	Strip F: First, this region has many different kinds of jobs. The text says, "This region has a lot of different jobs," his mom said, "like farming, fishing, and working in big cities."
3	Strip D: This shows that visitors could see farms, boats, and busy cities all in one region.
4	Strip E: Second, the Coastal Plains has many things to see. The text says, "There were rivers, forests, and even beaches."
5	Strip C: For all these reasons, the Coastal Plains is the best region to visit in Texas.

Distractor Jail, Strip A: It is a true fact, but it does not give a reason why a region is the best to visit.

Page 19: Revision Pull Tab

Model: *Mali became a wealthy kingdom because it controlled important trade routes. Mansa Musa made smart choices, such as keeping traders safe, which brought more goods into Mali. As a result, cities like Timbuktu became busy and important places.* Accept revisions that add a passage detail, delete repeated words, combine sentences, and use precise words.

Page 20: Editing Stickers

1. [APOSTROPHE] Mansa Musa's kingdom became wealthy.
2. [COMMA] Mali controlled trade routes, and traders brought gold and salt.
3. [QUOTATION MARKS] "It's really hot here," he said.
4. [APOSTROPHE] The family's car was packed for the trip.

Page 22: My Opinion Essay

A strong response states a clear claim, gives reasons with passage evidence, uses transitions, names what others might think, and ends by restating the claim. A model opening: I believe Mansa Musa's smart choices were the most important reason Mali became a great kingdom.

Page 23: Thinking Quilt Square

Center: Mansa Musa was an important leader because his smart choices helped Mali grow wealthy, safe, and famous.

Patch 1: "Mansa Musa made smart choices that helped his kingdom grow."

Patch 2: "He made sure traders could move safely, which brought more people and goods into Mali."

Patch 3: "During this journey, he gave away large amounts of gold to people in need."

Patch 4: "Because of the choices he made, Mali became known as a powerful and important kingdom."

Border: pilgrimage. Sentence: Mansa Musa's pilgrimage to Mecca was a long and famous journey. Sketch: A map of Mali with a dotted line showing Mansa Musa's pilgrimage to Mecca.

Accept any evidence copied word for word that supports the student's thesis (central idea).