



THE WRITING ACADEMY®, LLC



Module 4

Make the Evidence Mean Something

Grade 4 • Cluster 1

Tackling TEKS • Reading & Writing

4.11(B)(i) • 4.12(B)(i) • 4.12(B)(ii) • 4.12(B)(iii) • 4.11(C)(i) • 4.11(C)(ii) • 4.11(D)(i) • 4.11(D)(vi) • 4.11(D)(vii) • 4.11(D)(viii) •
4.11(D)(ix) • 4.11(D)(x) • 4.11(D)(xxxiii) • 4.11(D)(xxxv)



★ Meet Our Week!

Week 4 · Very High Stamina · Cluster 1 (SCR)

★ Daily Deck

I Will...

- I will explain what the evidence means instead of repeating it.
- I will speak about my thinking, record my work, and explain how my explanation connects to the thesis (central idea).
- I will keep my explanation short, direct, and connected to the evidence before it.
- I will run the cumulative conventions sweep on my finished response.

I Can...

- I can tell what an explanation sentence does and how it differs from evidence.
- I can begin an explanation with a starter signal such as "This means" or "This shows."
- I can make the word THIS point back to my evidence.
- I can complete a full SCR with a thesis (central idea), evidence, and explanation.



Which One Really Explains?

★ Daily Deck

Day 1 · Gather & Reveal

Passages: “A Promise Written Long Ago” & “Morning in the Village”

completing the full SCR · Very High Stamina

How does an explanation sentence turn evidence into clear thinking for the reader?

B. “I forgot my boots, and the ground was wet. That means my socks got soaked and I felt uncomfortable all morning.”

Which explains more clearly? Which part is like evidence? Which part is like explanation?



★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

Place a small dot above any word you are not sure about yet.

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means:
“I’m not sure about this word yet.”

Dot the word. Discover the meaning. Drop the dot, then celebrate when you own it!



Evidence Proves, Explanation Explains

Day 1 · Reveal

★ Daily Deck

1

This means... / This shows...

Clarifying (definition)

2

This reminds me of... / This makes me think of...

Story / anecdotal

3

THIS

THIS points back to the evidence sentence right before it.

SCR Structure: Thesis (Central Idea) to Evidence to Explanation. Chant:
“Wow! Wow! Wow! I’m explaining now!”

Evidence proves. Explanation tells the reader what the proof means.



★ Catch and Correct the Mistake

Day 1 · Reveal (cont.)

★ Daily Deck

What an Explanation Does

Explanation IS tells what the evidence means, explains why it matters, connects back to the thesis (central idea).

Explanation is NOT another quote, repeated evidence, or a random thought.

Ask yourself: *What do I want the reader to understand because of this quote?*

Watch Me!

Problem: The text says, ‘The barons wanted the king to follow rules.’ This means the barons wanted the king to follow rules.

Repair: “This shows the barons believed the king’s power should be limited by rules.”

Keep the explanation short, direct, and connected to the sentence before it.

★ Explanation Relay Race!

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “A Promise Written Long Ago” & “Morning in the Village”

How to Play

- 1 Pick up a card.
- 2 Read the sentence.
- 3 Decide Evidence or Explanation.
- 4 Place it in the correct category.
- 5 Be ready to explain why.
- 6 Move your Pencil Guy for each correct set.

Fast check: *quotation/exact text = likely evidence;*
meaning/connection/why it matters = explanation.

With Your Partner...

Card 7 · Evidence

“They brought pottery and tools to trade.”

Card 8 · Explanation

This means the setting is a place where people connect and share resources.

Evidence or Explanation: How Do You Know?

What did evidence sentences have?

What job did explanation sentences do?

Why is the word **THIS** useful?

What happens when an explanation does not connect to the evidence?

Student Directions: “Connect to the Overarching Question: How is the explanation helping the reader understand the evidence?”



Evidence or Explanation

Day 3 · Discuss (cont.)

★ Daily Deck

Does it tell what the quote **MEANS**, or just repeat it?

**Must begin the explanation
with a starter (This means
/ This shows).**

**THIS must point back
to the evidence
sentence before it.**

**Must connect back to the
thesis (central idea), not
repeat the quote.**

Your job is to tell why the evidence matters or what we should understand from it.



★ Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

THESIS (CENTRAL IDEA)

The setting is important because people depend on farming and trade.

EVIDENCE

“Corn, beans, and squash grew in long rows” and “They brought pottery and tools to trade.”

