
GRADE 4

CLUSTER 3

Informative ECR Through Poetry and Drama

Module 1 · Your First Full TREES Response

Module 2 · Recognizing Relational Prompt Types

Module 3 · Magnifying Many Ideas into Three Strong Reasons

Module 4 · Matching Reasons, Evidence, and Explanation with CSI



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Teacher Lesson Plan Guide

Your First Full TREES Response

Grade 4 | Cluster 3 | Module 1

Grade: 4

Cluster: 3, Grade 4 informative Extended Constructed Response across poetry and drama

Module: 1 of the cluster, Low Reading Load

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Your First Full TREES Response

Content Connection / Passage Titles: the poem "A Lone Star Choice" and the drama "Making It Happen" (Week 1, Low Reading Load, ECR Informational)

Primary TEKS: 4.12(B)(i), compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; 4.11(B)(iv), develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details

Approximate Daily Instructional Time: exactly 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **4.11(B)(iv)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. [*Woven into the full response.*]
- **4.11(B)(iii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion. [*Woven into TREES and significant inferencing.*]
- **4.12(B)(i)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea. [*Woven into every thesis (central idea).*]
- **4.12(B)(ii)** compose informational texts, including brief compositions that convey information about a topic, using genre characteristics. [*Woven across the poem and drama response.*]
- **4.12(B)(iii)** compose informational texts, including brief compositions that convey information about a topic, using craft. [*Woven into DEEP FACTS and CSI.*]
- **4.11(C)(i)** to **4.11(C)(iv)** revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas. [*Woven into the quality check.*]
- **4.11(D)(i)**, **4.11(D)(vi)** to **4.11(D)(xiv)**, **4.11(D)(xxxiii)**, and **4.11(D)(xxxv)** edit drafts using standard English conventions. [*Woven into editing.*]

1. A Little Inspiration Goes a Long Way!

This module is the first full informative ECR in Grade 4 Cluster 3. Students read a poem and a drama, identify conflict as a decision or a need for support, and build a complete TREES response that connects both genres.

TEACHER SCRIPT

"Great teachers do not just teach answers. They build thinkers who know how to prove their thinking."

Connection to this week's type of thinking: students gather a thesis (central idea), reasons or ways, evidence, explanation with DEEP FACTS, and significant inferencing. They prove and explain their thinking across "A Lone Star Choice" and "Making It Happen."

2. Why This Module Matters

Students write their first full informative ECR using TREES: Thesis (central idea), Reasons or Ways, Evidence, Explanation with DEEP FACTS, and Significant Inferencing. Conflict is not always fighting. In the poem, Texas faces a decision about joining the United States. In the drama, people need support to turn ideas into real outcomes.

Where it fits into writing: students connect evidence from both genres around one clear thesis (central idea), then explain how decisions and support shape outcomes.

Why it matters beyond this assignment: the habits of CSI, DEEP FACTS, DOT, TRACKS, and TREES give students a repeatable way to prove and explain ideas in every subject.

3. Module Essential / Overarching Question

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

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday): Conflict can be a decision or a need for support. A thesis (central idea) can connect both texts.

My Final Thinking (Friday): In "A Lone Star Choice," conflict grows from a major decision and its consequences. In "Making It Happen," ideas gain the support needed to become real.

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is beginning Grade 4 Cluster 3, "ECR Informative through Poetry and Drama." Your student will write a first full informative response using TREES: Thesis (central idea), Reasons or Ways, Evidence from the text, Explanation, and Significant Inferencing, or why the idea matters.

We will read the poem "A Lone Star Choice," about Texas's decision to join the United States, and the drama "Making It Happen," about how ideas gain the support they need to become real. Your student will connect both texts in one clear response. Ask, "What decision was made, or what support was needed, and what happened because of it?"

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante comienza el Grupo 3 de nuestro currículo de escritura de cuarto grado, "ECR informativa a través de poesía y drama". Escribirá su primera respuesta informativa completa usando TREES: Tesis (idea central), Razones o Maneras, Evidencia del texto, Explicación e Inferencia Significativa, que explica por qué importa la idea.

Leeremos el poema "A Lone Star Choice", sobre la decisión de Texas de unirse a los Estados Unidos, y el drama "Making It Happen", sobre cómo las ideas reciben apoyo para hacerse realidad. Pregúntele: "¿Qué decisión se tomó, o qué apoyo se necesitó, y qué pasó por eso?" Su estudiante conectará ambos textos en una respuesta clara usando el cuadro TREES.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- What are the five parts of TREES, and why does a full response need each one?
- What is the difference between evidence and explanation?
- What does it mean to ask, "Why does this matter?"
- Which text did you find more interesting, the poem or the drama, and why?

- What decision or need for support shaped an outcome in one of the texts?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: A Big Decision

Talk about a decision your family once made. Name the decision, one reason for it, and one thing that changed because of it. Ask what the outcome was and why it mattered.

Family Activity: Who Helped?

Think of a time someone needed help to start something. Ask who gave the support and what became possible because of it. Connect the answer to the drama's idea that support helps ideas grow.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 3, Module 1
Module Category	Informational Writing / Extended Constructed Response (Your First Full TREES Response)
Primary TEKS	4.12(B)(i) , 4.12(B)(ii) , and 4.12(B)(iii) for a clear central idea, genre characteristics, and craft
Primary Breakout	4.11(B)(iv) develop an engaging idea with relevant details; 4.12(B)(i) compose an informative text using a clear central idea
Spiral TEKS	4.11(B)(iii) conclusion; 4.11(C)(i) through 4.11(C)(iv) revision; 4.12(B)(ii) through 4.11(B)(iii) response, evidence, annotation, vocabulary, and discussion
Recursive TEKS	Grade 4 conventions in 4.11(D)(i) , 4.11(D)(vi) through 4.11(D)(xiv) , 4.11(D)(xxxiii) , and 4.11(D)(xxxv) ; the DOT, TRACKS, CSI, DEEP FACTS, and TREES habits
Content Connection	Poem "A Lone Star Choice" and drama "Making It Happen"
Daily Lesson Time	About 15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Partner Teach-Back; Build-A-TREES Challenge; independent full TREES response; quality-and-conventions check; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will build a complete TREES informative response by connecting conflict, decisions, and support across a poem and a drama. The response will include a thesis (central idea), two reasons or ways, evidence from both texts, explanation using at least two DEEP FACTS types, and significant inferencing.

I Will Statements

- I will read closely and notice conflict as a decision or a need for support.
- I will write a thesis (central idea) that answers the prompt and connects both texts.
- I will choose strong evidence that proves each reason.
- I will explain evidence using at least two DEEP FACTS types.
- I will make sure every part of TREES is present in my response.

I Can Statements

- I can name and use all five parts of TREES.
- I can connect a poem and a drama in one thesis (central idea).
- I can explain evidence with DEEP FACTS instead of repeating it.
- I can write a significant inference and check my paragraph for conventions.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I can name Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Significant Inferencing.
- I can connect both texts in one thesis (central idea).
- I can give two reasons or ways and choose evidence that proves each one.
- I can explain evidence with at least two DEEP FACTS types instead of repeating it.
- I can finish with significant inferencing that explains why the idea matters.
- I can check sentence structure, word choice, coherence, conventions, and grade-level spelling.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- The Build-A-TREES Challenge response with a thesis (central idea), reason, evidence, two DEEP FACTS explanation types, and significant inferencing.
- The independent full TREES response connecting "A Lone Star Choice" and "Making It Happen."
- The quality-and-conventions check on one paragraph of the response.
- The Turn-and-Teach explanation of one TREES part and the My Progress Tracker.

15. TEKS Correlations

The Student Expectation column uses the Grade 4 wording supplied for Cluster 3. Box TEKS codes only. ELPS codes remain plain text in their own section.

TEKS	Strand	Student Expectation	Where Taught	Where Practiced	Where Assessed
4.11(B)(iv)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 1-2	Days 2-5	Full response
4.11(B)(iii)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	Day 3	Days 3-5	Significant inferencing
4.12(B)(i)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 2-5	Full response
4.12(B)(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 2-5	Full response
4.12(B)(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 2	Days 2-5	Full response
4.11(C)(i) to 4.11(C)(iv)	Revising	revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas	Day 3	Day 3	Quality check
4.11(D)(i) , 4.11(D)(vi) to 4.11(D)(xiv) , 4.11(D)(xxxiii) , 4.11(D)(xxxv)	Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; past tense of irregular verbs; singular, plural, common, and proper nouns; comparative and superlative adjectives; adverbs of frequency and degree; and correct spelling	Day 3	Day 3	Quality check

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each Grade 4 standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11(B)(iv)	develop an engaging idea with relevant details	Days 1-5
PRIMARY	4.12(B)(i)	compose informational texts using a clear central idea	Days 1-5
PRIMARY	4.12(B)(ii) and 4.12(B)(iii)	use genre characteristics and craft	Days 2-5
RECURSIVE	4.11(C)(i) to 4.11(C)(iv)	revise sentence structure, word choice, and coherence by adding and deleting ideas	Day 3 quality check
RECURSIVE	4.11(D)(i), 4.11(D)(vi) to 4.11(D)(xiv)	edit drafts using standard English conventions	Day 3 quality check
RECURSIVE	4.11(D)(xxxiii) and 4.11(D)(xxxv)	spell words with grade-appropriate patterns and high-frequency words	Day 3 quality check
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

These ELPS support listening, speaking, reading, and writing while students explain conflict, decisions, support, evidence, and significant inferencing across both texts.

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
4(F)(i) to (ii), (v) to (vi)	Writing	Writing Process	write to narrate, describe, explain, respond, or justify with supporting details using appropriate content and style for purpose and audience	Days 1-5
4(C)(i)	Writing	Vocabulary	write using a combination of both high-frequency words and content-area vocabulary	Days 2-5
4(D)(i) to (iii)	Writing	Sentence Variety	write content-area texts using a variety of sentence lengths, sentence types, and transition words	Days 3-5
4(E)(ii)	Writing	Grammar	write content-area-specific text using grammatical structures	Day 3 quality check
4(A)(i)	Writing	Sounds and Letters	apply relationships between sounds and letters of the English language to represent sounds when writing	Teacher support
4(B)(i) to (ii)	Writing	Spelling	write text following conventional spelling patterns and rules	Day 3 quality check

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain Grade 4 rigor while opening clear language pathways for students to discuss conflict, decisions, support, evidence, explanation, and significant inferencing.

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to the poem, drama, conflict, and support images while the teacher reads the text aloud. Use gestures for T, R, E, E, and S.
Beginning	Complete orally: "The thesis (central idea) is _____. The evidence is _____."
Intermediate	Use the frame, "This evidence shows _____ because _____." Name a decision or a need for support.
High Intermediate	Explain in complete sentences how one reason connects evidence from both texts.
Advanced	Independently write a complete TREES response using content vocabulary, transitions, DEEP FACTS, and significant inferencing.

Language Supports

- Provide a TREES chart and let students point to each part while they speak.
- Offer oral rehearsal before writing; partners may point, say, and then write.
- Read both source texts aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "My thesis (central idea) is _____. One reason is _____. My evidence is _____." and "This matters because _____."
- Invite students to explain conflict, support, evidence, or significance in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still names the conflict, connects both texts, selects evidence, explains it, and writes significant inferencing.

19. Language Domains

Domain	How This Module Builds It
Listening	Students listen for the job of each TREES part in the Partner Teach-Back and listen for evidence from both texts.
Speaking	Students teach a partner one TREES part and discuss which reason and DEEP FACTS move make a response strongest.
Reading	Students read a poem and a drama and locate conflict, decisions, support, reactions, actions, characters, time, and key knowledge.
Writing	Students build a full TREES response with evidence, DEEP FACTS explanation, significant inferencing, transitions, and a quality-and-conventions check.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read the poem and drama aloud, reread them, and let students use TREES, DEEP FACTS, Conflict, CSI, DOT, and TRACKS charts. Provide oral rehearsal.	Choose a student's thesis (central idea), pick evidence, write explanation, or write significant inferencing for the student.

The student must still connect both texts, select evidence, explain with DEEP FACTS, and state why the idea matters.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Name the five TREES parts and identify conflict in each text.	Supported on Day 1.	The student labels each TREES part and the conflict type.
Inferential	Build a thesis (central idea) that connects the poem and drama and choose evidence that proves a reason.	Guided early, independent by Use.	The student writes a connecting thesis (central idea) with matched evidence.
Evaluative	Explain evidence with DEEP FACTS and write significant inferencing about why the idea matters.	Independent by the full TREES response.	The explanation deepens the evidence and ends with meaning.
Synthesis	Connect decisions in the poem with support in the drama in one informative response.	Independent by Day 3.	The response uses two reasons, evidence from both genres, explanation, and significance.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

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

Where this module primarily operates: Visible and Independent (Levels 3-4). Students use conflict and textual evidence to write a matching thesis (central idea), then explain why the idea matters.

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
A longer response is automatically stronger.	The teacher may praise length even when TREES parts are missing or disconnected.	Check that every part of TREES is present and connected. The goal is clear, proven thinking.
Conflict only means fighting.	The teacher may overlook the poem's decision conflict or the drama's need-for-support conflict.	Model conflict as a problem that requires a decision or help.
Evidence explains itself.	The teacher may accept a quotation without asking what it proves.	Ask, "What does this evidence mean? Use a DEEP FACTS move."

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
A thesis (central idea) is the same as a topic.	The student names decisions or support but does not state the central idea.	Ask for a clear central idea that connects both texts.
Evidence is enough without explanation.	The student quotes a line and stops.	Point to DEEP FACTS and ask, "What does this show?"
Significant inferencing is optional.	The student ends after evidence or repeats a detail.	Use the frame, "This matters because ____."

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **4.11(B)(iv)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **4.11(B)(iii)** develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion; **4.12(B)(i)** compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; **4.12(B)(ii)** compose informational texts, including brief compositions that convey information about a topic, using genre characteristics; and **4.12(B)(iii)** compose informational texts, including brief compositions that convey information about a topic, using craft.

26. How I Say the Standard!

TEKS says	How I say it
4.11(B)(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I develop my response so it stays focused, uses relevant details, and explains an engaging idea.
4.11(B)(iii) develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including a conclusion	I organize my response with TREES and finish with significant inferencing.
4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I write an informative response with a clear thesis (central idea) that connects both texts.
4.12(B)(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I use informative writing features, including reasons, evidence, explanation, and a conclusion.
4.12(B)(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I use precise evidence, transitions, DEEP FACTS, and clear sentences to show my thinking.

27. This Week I Can...

This week I can build a complete TREES response that connects conflict, decisions, and support across a poem and a drama.

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level poem and drama and identify a problem and a solution.
- Recognize that an informative response must answer a central idea and support it with evidence.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.

- Know that evidence is proof taken from a text and can be used with CSI: Cite, Say what it means, Illustrate or Impact. **4.11(B)(iv)**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner the five parts of TREES in order. Then name one conflict from the poem or drama."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
TREES	the five parts of a full informative response	I can name TREES in order.
conflict	a problem, a decision, or a need for support	The conflict in this text is ____.
evidence	proof from the poem or drama	My evidence proves my reason.
explanation	the writer's thinking about what evidence means	My explanation shows ____.
significant inferencing	figuring out why the idea matters	This matters because ____.

31. Conventions Connection

Recursive conventions review for the week: each TREES part should be written in complete, coherent sentences. During the quality-and-conventions check, students improve sentence structure and word choice, add or delete details for coherence, check subject-verb agreement, irregular past tense, singular and plural nouns, common and proper nouns, comparative and superlative adjectives, adverbs of frequency and degree, spelling patterns, and high-frequency words.

32. Writing Connection

A complete informative response is accurate when every part of TREES is present and connected. The thesis (central idea) answers the prompt, reasons or ways organize the response, evidence comes from both texts, explanation uses DEEP FACTS, and significant inferencing tells why the idea matters.

