



THE WRITING ACADEMY®, LLC



Module 1

Your First Full TREES Response

Grade 4 · Cluster 3

Tackling TEKS · Reading & Writing

4.11(B)(iv) · 4.11(B)(iii) · 4.12(B)(i) · 4.12(B)(ii) · 4.12(B)(iii) · 4.11(C)(i) · 4.11(C)(ii) · 4.11(C)(iii) · 4.11(C)(iv) · 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)(xi) · 4.11(D)(xii) · 4.11(D)(xiii) · 4.11(D)(xiv) ·
4.11(D)(xxxiii) · 4.11(D)(xxxv)

★ Meet Our Week!

Week 1 · Low Stamina · Cluster 3 (ECR Informative)

★ Daily Deck

I Will...

- I will read closely and notice conflict as a decision or a need for support.
- I will speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will choose strong evidence that proves my reason.
- I will make sure every part of TREES is present in my response.

I Can...

- I can build a complete TREES informative response by connecting conflict, decisions, and support across a poem and a drama.
- I can write a thesis (central idea) that answers the prompt and connects both texts.
- I can explain my evidence using at least two DEEP FACTS types.
- I can finish with a significant inference that tells why the idea matters.

★ A Big Decision

Day 1 · Gather & Reveal

★ Daily Deck

Passages: “A Lone Star Choice” & “Making It Happen”

poem & drama · Low Stamina · the full TREES response

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

Raise your hand if you have ever had to make a big decision. Now raise your hand if that decision changed something in your life.

Conflict can be a problem, a decision, or a need for support.

★ 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!

★ TREES + Conflict Across Genres

Day 1 · Reveal

★ Daily Deck

T

**Thesis
(Central
Idea)**

answers the
prompt

R

Reasons/Ways
organize the answer

E

Evidence
supplies text
proof

E

**Explanation
with DEEP
FACTS**

explores what
the evidence
proves

S

**Significant
Inferencing**

explains why
the idea
matters beyond
the single
detail

Look across both texts: What choice or need creates the problem? What changes because of it?

★ Conflict Across Genres

Day 1 · Reveal (cont.)

★ Daily Deck

Conflict = A problem that requires a decision or help.

From the poem “Texas... unsure where to go.”

From the drama “How do people turn ideas into real stuff?”

These show that conflict is not always fighting. Sometimes it is choosing or needing help.

Watch Me!

Prompt: How do both texts show that decisions or support can shape outcomes?

Model: “Both the poem and the drama show that decisions and support shape outcomes.”

A thesis (central idea) answers the prompt clearly and connects BOTH texts.

★ Build-A-TREES Challenge

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “A Lone Star Choice” (poem) & “Making It Happen” (drama)

How to Play

- 1 Work with your group.
- 2 Sort reasons.
- 3 Build a thesis (central idea) that connects both texts.
- 4 Choose evidence with CSI.
- 5 Explain with at least two DEEP FACTS types.
- 6 Finish with significant inferencing.

Win Condition

To win, a response must include: a Thesis (Central Idea), at least one Reason, Evidence, two DEEP FACTS explanation types, and Significant Inferencing.

Reasons

Reason 1: Decisions shape outcomes.

Reason 2: Support helps ideas grow.

Discuss Your Full ECR

How did your thesis (central idea) connect both texts?

Which reason was strongest and why?

How did DEEP FACTS improve your explanation?

What made your inferencing significant?

Student Directions: “Connect to the Overarching Question: How do conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?”



Possible Student Responses

Day 3 · Discuss (cont.)

★ Daily Deck

You are thinking like strong writers.

**The best reason
connected both texts.**

**DEEP FACTS made it
more detailed.**

**The inference explained
why it mattered.**

You are proving and explaining your ideas clearly.





Try It On Your Own!

Day 3 · Use (Independent Practice) · Interactive Notebook

PROMPT

How do both texts show that decisions or support can shape outcomes?

TREES

Requirements: a thesis (central idea), two reasons or ways, two pieces of evidence, an explanation using at least two DEEP FACTS types, and significant inferencing.

SWEEP

Choose one paragraph from your TREES response. Improve sentence structure and word choice.