EXPLAIN

Begin with a starter signal, make THIS point back to the evidence, tell what the evidence means or why it matters, and capitalize and punctuate correctly.

SWEEP

Does your explanation add meaning instead of repeating the quote?

Ask yourself: What do I want the reader to understand because of this quote?

★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Put a star beside the explanation you are most proud of.

- Circle the strongest signal marker you used.
- Earn the title “Meaning Maker” for the day.
- Finish: “My explanation helped the reader understand ____.”

Target 🎯

“My next explanation goal is _____
because _____.”

Curiosity Questions

“Why does explanation help a reader trust the writer?” “How does explanation make evidence more powerful?” “Can one quote have more than one possible explanation?”

How does an explanation sentence turn evidence into clear thinking for the reader?

“An explanation sentence tells _____. I can start with _____. In this response, THIS points back to _____. The explanation helps the reader understand _____.”

Finish: “An explanation sentence tells _____.”



Match the Explanation

Small-Group Support

★ Daily Deck

Thesis (Central Idea): The Magna Carta was important because it limited the king's power. Evidence: "The barons wanted the king to follow rules."

(a) *This means the barons believed the king should not have unlimited power.*

(b) *The text has information in it.*

(c) *"The barons wanted the king to follow rules."*

Justify: "This explanation matches because ____."

The explanation sentence does not float away by itself.



★ Explanation Stretch Lab

Enrichment · Write in your notebook

Use the same evidence to write two different strong explanations: a clarifying explanation (This means... / This shows...) and a story or connection explanation (This reminds me of... / This makes me think of...).

**Evidence: “Corn, beans, and squash grew in long rows” and
“They brought pottery and tools to trade.”**

Which stays closest to the thesis (central idea)?

Which helps the reader picture the idea?

Which shows the stronger thinking level, and why?

★ My Progress Tracker

This tracker is for YOU! As you read and write this week, look at each skill. If you can do it all by yourself, color in the box that matches how you feel. Be honest, this helps you see how much you are growing!

I Can...	Not yet	Getting set	I can do it
Tell an explanation sentence from an evidence sentence.	Not yet	Getting set	I can do it
Begin an explanation with a starter signal.	Not yet	Getting set	I can do it
Make THIS point back to my evidence.	Not yet	Getting set	I can do it
Complete a full SCR (thesis (central idea), evidence, explanation).	Not yet	Getting set	I can do it
Check my finished response for conventions.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ A Promise Written Long Ago

“The Magna Carta also reminds people that positive change often begins when individuals work together to address problems.” “Fair laws help protect individuals and encourage leaders to act responsibly.”

Let's Look at an Answer!

Prompt: Why is the setting important to the people in Tayanita's village? Complete a full SCR, thesis (central idea), evidence, and an explanation that makes the evidence mean something.

LOW Level 1

"The setting is important. The text says, 'Corn, beans, and squash grew in long rows.' The corn, beans, and squash grew in long rows." (Level 1)

What Is Working: The student includes a thesis (central idea) and exact evidence.

Teacher Notes: The third sentence repeats the evidence instead of explaining it, it adds no meaning.

What Needs Improvement: Replace the repeat with an explanation that starts with a signal and tells what the evidence means.

Let's Look at Another Answer!

Prompt: Why is the setting important to the people in Tayanita's village? Complete a full SCR, thesis (central idea), evidence, and an explanation that makes the evidence mean something.

MEDIUM Level 2-3

**"The setting is important because people depend on farming. The text says, 'Corn, beans, and squash grew in long rows.' This means they grow food."
(Level 2-3)**

What Is Working: A thesis (central idea), exact evidence, and an explanation that begins with a starter and interprets the quote.

Teacher Notes: The explanation is accurate but general and does not fully connect back to the thesis (central idea) about the community.

What Needs Improvement: Push the explanation to show why farming matters to the whole village.

Our Strongest Answer!

Prompt: Why is the setting important to the people in Tayanita's village? Complete a full SCR, thesis (central idea), evidence, and an explanation that makes the evidence mean something.

HIGH Level 3-4

"The setting is important because people depend on farming and trade. The text says, 'Corn, beans, and squash grew in long rows' and 'They brought pottery and tools to trade.' This means the village setting helps the people grow food and exchange goods with others." (Level 3-4)

What Is Working: A complete SCR, a clear thesis (central idea), two exact quotes, and an explanation that interprets both and connects back to the thesis (central idea) using THIS.

Teacher Notes: The explanation adds meaning and points back to the evidence, the response makes the evidence mean something.

★ **This is our target!**