33. Watch Out!

Common misconception: students list evidence without explaining it or stop before significant inferencing. **Teacher move:** point to the DEEP FACTS chart, ask what the evidence means, and then ask why the idea matters beyond the detail.

34. Ready Check

Read the overarching question aloud: "How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?" Ask students to name one TREES part and one conflict from either text. Use responses to decide who needs the TREES chart and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students can name Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Significant Inferencing.
- Students identify conflict as a decision or a need for support.
- Students choose evidence from both texts with CSI.
- Students explain evidence with DEEP FACTS and end with why the idea matters.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
choice	a decision between two or more things	The choice in the poem was ____.
change	to become different	One thing that changed was ____.
help	to make something easier for someone	The bank helped by ____.
support	to give aid so something can grow	Support means ____.
idea	a thought or plan	Aaliyah's idea was ____.
grow	to develop or increase	An idea can grow when ____.
plan	to think out before doing	My plan for my response is ____.
connect	to link two things together	I connect the poem and the drama by ____.
prove	to show something is true	I prove my thesis (central idea) by ____.
reason	why something is true or happens	One reason is ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
conflict	a problem, a decision, or a need for support	The conflict in this text is ____.
thesis (central idea)	the clear central idea a response will prove	My thesis (central idea) is ____.
evidence	proof from the text	My evidence is ____.
explanation	the writer's thinking about what the evidence means	My explanation shows ____.
inferencing	figuring out why something matters using clues	My significant inference is ____.
significant	important and meaningful	This is significant because ____.
coherence	how well ideas fit and flow together	I improve coherence by ____.
analyze	to look closely at parts to understand the whole	I analyze the texts by ____.
informative	giving information about a topic	This informative response explains ____.
relevant	closely connected to the point	A relevant reason is ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
republic	rih-PUB-lik	a country ruled by the people and their leaders, not a king
patron	PAY-truhn	a wealthy person who supports an artist or an idea
enterprise	EN-ter-pryz	a business or bold project someone starts
loan	lohn	money that is borrowed and paid back
hopeful	HOPE-ful	feeling that good things may happen
decision	dih-SIZH-un	a choice that leads to a result
outcome	OWT-kum	the result of a decision or event
consequence	KON-sih-kwens	something that happens because of an action
annexation	an-ek-SAY-shun	the act of adding land to a country
voyage	VOY-ij	a long journey, often over water

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This low-reading-load module uses the two Cluster 3 passages: the poem "A Lone Star Choice" and the drama "Making It Happen." The poem describes Texas as a young republic, its 1845 decision to join the United States, the disagreement with Mexico, the war, the land changes, and the way the choice shaped Texas's history. The drama shows Aaliyah and Mateo learning that patrons once supported artists and banks now support businesses through loans.

Important conceptual background. Conflict is not always fighting. It can be a decision that must be made or a need for support. TREES means Thesis (central idea), Reasons or Ways, Evidence, Explanation with DEEP FACTS, and Significant Inferencing. CSI means Cite, Say what it means, and Illustrate or Impact. DOT means Dot, Discover, Drop. TRACKS means Time, Reactions, Actions, Character or Concept or Creature, Key Knowledge, and Scenery or Setting.

Content context and connection to writing instruction. The poem and drama use different genres but both show a problem, a response, and an outcome. Students build one informative response from both. A strong thesis (central idea) connects the decision in the poem with the support system in the drama, then reasons, evidence, explanation, and significance make the thinking visible.

The ECR Habit

Before writing, students DOT unknown words and TAP the TRACKS to gather exact evidence. They identify the conflict, write a thesis (central idea) that connects both genres, choose reasons or ways, use CSI to select strong evidence, explain with DEEP FACTS, and end with significant inferencing that answers why the idea matters. **4.11(B)(iii)**

40. Materials Needed

Category	Items
Core print materials	Printed copies of "A Lone Star Choice" and "Making It Happen"; interactive notebooks; anchor chart paper
Activity materials	Gameboard with game pieces, including student-selected Pencil Guy markers; DEEP FACTS cards; evidence strips from both passages
Writing materials	Pencils; highlighters; interactive notebooks; sentence frames
Assessment materials	Build-A-TREES Challenge response; independent full TREES response; quality-and-conventions check; My Progress Tracker
Technology	Projector or board for the Daily Deck slides
Accessibility supports	TREES chart; DEEP FACTS chart; Conflict chart; oral rehearsal; passage read-aloud; evidence strips

41. Preparation Before Day 1

- ☐ Prepare a TREES Structure chart: T = Thesis (central idea); R = Reasons or Ways; E = Evidence; E = Explanation with DEEP FACTS; S = Significant Inferencing.
- ☐ Prepare the DEEP FACTS chart: Definition, Example, Expert Testimony, Process or Method or Steps, Facts and Statistics, Analogy, Compare and Contrast, Tipping Point or Cause and Effect, and Story or Anecdote.
- ☐ Prepare the Conflict chart: conflict is a problem that requires a decision or help; decision-based conflict; need-for-support conflict.
- ☐ Copy the provided poem "A Lone Star Choice" and drama "Making It Happen." Plan short reading and writing portions for this low-reading-load module.
- ☐ Prepare evidence strips such as "Texas joined the U.S., a choice that stayed" and "Banks help people turn ideas into businesses." Prepare the CSI reminder: Cite, Say what it means, Illustrate or Impact.
- ☐ Set out notebooks, pencils, and highlighters for DOT and TRACKS. Plan short reading and writing portions for this low-reading-load module.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	Gather + Reveal	Teach the five jobs of TREES, then reveal conflict as a decision or a need for support across a poem and a drama.
Day 2	15	Attempt	Run the Build-A-TREES Challenge: sort reasons, build a connecting thesis (central idea), choose evidence with CSI, explain with DEEP FACTS, and finish with significant inferencing.
Day 3	15	Discuss + Use	Discuss how the thesis (central idea) connects both texts, then independently write a full TREES response and run a quality-and-conventions check.
Day 4	15	Award + Target	

			Recognize a strong TREES part and choose a precise next goal for thesis (central idea), evidence, explanation, or significance.
Day 5	15	Educate and Explain to Others	Teach one TREES part to a partner and explain how decisions and support shape outcomes across the poem and drama.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the full TREES habit.

- Signal the class and say, "Tiny Time! Name the TREES part!"
- Read one line from either source text.
- Students make five finger motions while naming Thesis (central idea), Reason or Way, Evidence, Explanation, and Significant Inferencing.
- Students say one text example that fits the named part, then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects responsible decision-making in history with the way people support ideas and enterprises in a free enterprise system.

Element	This Module
Suitability	A natural fit. The poem is about a historical decision and its consequences. The drama is about people using support to make ideas and businesses possible.
Focus	Decisions shape history; support helps ideas grow; people work within a free enterprise system.
Historical / Content Connection	Texas joined the United States in 1845, a choice that stayed. In the drama, patrons supported artists in the past and banks support businesses today.
Perspective Connection	Students can notice that a choice may affect many people and that support can turn an idea into an outcome.
Literacy-to-Citizenship Connection	Reading both genres closely helps students make informed explanations about how decisions and support affect people.
Citizenship Question	"How can decisions and support change what becomes possible?"
Teacher Script	<i>"A decision can shape history, and support can help an idea become real. Our response will show both ideas with evidence."</i>
Accuracy / Source Note	Use only the historical and dramatic details presented in the provided poem and drama when students select evidence.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

TREES Structure

Letter	Part	Job
T	Thesis (central idea)	Answers the prompt and connects both texts.
R	Reasons or Ways	Organize how the central idea is true.
E	Evidence	Provides exact proof from the poem or drama.
E	Explanation	Uses DEEP FACTS to show what the evidence means.
S	Significant Inferencing	Explains why the idea matters beyond the detail.

CSI Evidence Chart

Step	Meaning	Writer's Work
Cite	Choose the exact words from the text.	Give the strongest proof.
Say what it means	Explain the evidence in your own words.	Connect proof to the reason.
Illustrate or Impact	Show an example, effect, or consequence.	Explain why the evidence matters.

Magnifying Process

Move	What Students Do	Example from This Module
Many ideas	List possible ideas from both texts.	decision, outcome, patrons, banks, support
Narrow	Sort ideas into baskets and buckets.	Decisions shape outcomes; support helps ideas grow.
Magnify	Look closely for three strongest reasons or ways.	Choose reasons that can be proved with exact evidence.
Build	Use the strongest reasons to shape one response.	Connect the poem and drama in one thesis (central idea).

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Today we build a FULL response. We are not just answering. We are proving and explaining our thinking. We do that with TREES."

CLASS SLIDE

DOT = Dot the word. Discover the meaning. Drop the dot.

Encouragement: "This habit helps your brain keep track of words you are still learning. Good readers notice new words, find out what they mean, and celebrate when they own them."

CREATE THE ANCHOR CHARTS

Display TREES, DEEP FACTS, CSI, Magnifying, Conflict, DOT, and TRACKS. Keep the definitions visible while students read both genres and build the full response.

47. Student Source Passage(s)

Passage use: read the poem and the drama below at low stamina. Keep the line numbers and character names for discussion and for citing evidence across genres.

Poem: "A Lone Star Choice" (Genre: Poem; Stamina: Low)

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.
5 Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.
In 1845, a change was made,
10 Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.
Soon a war began to rise,
With soldiers marching under open skies.
15 Battles were fought both near and far,
Each side showing who they are.
The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
20 Changing the map and passing the test.
For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.

Drama: "Making It Happen" (Genre: Drama; Stamina: Low)

Characters:

NARRATOR

AALIYAH, curious and always asking questions

MATEO, her friend

MRS. CHEN, teacher

MR. PATEL, business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: *[Smiles.]* That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: *[Leans over.]* Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: *[Looks up and smiles.]* It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

Scene 4: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: *[Nodding.]* So no matter what, people still need support to get started.

MRS. CHEN: Exactly, and those ideas can grow into something hopeful.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.11(B)(iv)**

A Lone Star Choice

TRACKS	Evidence
T Time	In 1845
R Reactions	its effects were strong and vast
A Actions	Texas joined the U.S.
C Character/ Concept/Creature	A young republic
K Key Knowledge	The U.S. gained land across the West
S Scenery/Setting	beneath wide skies

Making It Happen

TRACKS	Evidence
T Time	A long time ago
R Reactions	they helped make it happen
A Actions	I got a loan from a bank
C Character/ Concept/Creature	called patrons
K Key Knowledge	Banks help people turn ideas into businesses
S Scenery/Setting	a small shop

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. DOT marks unfamiliar words, while TRACKS marks the evidence that will support TREES. **4.11(B)(iv)**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: students gather the five jobs of TREES by teaching them to a partner, then reveal that conflict can be a decision or a need for support across a poem and a drama.

Standard	Focus
TEKS	4.12(B)(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea; 4.11(B)(iv) develop an engaging idea with relevant details
ELPS	4(F)(ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for a specific purpose

GATHER ■ TEACH

CLASS SLIDE

Partner Teach-Back: T Thesis (central idea), R Reasons or Ways, E Evidence, E Explanation with DEEP FACTS, S Significant Inferencing.

TEACHER SCRIPT

"Pencils down while I explain one TREES part. When I pause, turn to your partner and teach the idea in your own words. Then close your notes and teach it again without looking."

CLASS SLIDE

A Big Decision: raise your hand if you have made a decision that changed something. Today we explore how decisions and support shape outcomes in history and ideas.

Students DOT unfamiliar words and name the conflict in each text: Texas is unsure where to go and must decide about joining the United States; people with ideas need support to get started. **4.11(B)(iv)**

CLASS SLIDE

Conflict can be a problem, a decision, or a need for support. Use TREES to make thinking visible.

REVEAL ■ TEACH

CLASS SLIDE

TREES reveals the work of a complete response: Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Significant Inferencing.

CLASS SLIDE

Conflict in the poem is decision-based. Conflict in the drama is a need-for-support conflict.

TEACHER SCRIPT

"Readers, today's habit is understanding conflict as a decision or a need for support. Strong reasons come from sorting ideas into baskets and buckets, and strong evidence is chosen with CSI."

Display the TREES, DEEP FACTS, Conflict, and CSI charts. Use the lines "unsure where to go" and "how do people actually turn ideas into real stuff?" to name the two kinds of conflict.

Connect the Thesis (central idea) to TREES

CLASS SLIDE

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

CLASS SLIDE

T answers the prompt. R organizes reasons or ways. E gives text proof. E explains the proof with DEEP FACTS. S tells why the idea matters.

Point to each part on the chart. Explain that the full response must connect both texts, not simply summarize one text.

4.11(B)(iv) **4.11(B)(iii)**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Partners cover notes and name all five TREES jobs in order. Ask for one example from "A Lone Star Choice" or "Making It Happen" that could fit the assigned part.

Misconception / teacher move: if a student names only the topic, ask what the decision or need for support shows about the central idea.

Access without lowering rigor: read both texts aloud and allow oral rehearsal; students still name the conflict and teach a TREES part. **Student product:** DOT-marked passages, a Partner Teach-Back, and a TREES connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: students attempt a full response through the Build-A-TREES Challenge: sort reasons, build a thesis (central idea) that connects both texts, choose evidence with CSI, explain with at least two DEEP FACTS types, and finish with significant inferencing.

Standard	Focus
TEKS	4.12(B)(iii) compose informational texts using craft; 4.11(C)(ii) revise drafts to improve word choice
ELPS	4(D)(iii) write content-area texts using a variety of transition words

ATTEMPT ○ LEARN

CLASS SLIDE

Build-A-TREES Challenge: sort reasons, build a thesis (central idea) that connects both texts, choose evidence with CSI, explain with at least two DEEP FACTS types, and finish with significant inferencing.

TEACHER SCRIPT

"Sort your ideas into strong reasons or ways. A thesis (central idea) answers the prompt clearly and connects BOTH texts. Choose your strongest evidence because strong evidence proves your reason."

Students work in groups with the gameboard, Pencil Guy markers, Reason Cards, Evidence Cards, and DEEP FACTS Cards. The Magnifying process narrows many ideas to three strong reasons, then the group chooses the strongest two for the response.

GAME MATERIALS

Prepare the gameboard, pieces, evidence strips from both passages, and DEEP FACTS cards before play. Keep the CSI reminder visible: Cite, Say what it means, Illustrate or Impact.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Baskets and Buckets: sort ideas.	Decisions shape outcomes; support helps ideas grow.
2	Build the thesis (central idea).	Both the poem and the drama show that decisions and support shape outcomes.
3	Select evidence with CSI.	"Texas joined the U.S., a choice that stayed."
4	Select a second piece of evidence from the drama.	"Banks help people turn ideas into businesses."
5	Explain with Definition.	A decision is a choice that leads to change.
6	Explain with Example.	Texas changed from a republic to a state.
7	Explain with Process or Method or Steps.	First leaders discussed, then decided, and finally Texas joined the U.S.
8	Explain with Facts and Statistics.	This happened in 1845.
9	Explain with Analogy.	Support is like giving someone tools to build something new.
10	Explain with Compare and Contrast.	Before, Texas was alone; after, it was part of a country.
11	Explain the Tipping Point or Cause and Effect.	The decision led to war and land changes.
12	Finish with significant inferencing.	Decisions and support can turn ideas into real outcomes that affect people's lives.

Teacher guidance: the group can use one card at a time, but the final response must contain a thesis (central idea), at least one reason, evidence, two DEEP FACTS explanation types, and significant inferencing.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Listen for a connecting thesis (central idea), distinct reasons, evidence from both texts, and an explanation that does more than repeat the evidence.

Misconception / teacher move: if a student gives a topic or repeats evidence, point to the Magnifying and DEEP FACTS charts and ask which move explains what the evidence proves.