This is not a new paragraph. It is a quality check on the writing you already built.



★ Award & Target!

Day 4 · Award & Target

★ Daily Deck

Award 🏆

Give yourself credit for building a full TREES response today.

- I wrote a thesis (central idea) that connected both texts.
- I chose strong evidence with CSI.
- I explained with DEEP FACTS.
- I finished with a significant inference.

Target 🎯

Complete: “One part of TREES I did well was ___ because ___.”

Curiosity Questions

“What happens when people make poor decisions?” “How might history change without support systems?”

How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

Recognizing those relationships helps writers build a full TREES response.

Finish: “One TREES part I can teach someone else is ____ because ____.”



Build-A-TREES Scaffold

Small-Group Support

★ Daily Deck

Build one part of TREES at a time using supports, then read the full response aloud.

“Both texts show that ___ can shape outcomes.”

“This shows ___ because ___.”

“This matters because ___.”

Let's build this step-by-step together.

★ Advanced TREES Challenge

Enrichment · Write in your notebook

Push your full response further.

Explain how the poem and the drama teach the same lesson in different ways.

Use three reasons.

Include three DEEP
FACTS explanation
types.

Write a deeper
significant inference
that compares what
the two texts teach
about decisions and
support.

★ 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
Name and use all five parts of TREES.	Not yet	Getting set	I can do it
Write a thesis (central idea) that connects a poem and a drama.	Not yet	Getting set	I can do it
Choose evidence that proves my reason.	Not yet	Getting set	I can do it
Explain evidence with DEEP FACTS instead of repeating it.	Not yet	Getting set	I can do it
Write a significant inference and check my conventions.	Not yet	Getting set	I can do it

★ Citizenship Connection

Good Citizens · Our Community & Country

★ A Lone Star Choice · Making It Happen

“Leaders talked both day and night, About joining the U.S. and what was right.” “Banks help people turn ideas into businesses.”

Let's Look at an Answer!

Prompt: How do both texts show that decisions or support can shape outcomes? Write a full TREES response with a thesis (central idea), reasons, evidence, DEEP FACTS explanation, and significant inferencing.

LOW Level 1

“The poem is about Texas and the drama is about a store. They both have choices. That is important.”

What Is Working: The student names both texts and notices choices.

Teacher Notes: There is no clear thesis (central idea), no exact evidence, no DEEP FACTS explanation, and no significant inference.

What Needs Improvement: Add a thesis (central idea) that connects both texts, quote exact evidence, explain it with a DEEP FACTS move, and end with why it matters.

Let's Look at Another Answer!

Prompt: How do both texts show that decisions or support can shape outcomes? Write a full TREES response with a thesis (central idea), reasons, evidence, DEEP FACTS explanation, and significant inferencing.

MEDIUM Level 2-3

“Both texts show decisions shape outcomes. The poem says, ‘Texas joined the U.S., a choice that stayed.’ This shows a decision was made. The drama shows banks help people.”

What Is Working: A connecting thesis (central idea), one exact quote, and a beginning explanation.

Teacher Notes: The response uses one DEEP FACTS move loosely and has no significant inference.

What Needs Improvement: Add a second reason and DEEP FACTS move, and finish with a significant inference about why the idea matters.

Our Strongest Answer!

Prompt: How do both texts show that decisions or support can shape outcomes? Write a full TREES response with a thesis (central idea), reasons, evidence, DEEP FACTS explanation, and significant inferencing.

HIGH Level 4

“Both the poem and the drama show that decisions and support shape outcomes. One reason is that decisions can change the future. The poem states, ‘Texas joined the U.S., a choice that stayed.’ This shows cause and effect because the decision led to war and change. Another reason is that support helps ideas grow. The drama shows banks help people start businesses, which is like giving someone tools to build something new. This shows that decisions and support can turn ideas into real outcomes that affect people’s lives.”

What Is Working: A connecting thesis (central idea), two reasons, exact evidence from both texts, DEEP FACTS moves (cause and effect, analogy), and a significant inference.

Teacher Notes: Every part of TREES is present and connected, a complete, proven response.

★ **This is our target!**