Access without lowering rigor: allow oral rehearsal and evidence strips; students still choose reasons, evidence, explanation, and significant inferencing. **Student product:** a Build-A-TREES response.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: students discuss what made a full ECR strong, then independently write a full TREES response and run a quality-and-conventions check.

Standard	Focus
TEKS	4.12(B)(i) compose informational texts using a clear central idea; 4.11(B)(iii) organize with purposeful structure, including a conclusion; 4.11(C)(iii) add ideas for coherence
ELPS	4(F)(x) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for a specific purpose

DISCUSS ○ LEARN

CLASS SLIDE

Discuss the full ECR: How did your thesis (central idea) connect both texts? Which reason was strongest? How did DEEP FACTS improve the explanation? What made the inferencing significant?

TEACHER SCRIPT

"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: "The thesis (central idea) showed both texts had similar ideas." "The best reason connected both texts." "DEEP FACTS made it more detailed." "The inference explained why it mattered."

CLASS SLIDE

Conflict in "A Lone Star Choice": Texas had to make a choice and the choice had consequences.
Conflict in "Making It Happen": ideas needed support to get started.

PERSONAL CONNECTION QUESTION (DISCUSS) [4.11\(B\)\(IV\)](#)

Ask students: "What has this module reminded you of in your own life? When has a decision or support helped something grow?" Invite brief connections before students return to the texts.

Compare the ways the genres show outcomes: the poem shows a historical choice that changed land and Texas's future; the drama shows patrons and banks helping ideas become real. [4.12\(B\)\(ii\)](#) [4.11\(B\)\(iii\)](#)

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

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

Step 1: Write a thesis (central idea) that connects both texts.

Step 2: Give two reasons or ways.

Step 3: Choose exact evidence that proves each reason. Use CSI. [4.11\(B\)\(iv\)](#) [4.11\(B\)\(iv\)](#)

Step 4: Explain each piece of evidence with at least two DEEP FACTS types.

Step 5: Finish with significant inferencing about why the idea matters.

CLASS SLIDE

Model response: 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. For example, Texas became part of a larger country. 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 support can help ideas turn into real outcomes that affect people's lives.

Independent Full TREES Response Check

Quality-and-conventions check: choose one paragraph. Improve sentence structure and word choice. Add one detail for coherence or delete one detail that distracts. Then check subject-verb agreement, irregular past tense, singular and plural nouns, common and proper nouns, comparative and superlative adjectives, adverbs of frequency and degree, spelling patterns, and high-frequency words.

WRITING REQUIREMENT 4.12(B)(III)

Use newly acquired vocabulary such as decision, outcome, support, enterprise, patron, or loan as appropriate.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the full response and quality check. Look for a connecting thesis (central idea), two reasons, evidence from both texts, two DEEP FACTS moves, and significant inferencing.

Misconception / teacher move: if the student repeats evidence, ask, "What does this show?" If the student skips significance, ask, "Why does this matter beyond this one detail?"

Access without lowering rigor: provide the TREES frame and oral rehearsal; the student still selects evidence, explains it, and states why it matters. **Student product:** independent full TREES response and quality-and-conventions check.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: students recognize what they did well in their TREES response and set a precise next goal.

Standard	Focus
TEKS	4.11(C)(ii) revise drafts to improve word choice; 4.11(D)(xxv) edit drafts using standard English conventions, including correct spelling of high-frequency words
ELPS	4(C)(i) write using a combination of both high-frequency words and content-area vocabulary

AWARD ✓ ASSESS

CLASS SLIDE

Award Your TREES Growth. Complete: "One part of TREES I did well was ____ because ____." Star the part of your response that best proves your thinking.

TEACHER SCRIPT

"Give yourself credit for building a full TREES response. You wrote a thesis (central idea), chose evidence with CSI, explained with DEEP FACTS, and finished with significant inferencing."

CLASS SLIDE

Choose evidence from your own response to support the strength you name.

Students star the part of their response that best proves their thinking. A seated gesture may replace standing.

TARGET ✓ ASSESS

CLASS SLIDE

Target Your Next TREES Habit. Choose thesis (central idea) clarity, distinct reasons, stronger evidence, deeper explanation, or more significant inferencing.

Students choose one target and write exactly what they will do next time. Curiosity questions: "What happens when people make poor decisions?" "How might history change without support systems?"

CLASS SLIDE

My next TREES goal is ____ because ____.

Embedded check: students name one specific next step and connect it to a part of their response. The target should describe an action, not a general wish.

SMALL-GROUP SUPPORT

Point to one response part at a time. Ask, "What did this part do? What will you try next time?" Offer oral rehearsal, then have the student write the target.

Access without lowering rigor: provide the five TREES labels and sentence frame; each student chooses the evidence and writes the goal. **Student product:** an evidence-based Award reflection and a specific Target.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: students teach a partner one TREES part, proving understanding by explaining what it does, why it matters, and giving an example from the poem or drama.

Standard	Focus
TEKS	4.12(B)(iii) compose informational texts using craft
ELPS	4(F)(ii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for a specific purpose

EXPLAIN ✓ ASSESS **4.11(B)(iii)****CLASS SLIDE**

Turn and Teach TREES.

EDUCATE**TEACHER SCRIPT**

"Teach one TREES part to your partner. Say what it does, why it matters, and one example from the poem or the drama."

CLASS SLIDE

Sentence Frame: "The ____ in TREES does _____. It matters because _____. For example, in _____, _____."

Partners teach one part and listen for accurate language: Thesis (central idea), Reasons or Ways, Evidence, Explanation with DEEP FACTS, or Significant Inferencing. **4.12(B)(ii)**

Transfer Across the Two Texts**CLASS SLIDE**

One response can use evidence from a poem and a drama. The thesis (central idea) connects both, while the reasons or ways explain the connection.

Students explain how the poem shows a decision shaping history and how the drama shows support helping ideas grow. They name exact evidence and state its impact.

CLASS SLIDE

Answer the Overarching Question: How can conflict, decisions, and support across a poem and a drama help us build a complete informative ECR?

Students compare First Thinking to Final Thinking and complete the My Progress Tracker. **Student product:** partner teaching explanation, cross-text connection, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use conflict to write a complete, proven, and explained TREES response.

Student Exemplars

Use this 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.

51. Low / Developing Exemplar

Field	Detail
Student response	The poem is about Texas and the drama is about a store. They both have choices. That is important.
What the student did successfully	Named both texts and noticed choices.
What is missing	No clear thesis (central idea), exact evidence, DEEP FACTS explanation, or significant inference.
Why it falls at this level	The response names topics but does not connect decisions and support in one central idea.
Exact next instructional step	Add a connecting thesis (central idea), quote exact evidence, explain it with a DEEP FACTS move, and end with why it matters.

52. Medium / Approaching Exemplar

Field	Detail
Student response	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 the student did successfully	Included a connecting thesis (central idea), one exact quote, and a beginning explanation.
What is missing	A second reason, a second piece of evidence, a DEEP FACTS move, and significant inferencing.
Why it falls at this level	The response begins to prove an idea but does not complete TREES.
Exact next instructional step	Add support helps ideas grow, choose drama evidence, use a second DEEP FACTS move, and explain why the idea matters.

53. High / Secure Exemplar

Part	Example
Thesis (central idea)	Both the poem and the drama show that decisions and support shape outcomes.
Reasons or Ways	Decisions can change the future. Support helps ideas grow.
Evidence and explanation	"Texas joined the U.S., a choice that stayed" shows cause and effect because the decision led to war and change. "Banks help people turn ideas into businesses" shows that support makes a new outcome possible. Support is like giving someone tools to build something new.
Significant inferencing	Decisions and support can turn ideas into real outcomes that affect people's lives.
Why it works	Every part of TREES is present and connected across both texts.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Poem reason	Decision	Texas joined the U.S., a choice that stayed.	Exact evidence shows a lasting choice.
Drama reason 4.12(B)(ii)	Support	Banks help people turn ideas into businesses.	Exact evidence shows how support helps an idea grow.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	"Texas joined the U.S., a choice that stayed."	Gives exact proof of the decision.
Explanation	This shows cause and effect because the decision led to war and change. For example, Texas became part of a larger country.	Uses cause and effect and example to explain the evidence.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can name all five TREES parts, identify conflict as a decision or a need for support, build a thesis (central idea) connecting both texts, give two reasons or ways, choose exact evidence, explain with at least two DEEP FACTS types, and finish with significant inferencing. Accept varied wording when the response proves and explains the same central idea.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Five TREES jobs and conflict types introduced.
T2	Day 1 Reveal	■ TEACH	Decision-based conflict, need-for-support conflict, and a connecting thesis (central idea) modeled.
L3	Day 2 Attempt	○ LEARN	Build-A-TREES response uses reasons, evidence, CSI, and DEEP FACTS.
L4	Day 3 Discuss	○ LEARN	Students discuss how the thesis (central idea) connects the poem and drama.
A5	Day 3 Use	✓ ASSESS	Independent full TREES response and quality-and-conventions check.
A6	Day 4 Award	✓ ASSESS	Student names a TREES strength with evidence from the response.
A7	Day 4 Target	✓ ASSESS	Student sets a precise next TREES goal.
A8	Day 5 Explain	✓ ASSESS	Student teaches one TREES part accurately.
A9	Day 5 Transfer	✓ ASSESS	Student explains how the two genres can support one informative response.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can build a complete TREES informative response connecting a poem and a drama.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Both provided passages, TREES chart, DEEP FACTS chart, CSI reminder, evidence strips, and student notebooks.
Related TEKS Breakout	4.12(B)(i) clear central idea; 4.11(B)(iii) purposeful structure including a conclusion; 4.11(B)(iv) relevant details.
Task	Students build and write a full TREES response with a thesis (central idea), reasons or ways, evidence, DEEP FACTS explanation, and significant inferencing.
Expected Response	

	The response connects both texts, includes exact evidence, explains what the evidence means, and ends by stating why decisions and support matter.
--	--

Informal Assessment. During Days 1-2, watch Partner Teach-Back and the Build-A-TREES Challenge. Note whether students can name all five TREES parts and sort ideas into strong reasons or ways.

Formative Assessment. The Day 3 independent full TREES response serves as the formative check. Students connect both texts, choose evidence, explain with DEEP FACTS, and write significant inferencing.

Exit Ticket Assessment. Day 5 asks students to teach one TREES part and explain how conflict, decisions, and support across the poem and drama help build a complete informative ECR.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
How do both texts show that decisions or support can shape outcomes?	Informative ECR	Both the poem and the drama show that decisions and support shape outcomes.
How does the choice in "A Lone Star Choice" shape history?	Poem evidence	The choice to join the U.S. led to war, land changes, and a new place for Texas in history.
How do people in "Making It Happen" show that ideas need support?	Drama evidence	Patrons helped artists, and a bank loan helped Mr. Patel start his store.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: [4.12\(B\)\(i\)](#), [4.11\(B\)\(iii\)](#), [4.11\(B\)\(iv\)](#) | **Student-Friendly Target:** I can build a full TREES response using both texts.

Directions: Use "A Lone Star Choice" and "Making It Happen." Write a thesis (central idea) that connects both texts. Give two reasons or ways, choose evidence from both, explain the evidence with at least two DEEP FACTS types, and finish with significant inferencing.

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

1. Thesis (central idea). Write one clear sentence connecting both texts. (2 points)

2. Reasons or ways and evidence. Give two reasons or ways and one exact detail from each text. (4 points)

3. Explanation. Name two DEEP FACTS moves and explain what the evidence means. (2 points)

4. Significant inferencing. Explain why the idea matters. (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Secure example: Both the poem and the drama show that decisions and support shape outcomes. Award 2 for a clear central idea connecting both texts.	States the central idea across genres.	2	4.12(B)(i)
2	Secure examples: decisions can change the future, supported by "Texas joined the U.S., a choice that stayed"; support helps ideas grow, supported by "Banks help people turn ideas into businesses." Award 4 for two matched reasons and evidence.	Matches reasons or ways to exact proof from both texts.	4	4.11(B)(iv)
3			2	4.12(B)(iii)

	Accept cause and effect, example, process, facts, analogy, compare and contrast, or another accurate DEEP FACTS move. Award 2 for two moves that explain rather than repeat.	Explains what the evidence means.		
4	Secure example: Decisions and support can turn ideas into real outcomes that affect people's lives. Award 2 for explaining why the idea matters beyond a single detail.	Ends with significant inferencing.	2	4.11(B)(iii)

59. Scoring Principle

Score the full TREES structure. Minor handwriting or convention errors should not remove thinking points if they do not change the meaning. A student earns credit for a clear thesis (central idea), matched reasons, exact evidence, DEEP FACTS explanation, and significant inferencing.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Advanced TREES Challenge.
7-8	70-89%	Developing	Reteach the missing TREES part or DEEP FACTS explanation.
5-6	50-69%	Emerging	Use Build-A-TREES Scaffold and oral rehearsal.
0-4	Below 50%	Beginning	Reread both texts, name the conflict, and build one part of TREES at a time.

61. Recommended Gradebook Label

Gradebook label: "G4 C3 M1 Your First Full TREES Response."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11(B)(iv) ; 4.11(B)(iii) ; 4.12(B)(i) ; 4.12(B)(ii) ; 4.12(B)(iii)
Spiral TEKS	4.11(C)(i) through 4.11(C)(iv) ; 4.11(B)(iv) , 4.12(B)(iii) , and 4.11(B)(iii)
Purpose	Students write their first full informative ECR across a poem and a drama using TREES.
Exact Student Prompt	How do both texts show that decisions or support can shape outcomes?
Exact Student Directions	Read both texts. Write a thesis (central idea) that connects them. Give two reasons or ways. Choose exact evidence from both. Explain with at least two DEEP FACTS types. Finish with significant inferencing about why the idea matters.
Non-Negotiable Expectations	A complete TREES response with a connecting thesis (central idea), two reasons or ways, evidence from both texts, DEEP FACTS explanation, and significant inferencing.

WRITING REQUIREMENT [4.12\(B\)\(III\)](#)

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words in both texts.
2. Identify the conflict in the poem and the drama.
3. Write a thesis (central idea) connecting both texts.
4. Give two reasons or ways.
5. Choose exact evidence from both texts with CSI. [4.11\(B\)\(iv\)](#)
6. Plan an explanation using at least two DEEP FACTS types. [4.11\(B\)\(iii\)](#)
7. Plan significant inferencing: why does this idea matter?

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The rubric values a complete TREES response at low reading load and honors clear connections across both genres.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Thesis (central idea) and reasons	Clear thesis (central idea) connects both texts and gives two distinct reasons or ways.	Thesis (central idea) connects both texts and gives one clear reason.	Topic or reason is present but connection is weak.	No central idea or reason.
Evidence (CSI) 4.11(B)(iv)	Exact evidence from both texts proves the reasons.	Evidence from both texts is present and mostly relevant.	One detail or weakly matched evidence is present.	No text evidence.
Explanation (DEEP FACTS) 4.11(B)(iii)	Uses at least two DEEP FACTS types to explain what evidence means.	Explains evidence with one accurate move.	Mostly repeats evidence.	No explanation.
Significant inferencing	Explains why decisions and support matter beyond the details.	States a reasonable importance.	Importance is brief or unclear.	No inferencing.
Conventions and vocabulary	Coherent sentences, grade-level conventions, and content vocabulary.	Mostly coherent with minor errors.	Several errors distract from meaning.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: use three reasons, three DEEP FACTS types, and a deeper significant inference.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Use Build-A-TREES Scaffold for thesis (central idea), evidence, and explanation.
Below 10	Below 50%	Beginning	Reread both texts and build one TREES part at a time.

66. Teacher Feedback Shortcuts

- Strength: "Your thesis (central idea) connects both texts when you wrote ____."
- Strength: "Your evidence proves the reason because ____."
- Target: "Add a second reason or way so your response develops the central idea."
- Target: "Use a DEEP FACTS move to explain what this evidence means."
- Evidence: "You chose relevant evidence. Now state its impact or consequence."
- Vocabulary: "Add content vocabulary such as decision, outcome, support, enterprise, patron, or loan."

Response to Student Need

67. Intervention: Build One TREES Part at a Time

Field	Detail
Purpose	Support students who need help naming TREES parts, connecting both texts, choosing evidence, explaining it, or writing significant inferencing.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	TREES chart, DEEP FACTS chart, evidence strips, sentence frames, and both provided passages
Relevant TEKS Breakout	4.11(B)(iv) relevant details; 4.12(B)(i) clear central idea; 4.11(C)(iii) add ideas for coherence
Relevant ELPS	4(F)(i) to (ii), (v) to (vi) write with supporting details for purpose and audience

Step 1: Name TREES. Students point to T, R, E, E, and S and say the job of each part.

CLASS SLIDE

Thesis (central idea) answers. Reasons or Ways organize. Evidence proves. Explanation shows meaning. Significant Inferencing tells why it matters.

TEACHER SCRIPT

"Let's build this step-by-step together. You will still choose the thinking, the evidence, and the explanation."

Read both texts aloud as needed. Have students name the decision conflict in the poem and the need-for-support conflict in the drama.

Step 2: Build a Connecting Thesis (central idea).

CLASS SLIDE

Both the poem and the drama show that decisions and support shape outcomes.

Ask students to say what the thesis (central idea) means. If needed, offer the frame, "Both texts show that ____ because ____." The student supplies the central idea and reason.

Step 3: Choose Evidence with CSI. Match "Texas joined the U.S., a choice that stayed" to decisions shape outcomes. Match "Banks help people turn ideas into businesses" to support helps ideas grow.

Step 4: Explain with DEEP FACTS. Point to Definition, Example, Process or Method or Steps, Analogy, Compare and Contrast, or Tipping Point or Cause and Effect. The student chooses a move and completes, "This shows ____ because ____."

Step 5: Say Significant Inferencing. Use the frame, "This matters because ____." Have each student say and write a sentence about why decisions and support affect people's lives.

Small Group Teacher Table: Ask "What is the central idea?" "Which reason does this evidence prove?" "What DEEP FACTS move explains it?" "Why does it matter beyond this detail?" Return the final thinking and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to state the thesis (central idea).	Students give a central idea that connects both texts.	Students give the topic instead of a thesis (central idea).	Ask, "What is your main idea about both texts?"
Ask students to explain evidence.	Students use a DEEP FACTS move.	Students repeat the evidence.	Ask, "What does this evidence mean? Use a DEEP FACTS move."
Ask for significant inferencing.	Students explain why the idea matters.	Students skip the inference.	Ask, "Why does this matter beyond this one detail?"
Ask students to connect both texts.	Students explain one shared idea using a poem detail and a drama detail.	Students summarize only one source.	Ask, "Where is the evidence from the other genre?"

69. Student Support Quick Reference

If a student...	Support to Provide
Gives a topic, not a thesis (central idea)	Use the connecting frame, "Both texts show that decisions and support ____."
Repeats evidence	Point to the DEEP FACTS chart and choose one move.
Skips significant inferencing	Use the stem, "This matters because ____."
Masters quickly	Route to Advanced TREES Challenge.

Supporting Materials in This Book: the TREES chart, DEEP FACTS chart, CSI reminder, evidence strips, sentence frames, exemplar responses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who build a complete TREES response to use three reasons, three DEEP FACTS explanation types, and a deeper significant inference comparing what both texts teach.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, TREES chart, DEEP FACTS cards, and evidence strips
Relevant TEKS Breakout	4.12(B)(i) clear central idea; 4.12(B)(iii) craft; 4.12(B)(ii) compare across sources
Relevant ELPS	2(E) explain information; 4(D)(i) to (iii) sentence types and transitions

Part 1: Find the Conflict. Compare the poem's decision conflict with the drama's need-for-support conflict. [4.12\(B\)\(ii\)](#)

CLASS SLIDE

Advanced TREES Challenge: use three reasons, three DEEP FACTS explanation types, and a deeper significant inference.

Students may use decision, outcome, support, enterprise, patron, and loan to compare the genres. They should show how the poem and drama teach the same lesson in different ways.

Part 2: Write a Deeper Thesis (central idea). Students build a thesis (central idea) that connects the choice in Texas with the support systems in the drama.

Part 3: Develop and Transfer. Use three exact evidence details, three different DEEP FACTS moves, and an inference that compares what the two texts teach about decisions and support.

Expert Reflection: have students explain which DEEP FACTS move made the response strongest and why.

71. Additional Writing Opportunity: Plan and Draft

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

Connection to This Module: this week you built your first full TREES response: Thesis (central idea), Reasons or Ways, Evidence, Explanation with DEEP FACTS, and Significant Inferencing.

Planning Support

1. DOT unfamiliar words in both texts.
2. Identify the decision conflict and the need-for-support conflict.
3. Write a thesis (central idea) that connects both texts.
4. Give two reasons or ways.
5. Choose exact evidence from both texts. **4.11(B)(iv)**
6. Explain each piece with at least two DEEP FACTS types. **4.11(B)(iii)**
7. Finish with significant inferencing about why the idea matters.

WRITING REQUIREMENT **4.12(B)(III)**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add two reasons or ways, evidence from both texts, DEEP FACTS explanation, and significant inferencing.

Success Criteria

- My thesis (central idea) connects both texts.
- I give two reasons or ways.
- I use exact evidence from the poem and drama.
- My explanation uses at least two DEEP FACTS types.
- I state why the idea matters.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve sentence structure or word choice, add one detail that strengthens coherence, or delete one detail that distracts. **4.11(C)(i)** to **4.11(C)(iv)**

Edit. Check complete sentences, subject-verb agreement, irregular past tense, singular and plural nouns, common and proper nouns, comparative and superlative adjectives, adverbs of frequency and degree, spelling patterns, and high-frequency words.

Share. Read your response to a partner. Your partner identifies the thesis (central idea), reasons or ways, evidence, DEEP FACTS explanation, and significant inferencing.

Teacher note: this is a quality check on the writing already built, not a request for a new paragraph.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every student a chance to hear and say the thinking, not only read it. These moments are built around TREES, CSI, DEEP FACTS, conflict, decisions, support, and significant inferencing.

- Read one line from the poem aloud. Students name the decision or outcome it shows.
- Read one line from the drama aloud. Students name the support or outcome it shows.
- Partners say the five TREES jobs in order, then teach one part.
- A student reads a thesis (central idea) aloud; the class listens for a connection across both texts.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is my thesis (central idea), and how will it connect the poem and drama?

PAUSE POINT: MIDWAY

Does my evidence prove my reason or way? Am I explaining it with a DEEP FACTS move instead of repeating it?

PAUSE POINT: BEFORE YOU FINISH

What is my significant inference? Why does this idea matter beyond this one detail?

75. At-Home Connection

These at-home tasks turn a student into a TREES explainer. They need little or no materials and each ends in a short conversation, not a worksheet. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices the five parts of TREES through oral rehearsal.

Task Card 1: Name TREES. Ask a family member to listen while the student names Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Significant Inferencing. Family signature:

TEACHER INFORMATION: TASK CARD 2

This card helps students connect a decision and its outcome.

Task Card 2: A Big Decision. Name a decision, one reason, and one outcome. Explain why the outcome mattered. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Who Helped? Name a time someone needed support to start something. Explain who gave the support, what became possible, and why that mattered. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"This is your very own progress tracker. Be honest with yourself, because this shows how much you are growing. You are the one in charge of your learning."

Directions: This tracker is for YOU. As you read and write this week, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel.

I Can...	Not Yet	Getting It	I've Got It!
Name the five parts of TREES.			
Write a thesis (central idea) that connects both texts.			
Choose evidence that proves my reason.			
Explain evidence with DEEP FACTS.			
Write significant inferencing about why it matters.			

77. Student Award

What can I already do? One TREES part or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for writing a matching thesis (central idea), choosing evidence, explaining, or inferring significance:

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you built a full response using TREES. You did not just answer. You explained, connected, and proved your thinking. That is what powerful readers and writers do."

80. Essential / Overarching Question, Answered

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

Recognizing conflict as a decision in "A Lone Star Choice" and a need for support in "Making It Happen" gives the writer strong reasons or ways. Exact evidence from both texts can be cited, explained with DEEP FACTS, and connected through CSI. TREES then organizes the thesis (central idea), reasons or ways, evidence, explanation, and significant inferencing into one complete informative response.

81. Teacher Reflection

- Which students can name and use all five TREES parts?
- Which students explained evidence with DEEP FACTS instead of repeating it?
- Which students still skip the significant inference?
- Who connected evidence from both genres in one thesis (central idea)?
- Who needs Build-A-TREES intervention, and who is ready for Advanced TREES Challenge?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Partner Teach-Back notes and Build-A-TREES responses
- Day 3 independent full TREES responses
- Quality-and-conventions checks
- Student evidence strips from both texts
- The Module 1 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The Module 1 deck is listed in physical slide order. Slides keep the five-day GRADUATE lesson focused on TREES, CSI, Magnifying, DOT, TRACKS, and the two source texts.

Slide	Title	Required Content	Lesson Location
1	Your First Full TREES Response	Module 1; Grade 4 Cluster 3; Week 1; Low Reading Load; informative ECR	Cover
2	Meet Our Week	TREES, DEEP FACTS, conflict, CSI, DOT, and TRACKS	Learning Destination; Day 1
3	A Big Decision	Texas's decision and the outcomes in "A Lone Star Choice"	Day 1 Gather
4	Support Helps Ideas Grow	Patrons, loans, banks, and free enterprise in "Making It Happen"	Day 1 Reveal
5	The TREES Chart	Thesis (central idea), Reasons or Ways, Evidence, Explanation, Significant Inferencing	Day 1 Reveal
6	CSI and DEEP FACTS	Cite, Say what it means, Illustrate or Impact; explanation moves	Day 1 Reveal
7	Build-A-TREES Challenge	Sort reasons, choose evidence, explain, and finish with significance	Day 2 Attempt
8	Discuss the Full ECR	Connect both texts and compare decisions with support	Day 3 Discuss
9	Write It Independently	Full TREES response with a quality-and-conventions check	Day 3 Use
10	Award Your TREES Growth	Star the strongest part and name evidence	Day 4 Award
11	Target Your Next TREES Habit	Choose thesis (central idea), evidence, explanation, or significance	Day 4 Target
12	Turn and Teach	Teach one TREES part, why it matters, and an example	Day 5 Educate / Explain
13	Answer the Overarching Question	Explain how conflict, decisions, and support build a full response	Day 5
14	Build-A-TREES Scaffold	Build Thesis (central idea), reason, evidence, explanation, and significance	Intervention
15	Advanced TREES Challenge	Three reasons, three DEEP FACTS types, deeper comparison	Enrichment
16	My Progress Tracker	Reflect on independent TREES skills	Day 5 reflection

17	Low Exemplar	Both texts named, but no clear thesis (central idea), evidence, or explanation	Section 51
18	Medium Exemplar	Connecting thesis (central idea) and one quote, but incomplete TREES	Section 52
19	High Exemplar	Two reasons, evidence from both texts, DEEP FACTS, and significant inferencing	Section 53

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**4.12(B)(iii)**). **Game cards** support the Build-A-TREES Challenge.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Remote students still read both texts, build a connecting TREES response, and explain their evidence.

Element	Adaptation
Shared-screen adaptation	Screen-share the TREES, DEEP FACTS, CSI, and Conflict charts. Model the poem and drama side by side.
Annotation	Students dot unfamiliar words and mark TRACKS evidence on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to teach one TREES part, name the conflict, and give an example from one source.
Oral response	Students say the Partner Teach-Back frame aloud before typing the response.
Asynchronous option	Students submit a thesis (central idea), two reasons or ways, evidence from both texts, one DEEP FACTS explanation, and significant inferencing.
LMS submission	Collect the full response and quality-and-conventions check through a form or shared document.
Digital tracking	Keep the Pause Points and My Progress Tracker digitally. Students record which TREES part they can teach independently.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	

CLOSING ANSWER

Module Overarching Question

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

In "A Lone Star Choice," conflict grows from Texas's decision to join the United States and the consequences that followed. In "Making It Happen," the problem is how ideas gain the support needed to become real, through patrons, loans, and banks. Recognizing those relationships helps writers build a TREES response with a thesis (central idea), distinct reasons or ways, evidence from both texts, explanation with DEEP FACTS, and significant inferencing.

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Teacher Lesson Plan Guide

Recognizing Relational Prompt Types

Grade 4 | Cluster 3 | Module 2

Grade: 4

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure

Module: 2 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Recognizing Relational Prompt Types

Content Connection / Passage Titles: the poem "A Lone Star Choice" and the drama "Making It Happen" (Week 2, Medium stamina, ECR Informational)

Primary TEKS: [4.11B\(iv\)](#), [4.12B\(i\)](#), [4.12B\(ii\)](#), and [4.12B\(iii\)](#) (informational writing with a clear central idea, genre characteristics, and craft)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **4.7A** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **4.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **4.7C** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **4.7D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **4.7E** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **4.7F** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **4.7G** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from answering questions to understanding ideas. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"When you shape a prompt and use the conflict to guide your thinking, you can write a thesis (central idea) that answers the question clearly."

Connection to this week's type of thinking: the whole week builds a habit: read the whole prompt, name the topic, underline the relational clue, choose Reasons or Ways, and write a matching thesis (central idea). Reason-type clues point toward importance, significance, reasons, meaning, impact, or value. Way/process-type clues point toward reveal, influence, develop, show, ways, or demonstrate.

2. Why This Module Matters

Students learn to recognize what a prompt is really asking, even when it does not use the words "why" or "how." They sort relational clue words, classify prompts, and connect prompt type to reasons or ways before drafting a precise thesis (central idea). The topic tells WHAT; the relational clue tells HOW TO THINK.

Where it fits into writing: recognizing a relational prompt is the first move of an informative Extended Constructed Response built across the poem "A Lone Star Choice" and the drama "Making It Happen." If the thinking type is wrong, the response may name the topic but answer the wrong task.

Why it matters beyond this assignment: students carry a durable habit, reading all of a prompt for its true demand, into every test and every subject. The Magnifying process helps them narrow many possible ideas to three strong reasons or ways before they draft.

3. Module Essential / Overarching Question

How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to recognize the question behind a writing prompt. Some prompts do not use the words "why" or "how," so students look for relational clue words. Words such as importance, significance, reasons, impact, value, and meaning point toward reason-based thinking. Words such as reveal, influence, develop, show, ways, and demonstrate point toward way/process-based thinking.

We will practice with the poem "A Lone Star Choice" and the drama "Making It Happen." Students will classify prompts, explain which clue proves each choice, and write a thesis (central idea) that answers the correct kind of thinking. Students will use TREES, CSI, the Magnifying process, DOT, and TRACKS while building one informative response from both genres.

With appreciation, Your student's teacher, The Writing Academy®, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a reconocer la pregunta escondida dentro de una consigna de escritura. Algunas consignas no usan las palabras "por qué" o "cómo," así que los estudiantes buscan palabras clave de relación. Las palabras importancia, significado, razones, impacto y valor indican un pensamiento basado en razones. Las palabras revelar, influir, desarrollar, mostrar y maneras indican un pensamiento basado en procesos o maneras.

Practicaremos con el poema "A Lone Star Choice" y el drama "Making It Happen." Los estudiantes clasificarán consignas, explicarán qué palabra demuestra cada elección y escribirán una tesis que responda al tipo correcto de pensamiento. También usarán TREES, CSI, DOT y TRACKS para conectar evidencia de los dos textos.

Pruebe esto en casa: Dé a su estudiante la consigna "Explain the significance of support in helping ideas grow in the drama." Pregunte qué palabra revela la pregunta escondida y si la respuesta debe presentar razones o maneras.

Con aprecio, El maestro o la maestra de su estudiante, The Writing Academy®, LLC

7. Family Conversation Starters

- How do you circle important nouns, box the important verb, and triangle the clue word? Show me with one prompt.
- Which clue word helped you most today?
- What is the difference between a reason and a way?
- What happens if a writer answers the topic but not the task?
- How does recognizing the prompt improve your writing?
- What evidence from the poem or drama could support your thesis (central idea)?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Clue-Word Hunt

Ask a family member to say an everyday question with a relational clue, such as "Explain the significance of taking turns." Have your student underline the clue, choose Reasons or Ways, and explain the hidden question.

Family Activity: Shape and Say a Thesis (central idea)

Use one prompt: "Explain the significance of support in helping ideas grow." Have your student underline significance, choose Reasons, and say a complete thesis (central idea) using "Support is significant because _____."

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 3, Module 2
Module Category	Informational Writing / Extended Constructed Response (Recognizing Relational Prompt Types)
Primary TEKS	4.11B(iv), 4.12B / 4.12B(i)
Primary Breakout	Plan a first draft (4.11B(iv)); compose informational text with a clear central idea (4.12B / 4.12B(i))
Spiral TEKS	4.7A, 4.7B , 4.7C , 4.7D , 4.7E , 4.7F , 4.7G (Response strand); SS 4.2A and SS 4.13A (interdisciplinary content)
Recursive TEKS	4.11C revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREES) structure
Content Connection	Poem "A Lone Star Choice" and drama "Making It Happen"
Daily Lesson Time	About 15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Shaped WHY/HOW prompts; Spin and Shape Showdown theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will shape a prompt, decide whether it asks WHY or HOW, identify the conflict, and write a thesis (central idea) that matches the prompt and connects to reasons, evidence, and explanation.

I Will Statements

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

I Can Statements

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

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I circle important nouns, box the important verb, and triangle WHY or HOW.
- I tell whether the prompt asks for reasons or a way something happened.
- I identify the problem or conflict that helps me answer the prompt.
- I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- I write a complete thesis (central idea) with a reason for WHY or a way for HOW.
- I use TREES to connect my thesis (central idea) to a reason or way, evidence, explanation, and significance.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2 guided practice: shaped prompt cards and prompt-matched theses from Spin and Shape Showdown.
- Day 3 independent product: a shaped prompt, an independent thesis (central idea) explaining WHY people gathered to create laws, and an underlined reason.
- Day 4 revision: a revised thesis (central idea) and a stated next step.
- Day 5 exit ticket: a shaped HOW prompt about support, a thesis (central idea) with the way underlined, and a partner teaching explanation; the printable addendum checks the poem's WHY central idea.

- Transfer task: the Module Writing Assignment: a WHY thesis (central idea) about laws connected to the ECR (TREES) plan.

15. TEKS Correlations

Primary targets are the Grade 4 writing process and informational writing standards in this module's authoritative Scope and Sequence. The boxed codes are TEKS. ELPS codes remain plain text in the next section.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11B(iv)	Writing Process, Developing Drafts	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 1-2	Days 2-5	Writing Assignment
4.12B(i)	Informational Writing, Central Idea	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 2-5	Days 4-5; Writing Assignment
4.12B(ii)	Informational Writing, Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 3-5	Writing Assignment
4.12B(iii)	Informational Writing, Craft	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 1	Days 3-5	Writing Assignment
4.11C(i-iv)	Writing Process, Revising	revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas	Day 4	Days 4-5	Day 4 revision; Writing Assignment
4.11D(i), (vi)-(xiv), (xxxiii), (xxv)	Writing Process, Editing	edit drafts using standard English conventions, including complete simple sentences with subject-verb agreement; past tense of irregular verbs; singular, plural, common, and proper nouns; comparative and superlative adjectives; adverbs of frequency and degree; and correct spelling using grade-appropriate orthographic patterns and high-frequency words	Day 4	Days 4-5	Writing Assignment

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **4.12B** is labeled **4.12B(i)** in the Module 2 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11B(iv)	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	4.12B	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	4.11C	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	4.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	4.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	4.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	4.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	4.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	4.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	4.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 4.2A / SS 4.13A	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate important nouns, the important verb, and WHY or HOW in the prompt.	Supported on Day 1.	Important nouns are circled, the important verb is boxed, and the clue word is triangulated.
Inferential	Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Shape one prompt asking WHY AND HOW laws improved communities and write a thesis (central idea) that answers both parts.	Independent challenge after mastery.	A thesis (central idea) with a reason and a way, ready to develop with TREES.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

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

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

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding WHY or HOW completes prompt analysis.	The teacher may skip the important nouns and verb or the text's conflict.	Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.
A HOW answer only needs to say the solution was helpful.	The teacher may accept a general judgment without the way the problem was solved.	Ask, "How did it solve the problem?" Model a by phrase that names the way.
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched central idea.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same answer.	The student tells why a discovery matters without explaining how it solved a problem.	Contrast WHY = reasons, using because, with HOW = a way something happened, using by.
A true detail is enough for a thesis (central idea).	The student writes "People gathered" without answering why they gathered.	Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standard and breakout being taught: **[4.11B(iv)]** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details. Students also compose informational texts using a clear central idea, genre characteristics, and craft through **[4.12B(i)]**, **[4.12B(ii)]**, and **[4.12B(iii)]**. Students recognize the relational prompt, choose Reasons or Ways, and use both texts to plan.

26. How I Say the Standard!

TEKS says	How I say it
[4.11B(iv)] develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can grow my thesis (central idea) with relevant details from both the poem and the drama.
[4.12B(i)] compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write a clear thesis (central idea) that answers the prompt instead of only naming the topic.
[4.12B(ii)] compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can build an informative response with TREES across a poem and a drama.
[4.12B(iii)] compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose precise words and explain how evidence supports my idea.
[4.11C(i-iv)] revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas	I can revise one word or phrase so my thesis (central idea) matches the prompt type.

27. This Week I Can...

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

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level poem and drama and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **[4.7C]**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain the significance of support in helping ideas grow in the drama." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
ask	to request an answer	The prompt asks me to ____.
clue	something that helps you figure out an answer	The clue ____ points to ____.
word	a spoken or written unit of meaning	The word ____ matters because ____.
find	to locate or discover	I find the clue ____.
choose	to select	I choose Reasons/Ways because ____.
answer	a response to a question	My answer must include ____.
help	to make something easier or possible	The clue helps me ____.
change	to become different	The poem shows change through ____.
idea	a thought or plan	The drama begins with an idea and ____.
show	to make something clear	The text can show ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
prompt	the question or task a writer is asked to answer	I analyze the prompt before I write.
prompt	a direction or question that tells a writer what to do	The prompt asks for ____.
significance	the importance or meaning of something	The significance clue asks for reasons.
influence	the power to affect what happens	Influence points toward ways something affects ____.
develop	to grow or build over time	Develop asks how an idea grows.
impact	an important effect or result	Impact points toward reason-based thinking.
reason	an explanation for importance or action	One reason is ____.
way	a method or manner	One way is ____.
structure	the organized form of a response	My structure matches the prompt type.
reveal	to make something known	Reveal asks how the text makes an idea clear.
demonstrate	to show clearly	Demonstrate points toward way/process thinking.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
relational prompt	ri-LAY-shuh-nuhl prompt	a prompt whose clue word signals a relationship
reason-based	REE-zuhn bayst	organized around explanations of importance or results
process-based	PRAH-sess bayst	organized around ways, steps, or influence
clue word	KLOO werd	a word that reveals the kind of thinking required
task language	task LANG-gwij	the words that tell the writer what to do
prompt classification	prompt klas-uh-fuh-KAY-shuhn	sorting a prompt by the thinking it requires
central idea	SEN-truhl eye-DEE-uh	the focused main idea of informational writing
thesis (central idea)	THEE-sis	a sentence that directly answers the prompt
evidence	EV-uh-duhns	details from a text that support an idea
significant inference	sig-NIF-uh-kuhnt IN-fer-uhns	thinking that explains why an idea matters
TREES	treez	Thesis (central idea), Reason/Way, Evidence, Explanation, Significance

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This medium-stamina module uses the poem "A Lone Star Choice" and the drama "Making It Happen." In the poem, leaders and citizens consider a decision with hopeful and worried responses, and the choice affects Texas, Mexico, the U.S., and the map of the West. In the drama, Aaliyah and Mateo learn that support from patrons, banks, family, friends, and customers can help ideas become real. Both texts show relationships that students can explain with TREES.

Important conceptual background. Reason-type clues include important, significance, reasons, meaning, impact, and value. Way/process-type clues include reveal, influence, develop, show, ways, and demonstrate. The topic tells WHAT; the relational clue tells HOW TO THINK. The Magnifying process narrows many possible ideas to three strong reasons or ways. CSI means Cite, Say what it means, and Illustrate/Impact.

Content context and connection to writing instruction. The poem supports a discussion of how one choice can reshape history and affect many people. The drama shows ways support helps people move from an idea to action. Students read both genres and build one informative response with evidence from both.

The ECR Habit

Before writing, students DOT unknown words, circle important nouns, box the important verb, triangle WHY or HOW, and identify the conflict. They write a matching thesis (central idea), then use TREES: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance. The reason or way develops the thesis (central idea); evidence gives text proof; explanation connects that proof to the thesis (central idea); significance states why the idea matters. **4.7G**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for Spin and Shape Showdown
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards

41. Preparation Before Day 1

- ☐ Prepare the Prompt Clue Words Chart titled "What is the prompt REALLY asking?" with Reasons and Ways columns.
- ☐ Prepare the TREES chart: Thesis (central idea), Reason or way, Evidence, Explanation, and Summary, plus the CSI chart: Cite, Say what it means, Illustrate/Impact.
- ☐ Prepare prompt cards using the poem "A Lone Star Choice" and the drama "Making It Happen." Include reason-type and way/process-type relational clues.
- ☐ Copy the complete medium-stamina poem and drama. Read each text aloud before asking students to annotate with DOT and TRACKS.
- ☐ Prepare the Magnifying process: collect many ideas, test them against the prompt, and narrow them to three strong reasons or ways.
- ☐ Set out interactive notebooks, sorting worksheets, highlighters, and pencils for classifying prompts and writing a thesis (central idea).

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Listen for hidden relational clues, sort Reasons and Ways, and model a thesis (central idea) about the poem.
Day 2	15	A Attempt	Sort twelve prompt cards, underline the proving clue, and explain whether each prompt needs reasons or ways.
Day 3	15	D Discuss + U Use Again	Discuss the clue words, sort independently, and connect the poem and drama through TREES, CSI, and the Magnifying process.
Day 4	15	A Award + T Target	Write a thesis (central idea) for the significance prompt, revise one word or phrase, and complete a conventions check.
Day 5	15	E Explain to Others	Teach a partner one reason-type clue and one way/process-type clue, then defend a prompt classification.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and say, "Tiny Time! Shape the prompt!"
- Read one short relational prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "This clue points toward reasons" or "This clue points toward ways," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to Texas history, civic decision-making, and free enterprise (the poem and drama).

Element	This Module
Suitability	A natural fit. The poem presents Texas's decision to join the United States and the effects of that choice. The drama shows how support helps ideas become real.
Focus	Texas history, civic decision-making, free enterprise, determination, and support.
Historical / Content Connection	The poem names 1845, Texas's choice, anger from Mexico, war, and changes to the map. The drama names patrons, banks, family, friends, customers, hard work, and patience.
Perspective Connection	People can hold different hopes and concerns about a major choice, and an idea can grow when people use determination and receive support.
Literacy-to-Citizenship Connection	Reading a prompt carefully mirrors reading a rule or a public message carefully. Citizens who read closely make better decisions.
Citizenship Question	"How can people examine a major choice and explain its effects on others?"
Teacher Script	<i>"The poem asks us to notice hopes, concerns, and effects. The drama asks us to notice the support and actions that help an idea grow. Both texts reward careful attention to relationships."</i>
Accuracy / Source Note	Use only the historical and civic details stated in "A Lone Star Choice" and the support details stated in "Making It Happen."

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
Reason-based prompts	important, significance, reasons, meaning, impact, value	Reasons or results that make an idea important.
Way/process-based prompts	reveal, influence, develop, show, ways, demonstrate	Steps, actions, methods, or influence that show how something develops.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason or Way	The reason or method that answers the relational prompt.
E	Evidence	Text proof from both the poem and the drama. 4.7C
E	Explanation	Say what the evidence means and connect it to the thesis (central idea). 4.7G
S	Summary	Briefly bring the connected idea together without adding a new claim.

CSI: Cite the detail, Say what it means, and Illustrate its impact. **Magnifying:** collect many ideas, narrow them to three strong reasons or ways, and use those three to focus the response.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you decide what a prompt asks, DOT any word you are unsure about. Then use the words you know and the anchor chart to make their thinking visible."

CLASS SLIDE

DOT = I am not sure about this word yet.

Encouragement: "Noticing an unfamiliar word gives you a place to begin. Careful readers ask questions and keep going."

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Two Types of Prompts." Add WHY (reasons) and HOW (a way something happened). Display the shape key: circle important nouns, box the important verb, and triangle WHY or HOW. Add the ECR (TREES) chart with Reason/Way in the second row and a DOT

reminder for unknown words. After shaping a prompt, students name the conflict and add a matching thesis (central idea) example.

47. Student Source Passage(s)

Passage use: read the poem and the drama below at medium stamina. Keep the line numbers and character names for discussion and for citing evidence across genres.

Poem: "A Lone Star Choice" (Genre: Poem; Stamina: Medium)

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.
5 Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.
In 1845, a change was made,
10 Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.
Soon a war began to rise,
With soldiers marching under open skies.
15 Battles were fought both near and far,
Each side showing who they are.
The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
20 Changing the map and passing the test.
For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.
25 Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.
Others worried what might come,
30 If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?
People shared opinions near and far,
In towns, on ranches, and by the bar.
35 The future seemed unclear to many,
Though hopes and concerns were both plenty.
As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
40 Since it could affect the lives of all.

Drama: "Making It Happen" (Genre: Drama; Stamina: Medium)

Characters:

NARRATOR

AALIYAH, curious and always asking questions

MATEO, her friend

MRS. CHEN, teacher

MR. PATEL, business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: *[Smiles.]* That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: *[Leans over.]* Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: *[Looks up and smiles.]* It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

Scene 4: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

MR. PATEL: *[Standing at a booth.]* Every business here started with an idea.

AALIYAH: And someone believed in those ideas enough to help.

MR. PATEL: Exactly. Support can come from family, friends, customers, or banks.

Scene 5: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: *[Nodding.]* So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea, and someone willing to help make it happen.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.7E**

A Lone Star Choice

TRACKS	Evidence
T Time	In 1845; long ago
R Reactions	Some were hopeful; others felt hopeless; anger grew
A Actions	Leaders talked; Texas joined the U.S.; citizens tried to understand
C Character/Concept	Texas; Mexico; the U.S.; citizens; choice
K Key Knowledge	The U.S. gained land across the West; choices reshape history
S Scenery/Setting	wide skies; open skies; towns, ranches, and the land

Making It Happen

TRACKS	Evidence
T Time	A long time ago; later that day; a few days later; the next day
R Reactions	They believed in the artist or idea; Aaliyah smiles; success takes patience
A Actions	saved money; bought equipment; got a loan; worked hard; served customers
C Character/Concept	Aaliyah; Mateo; Mrs. Chen; Mr. Patel; support; free enterprise
K Key Knowledge	Support can come from family, friends, customers, or banks; ideas need resources
S Scenery/Setting	classroom; walking home; small shop; community fair

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **4.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character or Concept	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: gather ideas about problems, reveal the three prompt shapes, and model a thesis (central idea) that answers WHY.

Standard	Focus
TEKS	4.11B(iv) plan a first draft; 4.12B / 4.12B(i) compose informational text with a clear central idea
ELPS	1(E) demonstrate listening comprehension; 3(E) use pre-reading strategies

GATHER ■ TEACH

CLASS SLIDE

Slide 2, Meet Our Week! Read the whole prompt, underline the relational clue, choose Reasons or Ways, and write a precise thesis (central idea). Then use TREES, CSI, the Magnifying process, DOT, and TRACKS.

TEACHER SCRIPT

"The topic tells you WHAT. The relational clue tells you HOW TO THINK. Today we will notice the clue even when the prompt never says why or how."

CLASS SLIDE

Slide 3, Two Texts, Two Relationships. Today's passages: "A Lone Star Choice" & "Making It Happen." Both are built around a BIG idea: a PROBLEM and how people solved it.

Students DOT unfamiliar words as they read. Have students name the central relationship in each text: Texas's choice reshaped history in the poem; support helped ideas become businesses, art, and inventions in the drama. **4.7E**

CLASS SLIDE

Today your brain learns how to unlock prompts and build powerful thesis (central idea) statements.

REVEAL ■ TEACH

CLASS SLIDE

Slide 4, Finding the Hidden Question. Underline the relational clue, choose Reasons or Ways, and let that choice control the response structure.

CLASS SLIDE

Model Prompt: Explain the significance of support in helping ideas grow in the drama.

TEACHER SCRIPT

"I see the word 'significance.' That clue points toward reasons. I need to explain why support matters, not just list people who helped. My thesis (central idea) must answer the importance of support."

Use the deck's model: underline significance, label the prompt Reasons, and list the drama's support examples before writing the thesis (central idea).

Modeled Annotation (Teacher Think-Aloud)

CLASS SLIDE

Slide 5, Watch Me! My Thesis (central idea): Support is significant in "Making It Happen" because it gives people resources, encouragement, and opportunities to turn ideas into action.

Point out how the thesis (central idea) answers significance with reasons. Refer to Mrs. Chen's patron example and Mr. Patel's bank example to show where the reasons come from. A true detail alone does not answer the whole prompt.

Reasons: significance, importance, impact, and value ask me to explain why an idea matters.

Ways: reveal, influence, develop, show, ways, and demonstrate ask me to explain steps, actions, methods, or influence.

Connect the Thesis (central idea) to TREES

CLASS SLIDE

Slide 6, The ECR (TREES) Chart. The prompt tells students what to think about; the ECR (TREES) chart tells students how to make their thinking visible.

CLASS SLIDE

T = Thesis (central idea), clearly answers the prompt. R = Reason/Way, tells why or how the thesis (central idea) is true.

CLASS SLIDE

E = Evidence, gives text proof. E = Explanation, connects the proof to the thesis (central idea). S = Significance, states why the idea matters.

Point to each part on the chart. Keep the independent writing target to a complete, prompt-matched thesis (central idea); show how the remaining parts develop that idea. **4.7C** **4.7G**

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Students show circle, box, and triangle with hand motions and identify the words each shape marks. Ask whether WHY needs reasons or a way something happened.

Misconception / teacher move: if a student circles WHY, return to the shape key: nouns are circled, the verb is boxed, and the clue word is triangulated.

Access without lowering rigor: read the intact prompt aloud and allow oral rehearsal; students still choose the words and thinking type. **Student product:** DOT-marked passages, a shaped model prompt, and a thesis (central idea)-to-TREES connection.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: practice shaping prompts and writing a thesis (central idea) that matches WHY or HOW through Spin and Shape Showdown.

Standard	Focus
TEKS	4.11B(iv) planning; 4.12B / 4.12B(i) a clear, prompt-matched central idea
ELPS	1(C) follow oral directions with accuracy; 2(E) explain information orally

ATTEMPT ○ LEARN**CLASS SLIDE**

Slide 7, Spin and Shape Showdown! Spin WHY, HOW, or BOTH, then draw a prompt card. Shape it with hand motions, say the type aloud, and write a thesis (central idea). Correct thesis (central idea): move 2 spaces!

CLASS SLIDE

Sample Prompt Card: "Explain HOW support from patrons, banks, family, friends, and customers solved a problem." Your thesis (central idea) must MATCH the prompt.

Use a spinner labeled WHY, HOW, and BOTH, prompt cards, and a path for moving two spaces. Partners take turns shaping, identifying the type, and writing. Use the supplied sample and the module's displayed prompts; the deck does not specify a 12-card set.

GAME MATERIALS

Prepare the spinner, prompt cards, and a simple movement path before play. Match a drawn card to the spinner's WHY, HOW, or BOTH category.

Game Routine and Sample Card (Teacher Reference)

Step	Action	Check
1	Spin WHY, HOW, or BOTH.	Name the result.
2	Draw a prompt card for the thinking type.	Read the whole prompt.
3	Use the sample: Explain HOW support from patrons, banks, family, friends, and customers solved a problem.	HOW asks for a way.
4	Circle important nouns with a hand motion.	support from patrons, banks, family, friends, and customers; problem
5	Box the important verb with a hand motion.	solved
6	Triangle the clue word with a hand motion.	HOW
7	Say the type aloud.	A way something happened
8	Use the drama's relationship to guide thinking.	People needed support and resources to turn ideas into action.
9	Write a complete thesis (central idea).	Match the exact prompt.
10	Possible thesis (central idea): support from patrons, banks, family, friends, and customers solved the problem of ideas without support by showing that support from others could make ideas real.	States how the problem was solved.
11	Check the thesis (central idea) against the prompt.	Correct thesis (central idea): move 2 spaces!
12	Switch roles and play another turn.	Both partners shape and write.

Teacher guidance: the sample card and game directions come from slide 7; the step sequence and possible thesis (central idea) above make those directions usable for classroom play.

EMBEDDED CHECK FOR UNDERSTANDING ○ LEARN

Before awarding two spaces, listen for WHY = reasons or HOW = a way and check whether the student's thesis (central idea) answers that exact demand.

Misconception / teacher move: if a student only says the discovery was good, return to HOW and ask for the way it solved the problem.

Access without lowering rigor: allow oral rehearsal and pointing to the shape chart before writing. **Student product:** shaped prompts and prompt-matched theses.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: explain how the conflict supports a WHY thesis (central idea), then independently shape a prompt and write a complete central idea.

Standard	Focus
TEKS	4.11B(iv) planning; 4.12B / 4.12B(i) composing a clear central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

DISCUSS ○ LEARN

CLASS SLIDE

Slide 8, Talk It Over! Explain WHY choices were significant in the poem.

TEACHER SCRIPT

"What told you this was a WHY prompt?"

Expected student response from the deck: "The word WHY told me to give reasons."

TEACHER SCRIPT

"How did the conflict help you write your thesis (central idea)?" "The conflict is your anchor. Without it, your thinking floats."

CLASS SLIDE

Conflict: people argued. Conflict: fairness was lost. Conflict: problems grew without rules.

PERSONAL CONNECTION QUESTION (DISCUSS) **4.7A**

Ask students: "What has this passage reminded you of in your own life? What have you learned from this passage that will help you in your own life?" Invite two or three students to describe a personal connection to fairness, rules, safety, or discovery before the class returns to the texts.

Compare the conflicts in the poem and drama: each creates a need for a solution that protects people. Return to the poem's conflict when answering its WHY prompt. **4.7B** **4.7G**

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Slide 9, Try It On Your Own! Explain the significance of support in the drama.

Step 1: Shape the prompt in your notebook. **4.7E**

Step 2: Write a thesis (central idea).

Step 3: Underline the reason in your thesis (central idea).

Step 4: Add one piece of evidence and one explanation sentence if ready. **4.7C**

CLASS SLIDE

A thesis (central idea) must answer the exact WHY or HOW question, not just state a detail.

Independent Thesis (central idea) Check

Possible response: Support is significant because patrons, banks, family, friends, and customers help ideas become real.

WRITING REQUIREMENT 4.7F

Use at least two vocabulary words from this module's vocabulary list in your written response.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Collect the shaped prompt and thesis (central idea). Check the important nouns, verb, and WHY; then check whether the underlined reason explains the need for laws.

Misconception / teacher move: a detail such as "People gathered" tells what happened. Ask how the conflict explains WHY they gathered.

Access without lowering rigor: offer "People gathered to create laws because _____"; the student supplies the reason independently. **Student product:** shaped prompt, complete thesis (central idea), underlined reason, and optional evidence and explanation.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize successful shaping and thesis (central idea) writing, then revise a vague thesis (central idea) so it answers WHY with a reason grounded in the conflict.

Standard	Focus
TEKS	4.12B / 4.12B(i) a clear central idea; 4.11C revision as supporting practice
ELPS	2(F) respond to information; 4(E) write using conventions

AWARD ✓ ASSESS

CLASS SLIDE

Slide 10, The Moment They Figured It Out.

TEACHER SCRIPT

"The lights dim. The music builds. You are no longer just students; you are thinkers stepping onto a stage."

CLASS SLIDE

Take a Step Forward If... You shaped your prompt correctly; your thesis (central idea) matched the prompt; you used the conflict to guide your thinking.

Students point to their own work as evidence for the strength they name. A seated gesture may replace stepping forward.

TARGET ✓ ASSESS

CLASS SLIDE

Slide 11, What Do I Still Need to Grow? Weak Thesis (central idea): "Choices affected people."

Students explain why this names a topic without answering WHY. Have each student revise it before revealing the deck's possible revision.

CLASS SLIDE

Possible Revision: "Texas's choice was significant because leaders considered hopes and concerns, the decision affected Texas and Mexico, and the map changed across the West."

Embedded check: students underline the reason in the revision and connect it to the poem's conflict. The revised thesis (central idea) must be a complete sentence that answers the prompt.

SMALL-GROUP SUPPORT: SLIDE 14

Build It: The problem was: _____. This caused: _____. So, choices were significant because: _____. Fix It: "Choices affected people" becomes "Laws were needed because people argued and fairness was lost." Say It: "The problem was... So... That means..." Start with because and finish together.

Access without lowering rigor: rehearse the problem and reason aloud; each student writes the revision. **Student product:** an evidence-based Award reflection, a specific Target, and a revised thesis (central idea).

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach the prompt-shaping habit, explain the TREES connection, and transfer the thesis (central idea)-writing skill to the drama's HOW prompt.

Standard	Focus
TEKS	4.11B(iv) planning; 4.12B / 4.12B(i) composing a prompt-matched central idea
ELPS	2(E) explain information orally; 4(D) write using grade-appropriate sentence lengths and types

EXPLAIN ✓ ASSESS **4.7G**

CLASS SLIDE

Slide 12, Turn and Teach!

EDUCATE

TEACHER SCRIPT

"Turn to someone near you and teach them what you learned today about shaping a prompt and building a thesis (central idea). Teaching it out loud in your own words is how you prove you truly own it."

CLASS SLIDE

Use the ECR (TREES) Anchor Chart. Explain where reasons, evidence, explanation, and significance would go after the thesis (central idea).

Partners demonstrate circle, box, and triangle, explain WHY versus HOW, and trace a thesis (central idea) through T, R, E, E, S. Listen for Reason/Way, text proof, and the explanation connecting the proof to the thesis (central idea).

Transfer (Drama HOW Prompt) **4.7B**

CLASS SLIDE

Slide 13, Exit Ticket. Explain HOW support from patrons, banks, family, friends, and customers solved a problem. Shape the prompt, write a thesis (central idea), and underline the words that tell how the discovery solved the problem.

Students complete the deck's ticket independently. Check for HOW, the problem of ideas without support, and a thesis (central idea) explaining that support from others could make ideas real. Section 56 provides the separate printable poem central-idea check.

EMBEDDED CHECK FOR UNDERSTANDING ✓ ASSESS

Ask students to explain how their underlined words answer HOW. A statement that the discovery was helpful needs a way to match this prompt.

Access without lowering rigor: reread the prompt and allow oral rehearsal; the student chooses the way and writes the thesis (central idea) independently.

CLASS SLIDE

Slide 15, Think Like an Author, Write Like a Scholar. Explain WHY AND HOW laws improved communities. WHY: because they created fairness and reduced conflict. HOW: by setting clear rules that guided behavior and prevented disagreements.

CLASS SLIDE

Slide 16, My Progress Tracker. As you practice shaping prompts and writing theses, look at each skill. If you can do it all by yourself, color in or check the box that matches how you feel. Be honest with yourself; this helps you see how much you are growing!

Return to the Citizenship Connection

Ask one reconnecting question: "How do fair rules and shared scientific knowledge both help keep a community safe?"

Return to the Overarching Question

Students compare their First Thinking (Monday) to their Final Thinking (Friday). Use slides 17-19 and Sections 50-52 to identify a thesis (central idea) that answers WHY. **Student product:** partner teaching explanation, shaped HOW ticket, thesis (central idea) with the way underlined, and progress reflection.

CLOSING ENCOURAGEMENT

Recognize students who can use the conflict to write a clear thesis (central idea) that answers the exact WHY or HOW prompt.

Student Exemplars

Deck slides 17-19 use this prompt: Explain the significance of support in helping ideas grow in the drama "Making It Happen." The response must classify significance as reason-based and use evidence from the drama.

51. Low / Developing Exemplar

Field	Detail
Student response	Choices affected people.
What the student did successfully	Named the drama's topic and attempted a complete sentence.
What is missing	The response does not explain the significance with clear reasons from the drama.
Why it falls at this level	The response names the topic without explaining why support matters.
Exact next instructional step	Underline significance, classify the prompt as Reasons, and complete "Support is significant because _____."

52. Medium / Approaching Exemplar

Field	Detail
Student response	Support is significant in Making It Happen because people need help to get started. Mrs. Chen explains that patrons helped artists, and Mr. Patel says, "Banks help people turn ideas into businesses."
What the student did successfully	The thesis (central idea) answers significance and includes a reason with evidence from the drama.
What is missing	The explanation can connect both examples more precisely to why support is significant.
Why it falls at this level	The response matches reason-based thinking, but its explanation is still general.
Exact next instructional step	Use CSI to say what each detail means and illustrate the impact on an idea becoming real.

53. High / Secure Exemplar

Part	Example
Clue word	significance
Thinking type	REASONS
Strong thesis (central idea)	Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.
Why it works	It answers significance with three focused reasons grounded in the drama.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Poem transfer	impact	Texas's choice was significant because it changed Texas's place, affected relations with Mexico, and changed the map across the West.	Answers impact with reasons from the poem.

Drama transfer 4.7B	ways	The drama shows support helping ideas grow through patrons, saving for equipment, bank loans, and help from family, friends, and customers.	Answers ways with methods and examples.
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Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	Mrs. Chen explains that "Many artists, writers, and inventors depended on support from others." Mr. Patel says, "Banks help people turn ideas into businesses."	Cites two precise details from the drama.
Explanation	These details mean that ideas may begin with one person, but support can provide resources and opportunities that make an idea real.	Says what the evidence means and illustrates its impact.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can (1) circle important nouns, box the important verb, and triangle WHY or HOW, (2) explain that WHY asks for reasons and HOW asks for a way something happened, (3) identify the conflict, and (4) write a complete thesis (central idea) that answers the exact prompt. Accept varied wording when the thesis (central idea) gives the required reason or way. Students use TREES to connect that thesis (central idea) to a reason or way, evidence, explanation, and significance.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Problems in the texts identified as the starting point for prompt analysis.
T2	Day 1 Reveal	■ TEACH	Three prompt shapes, a matching WHY thesis (central idea), and the TREES connection modeled.
L3	Day 2 Attempt	○ LEARN	Spin and Shape Showdown prompts shaped and matched to written theses.
L4	Day 3 Discuss	○ LEARN	Students explain WHY and the poem's conflict and make a personal connection.
A5	Day 3 Use	✓ ASSESS	Independent shaped WHY prompt, complete thesis (central idea), and underlined reason.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student revises a weak thesis (central idea) to meet a next step.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Shaped HOW prompt about support, matching thesis (central idea), and underlined way.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can shape a WHY or HOW prompt, use the conflict, and write a thesis (central idea) that clearly answers it.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, Spin and Shape Showdown prompt cards, pencils, the shape key, and both provided passages.
Related TEKS Breakout	4.11B(iv) planning; 4.12B clear central idea, genre characteristics, and craft; 4.11C revising.
Task	

	Students circle important nouns, box the important verb, triangle WHY or HOW, identify the conflict, write a matching thesis (central idea), and revise for clarity.
Expected Response	The three shapes mark the correct words; the thesis (central idea) is a complete sentence that answers WHY with a reason or HOW with a way grounded in the text's problem and solution.

Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during Spin and Shape Showdown.

Formative Assessment. The Day 3 independent thesis (central idea) check is the formative check. Students shape "Explain WHY people gathered to create laws in the poem," use the conflict to write a thesis (central idea), and underline the reason. They add evidence and explanation if ready.

Exit Ticket Assessment. The Day 5 exit ticket asks students to shape "Explain HOW support from patrons, banks, family, friends, and customers solved a problem." Review the shapes, the problem of ideas without support, and a complete thesis (central idea) with the way underlined. Section 56 provides a separate printable WHY check about laws.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain the significance of support in helping ideas grow in the drama.	WHY (reasons)	Support is significant in Making It Happen because it gives people resources, encouragement, and opportunities to turn ideas into action.
Explain HOW support from patrons, banks, family, friends, and customers solved a problem.	HOW (a way something happened)	support from patrons, banks, family, friends, and customers solved the problem of ideas without support by showing that support from others could make ideas real.
Explain the significance of support in the drama.	WHY (reasons)	People gathered to create laws because arguments, unfairness, and growing problems showed that they needed fair rules.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.12B(i) / 4.12B(ii) (clear central idea and informational genre) | **Student-Friendly Target:** I can recognize a relational prompt and write a matching thesis (central idea).

Directions: Underline the relational clue in the prompt. Label the prompt Reasons or Ways. Then write one sentence that answers the task using the poem or drama.

Prompt: Describe the ways banks help people turn ideas into businesses in "Making It Happen."

1. Selected response. This prompt asks for: [] REASONS [] WAYS (2 points)

2. Constructed response. Write a thesis (central idea) that explains the ways banks help ideas become businesses: (4 points)

3. Underline the reason in your thesis (central idea). (2 points)

4. Transfer / application. Name one drama detail that supports your thesis (central idea):
_____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	WAYS. The clue word ways signals way/process-based thinking.	Classifies the prompt and names the proving clue.	2	<u>4.12B(i)</u>
2	Secure example: Banks help people turn ideas into businesses by providing a loan that supplies money for shelves, products, and supplies. Award 4 for a precise thesis (central idea); 3 for a clear but general idea; 2 for a related detail without a method; 1 for a topic only; 0 for no response.	Answers ways with a method and a result.	4	<u>4.12B(i)</u>
3	Underline the words naming the way, such as "by providing a loan that supplies money for shelves, products, and supplies." Award 2 for the complete	Locates the way in the thesis (central idea).	2	<u>4.12B(i)</u>

	way; 1 for a partial way; 0 if absent.			
4	Accept "Mr. Patel got a loan from a bank" or the detail that he bought shelves, products, and supplies. Award 2 for a relevant detail; 1 for a related but unclear detail; 0 for an unrelated detail.	Uses drama evidence to support the classification and thesis (central idea).	2	4.7C ; 4.12B(i)

59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C3 M2 Recognizing Relational Prompt Types (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11B(iv) (developing a focused draft); 4.12B(i) , 4.12B(ii) , and 4.12B(iii) (clear central idea, genre characteristics, and craft)
Spiral TEKS	4.11C (revising); 4.7C (text evidence); 4.7F (newly acquired vocabulary); 4.7G (discuss ideas important to meaning)
Purpose	Students write one informative ECR across the poem and drama, matching the response structure to a relational prompt.
Exact Student Prompt	Explain the significance of choices and support in "A Lone Star Choice" and "Making It Happen."
Exact Student Directions	Read both texts with DOT and TRACKS. Underline significance and classify the prompt as Reasons. Use the Magnifying process to choose three strong reasons. Write a thesis (central idea), then use TREES and CSI to cite, say what the evidence means, illustrate its impact, and summarize.
Non-Negotiable Expectations	A complete reason-based thesis (central idea), evidence from both the poem and the drama, explanation of how each detail supports the thesis (central idea), and a summary that brings the two genres together.

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.7G**
7. Plan a significance statement: why does this idea matter?

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's central-idea progression; report that target separately from the supported TREES development.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Prompt shapes & thinking type	Important nouns circled, verb boxed, WHY triangulated; reasons identified.	WHY and reasons correct; one shape imprecise.	Some shapes or the thinking type correct.	Shapes and thinking type not identified.
Thesis (central idea)	Clear WHY message about laws and fairness, broad enough to develop.	Clear WHY idea, slightly general.	Retells details without stating the message.	Names only the topic; does not answer WHY.
Evidence (CSI) 4.7C	Relevant text detail supports the thesis (central idea).	Text detail present, mostly relevant.	Detail weakly related.	No text evidence.
Explanation & significance 4.7G	Explains how evidence proves the thesis (central idea); states why it matters.	Explains the link; significance thin.	Restates evidence without explaining.	No explanation.
Conventions & vocabulary 4.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: shape the WHY AND HOW prompt about laws and write a thesis (central idea) with a reason and a way.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "You successfully named the thinking type when you used the clue word _____."
- Strength: "You used the conflict to explain a reason or way when you wrote _____."
- Target: "Reread WHY or HOW. Does your thesis (central idea) give the reason or way the prompt asks for?"
- Target: "Check your evidence because it is not yet connected to your thesis (central idea)."
- Evidence: "You chose relevant evidence. Now explain how it proves your thesis (central idea)."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	4.11B(iv) planning; 4.12B clear central idea; 4.11C revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain WHY choices were significant in the poem.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, choices were significant because: _____." Help students name arguments and lost fairness, then complete a thesis (central idea) that answers WHY.

Step 3: Fix It. Give students "Choices affected people." Ask how the conflict helps answer WHY. Revise to "Laws were needed because people argued and fairness was lost." For HOW practice, use "Explain HOW support from patrons, banks, family, friends, and customers solved a problem" and revise "support helped" to name the way heating liquids made ideas safer.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the laws WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Choices affected people"	Name the conflict and rehearse "Laws were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about laws, then transfer the same shaping and thesis (central idea)-writing habit to the drama.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12B clear central idea, genre characteristics, and craft; 4.11C revising; 4.7B compare across sources
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the poem and shape one prompt. **4.7B**

CLASS SLIDE

Explain WHY AND HOW laws improved communities.

Use the deck's dual lens: WHY, laws improved communities because they created fairness and reduced conflict; HOW, laws improved communities by setting clear rules that guided behavior and prevented disagreements. Students circle laws and communities, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching Thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "Laws improved communities because they created fairness and reduced conflict by setting clear rules that guided behavior." Partners check the thesis (central idea) against both parts of the shaped prompt.

Part 3: Develop and Transfer. Use TREES to plan text evidence, explanation, and significance for the laws thesis (central idea). Then apply the same habit to one drama prompt: "Explain HOW support from patrons, banks, family, friends, and customers solved a problem." Shape it, identify the conflict, and write a matching thesis (central idea) with the way underlined.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain WHY people gathered to create laws in the poem "A Lone Star Choice."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with TREES: Thesis (central idea), Reason/Way, Evidence, Explanation, and Significance.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.7G**
7. Plan a significance statement: why does this idea matter?

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, explanation, and significance.

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11C**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 2 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a Spin and Shape Showdown card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREES can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW.

Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one module prompt: "Explain the significance of support in helping ideas grow in the drama" or "Describe the ways Texas's decision changed its future." Underline the clue, classify it, and read a complete thesis (central idea) aloud to a family member. Family signature: _____

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

What can I already do? One prompt I shaped or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

CLOSING SCRIPT

"You learned to read between the lines of a prompt. A clue word can show whether you need reasons or ways, even when the prompt never says why or how. Use TREES, CSI, the Magnifying process, DOT, and TRACKS to build a precise informative response from both texts."

80. Essential / Overarching Question, Answered

How can clue words reveal whether a prompt is asking for reasons or ways even when it never says why or how?

Clue words such as importance, significance, reasons, impact, value, and meaning point toward reason-based thinking. Words such as reveal, influence, develop, show, ways, and demonstrate point toward way/process-based thinking. Identifying that relationship tells the writer what kind of answer the prompt requires. The writer can then write a thesis (central idea), use the Magnifying process to focus three strong reasons or ways, and develop one informative response with TREES and CSI across the poem and drama.

81. Teacher Reflection

- Which students shaped all three parts accurately, and who still needs help distinguishing WHY from HOW?
- Which students could name the conflict but still wrote a topic statement instead of a matching thesis (central idea)?
- Did students use because to state a reason for WHY and by to state a way for HOW when those frames fit?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student shaped prompts and Spin and Shape Showdown theses
- Day 3 independent WHY theses with reasons underlined
- Day 5 shaped HOW exit tickets about support with the way underlined
- Revised weak-thesis (central idea) cards
- The Module 2 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 2 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	Recognizing Relational Prompt Types	Module 2; Grade 4 Cluster 3; Week 2; Medium stamina; ECR Informational	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	Two Texts, Two Relationships	Classroom without rules; ideas without support; both passages; DOT unknown words	Day 1 Gather
4	Shaping the Prompt	Circle nouns; box the verb; triangle WHY or HOW; model WHY laws help communities stay safe and fair	Day 1 Reveal
5	Watch Me!	Circle laws and communities; box help; WHY means reasons; modeled thesis (central idea)	Day 1 Reveal
6	The ECR (TREES) Chart	Thesis (central idea); Reason/Way; Evidence; Explanation; Significance	Day 1 Reveal
7	Spin and Shape Showdown!	Spin WHY, HOW, or BOTH; shape, say, write; correct thesis (central idea) moves 2 spaces; support sample	Day 2 Attempt
8	Talk It Over!	WHY choices were significant; conflict: arguments, lost fairness, growing problems	Day 3 Discuss
9	Try It On Your Own!	WHY people gathered to create laws; shape, write, underline reason; evidence and explanation if ready	Day 3 Use
10	The Moment They Figured It Out	Take a step forward for accurate shapes, a matched thesis (central idea), and conflict-based thinking	Day 4 Award
11	What Do I Still Need to Grow?	Weak thesis (central idea): Choices affected people. Possible revision gives reasons from the conflict	Day 4 Target
12	Turn and Teach!	Teach shaping and thesis (central idea) writing; explain the remaining TREES parts	Day 5 Educate / Explain
13	Exit Ticket	HOW support from patrons, banks, family, friends, and customers	Day 5 Transfer

		solved a problem; shape, write, underline the way	
14	Build It, Fix It, Say It	Problem → effect → laws needed; revise Choices affected people; rehearse because	Small-group support; Day 4
15	Think Like an Author, Write Like a Scholar	WHY AND HOW laws improved communities; fairness and reduced conflict; clear rules guiding behavior	Enrichment; Day 5
16	My Progress Tracker	Reflect honestly on independent prompt shaping and thesis (central idea) writing	Day 5 reflection
17	Let's Look at an Answer!	LOW: Choices affected people. Topic named; WHY, reason, evidence, and explanation missing	Section 50
18	Let's Look at Another Answer!	MEDIUM: Support is significant because people need resources to get an idea started. Reason vague; evidence and explanation missing	Section 51
19	Our Strongest Answer!	HIGH: significance thesis (central idea), drama evidence about patrons and banks, and an explanation connecting support to ideas becoming real	Section 52

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**[4.7D]**). **Game cards** support Spin and Shape Showdown; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for Spin and Shape Showdown. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

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Teacher Lesson Plan Guide

Magnifying Many Ideas into Three Strong Reasons

Grade 4 | Cluster 3 | Module 3

Grade: 4

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure

Module: 3 of the cluster

Primary Instructional Category: Informational Writing / Extended Constructed Response (ECR)

Module Title: Magnifying Many Ideas into Three Strong Reasons

Content Connection / Passage Titles: the poem "A Lone Star Choice" and the drama "Making It Happen" (High stamina, First Full ECR)

Primary TEKS: [4.11B\(iv\)](#), [4.12B\(i\)](#), [4.12B\(ii\)](#), [4.12B\(iii\)](#)

Approximate Daily Instructional Time: about 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **4.7A** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **4.7B** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **4.7C** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **4.7D** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **4.7E** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **4.7F** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **4.7G** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module teaches students to magnify their thinking. They gather many possible reasons, group like-minded reasons, narrow each group, keep the best three, and write complete reason sentences for the three main body paragraphs.

TEACHER SCRIPT

"When you gather many ideas, sort them wisely, and choose with purpose, you begin to write with confidence and power."

Connection to this week's type of thinking: students read a poem and a drama, collect evidence with DOT and TRACKS, then use the Magnifying process to make three distinct reasons support a thesis (central idea).

2. Why This Module Matters

Students magnify their thinking for Why prompts by moving from many ideas to the best three reasons. They brainstorm, sort like-minded reasons, combine repeated ideas, narrow each group, and turn three strong final ideas into reason sentences for the three main body paragraphs.

Where it fits into writing: the three final reason sentences become distinct body-paragraph directions, strengthening informational organization and craft in a first full ECR.

Why it matters beyond this assignment: students learn to compare ideas, remove weak choices, and select reasons that are broad enough for a paragraph but focused enough to stay clear.

3. Module Essential / Overarching Question

How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Students record their thinking at the start of the week and return to it on Friday.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning the Magnifying Process for Why prompts. Students will brainstorm many reasons, place like-minded reasons into groups, combine repeated ideas, narrow each group to one strong idea, keep the best three, and write three complete reason sentences.

We will read the poem "A Lone Star Choice" and the drama "Making It Happen." Students will use evidence from both texts as they think about decisions, support, conflict, change, and the future. Ask your student to explain why a reason is a big idea while evidence is the specific proof. The TREES chart connects a thesis (central idea) to reasons, evidence, explanation, and Summary, and CSI means Cite, Say what it means, Illustrate/Impact.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá el Proceso de Ampliación para las consignas que piden razones. Generará muchas razones, pondrá las razones parecidas en grupos, combinará las ideas repetidas, reducirá cada grupo a una idea sólida y conservará las tres mejores. Cada razón final se convierte en una oración de razón para un párrafo principal.

Leeremos el poema "A Lone Star Choice" y el drama "Making It Happen". Pregúntele por qué una razón es una idea general y la evidencia es la prueba específica. Pídale que explique la secuencia generar ideas, agrupar, combinar o reducir, conservar las tres mejores y escribir oraciones de razón. El cuadro TREES conecta la tesis (idea central) con razones, evidencia, explicación e importancia. ¡Su apoyo ayuda a aprender!

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- Why do writers brainstorm many reasons before choosing?
- What makes two reasons like-minded?
- How can you tell whether a reason is broad enough for a paragraph?

- What is the difference between a reason and evidence?
- Why should the final three reasons be distinct?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Three Baskets

Use the possible ideas "decisions can change history," "decisions affect the future," "support helps people succeed," "support makes ideas possible," "decisions can lead to conflict," and "conflict can lead to change." Group like-minded ideas and name each group.

Family Activity: Teach the Magnifying Process

Take turns explaining one layer: brainstorm many, group like-minded ideas, narrow each group, keep the best three, and write reason sentences.

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 3, Module 3
Module Category	Informational Writing / First Full Extended Constructed Response across a poem and a drama
Primary TEKS	4.11B(iv) , 4.12B(i) , 4.12B(ii) , 4.12B(iii)
Primary Breakout	Develop an engaging idea with relevant details; compose informational text with a clear central idea, genre characteristics, and craft.
Spiral TEKS	4.11C(i-iv) revise by adding and deleting ideas; 4.7B compare ideas across both texts; 4.7C use text evidence; 4.7G discuss ideas important to meaning.
Recursive TEKS	Prepositions, prepositional phrases, grade-appropriate spelling rules, DOT, TRACKS, CSI, TREES, and the Magnifying process.
Content Connection	Poem "A Lone Star Choice" and drama "Making It Happen"
Daily Lesson Time	About 15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Many possible reasons; three like-minded groups; three narrowed reasons; three complete reason sentences; My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will brainstorm many possible reasons for a Why prompt, group like-minded reasons, combine repeated ideas, narrow each group, keep the best three, and write three distinct reason sentences that can guide the main body paragraphs of an informative ECR using evidence from both texts.

I Will Statements

- I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.
- I will use the four-layer Magnifying process instead of stopping at my first idea.
- I will compare ideas and remove weak, off-topic, or repeated reasons.
- I will check whether each reason can become its own focused paragraph.

I Can Statements

- I can brainstorm many possible reasons before choosing.
- I can group and combine like-minded reasons.
- I can narrow each group to one strong, paragraph-sized idea.
- I can write three distinct reason sentences for the main body paragraphs.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- I circle important nouns, box the important verb, and triangle WHY or HOW.
- I tell whether the prompt asks for reasons or a way something happened.
- I identify the problem or conflict that helps me answer the prompt.
- I write a thesis (central idea) that answers the exact question, not just a true detail from the text.
- I write a complete thesis (central idea) with a reason for WHY or a way for HOW.
- I use TREES to connect my thesis (central idea) to a reason or way, evidence, explanation, and significance.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 1: a wide brainstorm and a teacher model of the Magnifying process using both texts.
- Day 2: the Magnify the Reasons activity with colored groups and three reason sentences.
- Day 3: an independent brainstorm, grouping page, narrowed ideas, and three distinct reason sentences.
- Day 4: an application check that adds, deletes, combines, narrows, and revises with a preposition or prepositional phrase.
- Day 5: a partner teach-back that explains every layer and gives an example from the poem or drama.

15. TEKS Correlations

The Grade 4 targets below come from the Cluster 3 scope and sequence. TEKS codes are boxed; ELPS codes remain plain text.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11B(iv)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 1-3	Days 2-4	Three reason sentences
4.12B(i)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 2-5	Module writing assignment
4.12B(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 2-5	Paired-text ECR planning
4.12B(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 1	Days 2-5	Reason-sentence craft
4.11C(i-iv)	Revising	revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas	Day 4	Days 3-4	Application check
4.11D(i,vi-xiv,xxxiii,xxv)	Editing	edit drafts using standard English conventions, including complete simple sentences, subject-verb agreement, past tense of irregular verbs, noun forms, adjectives, adverbs, and correct spelling using grade-appropriate orthographic patterns and high-frequency words	Day 4	Days 4-5	Final reason sentences

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **4.12B** is labeled **4.12B(i)** in the Module 3 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11B(iv)	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 1-4
PRIMARY	4.12B(i) , 4.12B(ii) , 4.12B(iii)	compose informational texts using a clear central idea, genre characteristics, and craft	Days 1-5
RECURSIVE	4.11C(i-iv)	revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas	Days 3-4; Additional Writing Opportunity
SPIRAL	4.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	4.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	4.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	4.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	4.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	4.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	4.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
RECURSIVE	ELPS 4(F)	write to explain with supporting details or supporting evidence using appropriate content and style for purpose and audience	Days 1-5
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners may point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students may use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers MAY provide	Teachers MAY NOT do for students
Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate important nouns, the important verb, and WHY or HOW in the prompt.	Supported on Day 1.	Important nouns are circled, the important verb is boxed, and the clue word is triangulated.
Inferential	Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Magnify many ideas about decisions in both texts into three distinct reasons and write a thesis (central idea) that names the three directions.	Independent challenge after mastery.	A thesis (central idea) with three reason sentences, ready to develop with TREES and CSI.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but may be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

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

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

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding WHY or HOW completes prompt analysis.	The teacher may skip the important nouns and verb or the text's conflict.	Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.
A HOW answer only needs to say the solution was helpful.	The teacher may accept a general judgment without the way the problem was solved.	Ask, "How did it solve the problem?" Model a by phrase that names the way.
Clue-word sorting is the final goal.	The teacher may stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched central idea.

24. Possible Student Misconceptions

What Students May Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same answer.	The student tells why a discovery matters without explaining how it solved a problem.	Contrast WHY = reasons, using because, with HOW = a way something happened, using by.
A true detail is enough for a thesis (central idea).	The student writes "People gathered" without answering why they gathered.	Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **4.11B(iv)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **4.12B(i)** compose informational texts using a clear central idea; **4.12B(ii)** use genre characteristics; **4.12B(iii)** use craft. Students use the Magnifying process to create three reason sentences for a first full ECR.

26. How I Say the Standard!

TEKS says	How I say it
4.11B(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can develop my ideas so my writing stays focused, organized, and supported by relevant details.
4.12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write an informative response with one clear thesis (central idea) about the topic.
4.12B(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can use the features of an informative response, including reasons, evidence, and explanations.
4.12B(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose strong, distinct reason sentences and words that help my reader follow my thinking.
4.11C(i-iv) revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas	I can add a relevant idea, delete a weak idea, combine repeated ideas, and make my three reasons connect clearly.

27. This Week I Can...

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

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level poem and drama and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **4.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and significance develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain the importance of decisions in both texts." Ask students to brainstorm two possible reasons and tell which one could hold a full paragraph. Use responses to decide who needs reason cards, colored baskets, and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"We will use everyday, academic, and domain words to gather many ideas, sort them wisely, and choose with purpose."

Word	Student-Friendly Definition	Oral Rehearsal Frame
idea	a thought that could answer a prompt	One idea is ____.
choose	to select from several possibilities	I choose ____ because ____.
sort	to place things into groups	I sort ____ with ____.
group	a set of things that belong together	This group is about ____.
alike	similar in meaning	These reasons are alike because ____.
different	not the same	This reason is different because ____.
strong	able to support clear thinking	This is strong enough for ____.
best	most useful for the purpose	The best three reasons are ____.
keep	to continue using	I will keep ____ because ____.
remove	to take away	I remove ____ because it is ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These words help you move from many possible ideas to three strong reasons that can guide your writing."

Word	Student-Friendly Definition	Oral Rehearsal Frame
thesis (central idea)	the sentence that gives the big answer to the prompt	My thesis (central idea) answers ____.
reason	a big idea that explains why something matters	One reason is ____.
brainstorm	to gather many possible ideas before choosing	I brainstormed ____.
grouping	placing like-minded ideas together	My grouping shows ____.
category	a named group of related ideas	This category is ____.
narrow	to reduce a group to one focused idea	I narrowed the group to ____.
magnify	to examine ideas closely so the strongest become clear	I magnify my reasons by ____.
significance	the importance or meaning of something	The significance of support is ____.
impact	an important effect or result	One impact of the choice is ____.
support	help that makes growth, action, or success possible	Support matters because ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

"These domain words help you talk about the parts of an informative ECR and the process that makes its reasons strong."

Word	Say It This Way	Student-Friendly Definition
Why prompt	WHY prompt	a prompt that asks for reasons, even when it does not use why
reason sentence	REE-zuhn SEN-tuhns	a topic sentence naming one reason for a body paragraph
body paragraph	BAH-dee PAIR-uh-graf	a main section that develops one reason
like-minded reasons	LIKE-MY-nid REE-zuhnz	reasons that share the same big meaning
magnifying process	MAG-nuh-fy-ing PRAH-sess	moving from many ideas to three strong reasons
topic sentence	TAH-pik SEN-tuhns	the sentence that states a paragraph's main direction
relevant detail	REL-uh-vuhnt DEE-tail	information that directly supports the central idea
coherence	koh-HEER-uhns	clear connections that make writing easy to follow
preposition	prep-uh-ZISH-uhn	a word that shows a relationship, often of place or time
prepositional phrase	prep-uh-ZISH-uh-nuhl frayz	a phrase beginning with a preposition that adds a relationship
CSI	see ess eye	Cite, Say what it means, Illustrate/Impact
TREES	treez	Thesis (central idea), Reason or way, Evidence, Explanation, Summary

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. Students know the TREES structure and can identify Why-type prompts from Module 2. Module 3 focuses on the R in TREES by turning a wide brainstorm into three distinct reasons. Students will not write the whole essay yet. The main goal is to create three strong reason sentences that can become topic sentences for the three main body paragraphs.

Important conceptual background. The poem "A Lone Star Choice" presents Texas's decision to join the United States, the disagreement that followed, and the ways choices reshape history. The drama "Making It Happen" shows Aaliyah and Mateo learning that ideas grow through planning, hard work, patience, and support from family, friends, teachers, customers, banks, and community members.

Content context and connection to writing instruction. Students use evidence from both genres to brainstorm possible reasons for a Why prompt, group like-minded reasons under Change and Future, Support and Success, and Conflict and Results, and narrow each group to one strong idea. DOT helps students collect details, notice organization, and explain their thinking. TRACKS helps students find measurable evidence before they choose reasons.

The ECR Habit

Before writing, students DOT unfamiliar words, collect details with TRACKS, brainstorm reasons, group like-minded reasons, narrow each group, and keep only three distinct ideas. They use TREES: Thesis (central idea), Reason or way, Evidence, Explanation, and Summary. CSI means Cite, Say what it means, Illustrate/Impact. **4.11B(iv)**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for Spin and Shape Showdown
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards

41. Preparation Before Day 1

- ☐ Prepare the TREES anchor chart: T Thesis (central idea), R Reasons or ways, E Evidence, E Explanation, S Summary.
- ☐ Prepare the Magnifying Process chart: brainstorm, group, narrow, keep the best three, and write reason sentences.
- ☐ Prepare Why Prompt clue words: important, significance, reasons, value, impact, meaning.
- ☐ Prepare three colored baskets or buckets, reason cards or sentence strips, sorting mats, and interactive notebooks.
- ☐ Copy the high-stamina poem "A Lone Star Choice" and drama "Making It Happen." Read each source aloud before students work with it.
- ☐ Prepare highlighters, glue or tape, chart paper, Pencil Guy game markers if using a gameboard, and the Day 4 standards application check.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Collect many possible reasons from both texts and model the Magnifying process.
Day 2	15	A Attempt	Use colored baskets to group like-minded reasons, narrow each group, and write the best three reason sentences.
Day 3	15	D Discuss + U Use	Discuss why grouping and narrowing matter, then independently magnify a support prompt.
Day 4	15	A Award + T Target	Recognize a distinct reason; add, delete, combine, and revise for coherence and preposition use.
Day 5	15	E Explain to Others	Teach a partner the Magnifying process and explain how reason sentences guide body paragraphs.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the prompt-analysis habit.

- Signal the class and say, "Tiny Time! Shape the prompt!"

- Read one short WHY or HOW prompt from the module.
- Students make circle, box, and triangle hand motions while naming the important nouns, verb, and clue word.
- Students say "WHY asks for reasons" or "HOW asks for a way something happened," then return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to self-government and responsible citizenship (the poem) and to science and society (the drama).

Element	This Module
Suitability	A natural fit. The poem shows a public decision with hopes, concerns, disagreement, conflict, and lasting historical results. The drama shows personal decisions about ideas, planning, work, patience, and support.
Focus	Responsible decision making, respectful discussion, support, effort, opportunity, and community participation.
Historical / Content Connection	Citizens discussed whether Texas should join the United States, and the decision affected the lives of many. In the drama, people around Aaliyah, Mateo, and Mr. Patel support ideas as they grow.
Perspective Connection	People can disagree respectfully, consider possible gains and losses, and recognize that choices affect more than one person.
Literacy-to-Citizenship Connection	Reading several points of view in the poem and listening to different voices in the drama helps students make careful, evidence-based judgments.
Citizenship Question	"How can people consider different points of view and support ideas that affect a community?"
Teacher Script	<i>"People can disagree respectfully while they study possible gains and losses. Strong ideas also grow when people plan, work, wait, and support one another."</i>
Accuracy / Source Note	Use only the events, characters, decisions, and support described in "A Lone Star Choice" and "Making It Happen."

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

Prompt-Shaping Key

Red Circle	Yellow Box	Green Triangle
Noun (topic)	Verb (action)	Clue word (WHY or HOW)

The Two Types of Prompts (Clue-Word Chart)

Thinking Type	Clue Words	What the Writer Explains
WHY prompts	WHY	Reasons something happened or was needed.
HOW prompts	HOW	A way something happened or how a problem was solved.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason/Way	Why or how the thesis (central idea) is true.
E	Evidence	Text proof. 4.7C
E	Explanation	How the evidence proves the thesis (central idea). 4.7G
S	Summary	Why the idea matters.

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"As you read, collect many possible reasons and notice which ideas are alike enough to group together."

CLASS SLIDE

DOT = Details, Organization, Thinking.

Details: collect lines, dialogue, and stage directions that may prove a reason. **Organization:** place like-minded possible reasons together under clear group names. **Thinking:** explain why a reason is broad enough for a paragraph, narrow enough to stay focused, and distinct from the other two final reasons.

CREATE THE ANCHOR CHART

Build an anchor chart titled "The Magnifying Process for Why Prompts." Add Layer 1, brainstorm many reasons; Layer 2, group like-minded reasons; Layer 3, narrow each group to one strong idea; Final Step, keep only the best three and turn them into reason sentences. Add the TREES chart, CSI reminder, DOT chart, and TRACKS colors.

47. Student Source Passage(s)

Passage use: read the poem and the drama below at high stamina. Keep the line numbers and character names for discussion and for citing evidence across genres.

Poem: "A Lone Star Choice" (Genre: Poem; Stamina: High)

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.
5 Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.
In 1845, a change was made,
10 Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.
Soon a war began to rise,
With soldiers marching under open skies.
15 Battles were fought both near and far,
Each side showing who they are.
The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
20 Changing the map and passing the test.
For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.
25 Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.
Others worried what might come,
30 If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?
People shared opinions near and far,
In towns, on ranches, and by the bar.
35 The future seemed unclear to many,
Though hopes and concerns were both plenty.
As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
40 Since it could affect the lives of all.
Newspapers printed thoughts and news,
Sharing different points of view.

Readers wondered what would be
The future of their country.

45 Neighbors gathered to discuss
The questions that surrounded us.
Each conversation helped explain
The possible losses and gains.
Some thought joining would bring more aid,

50 Helping roads and towns be made.
Others felt Texas should remain
Independent on its own plain.
Though opinions did not agree,
People spoke respectfully.

55 They knew the decision ahead
Would shape the path their state would tread.

Drama: "Making It Happen" (Genre: Drama; Stamina: High)

Making It Happen

Characters:

NARRATOR

AALIYAH, curious and always asking questions

MATEO, her friend

MRS. CHEN, teacher

MR. PATEL, business owner

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: *[Smiles.]* That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: *[Leans over.]* Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

AALIYAH: Do people still help ideas today?

MRS. CHEN: Absolutely. The way people help may look different now, but support is still important.

MATEO: So people still need others to believe in them?

MRS. CHEN: Exactly. Whether it is a business, a piece of art, or an invention, support can help an idea grow.

[The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

AALIYAH: My cousin sells handmade bracelets. At first, only a few people bought them.

MATEO: What happened after that?

AALIYAH: Her friends started telling other people about them. Soon she was selling lots of bracelets.

MATEO: So people helped her business grow.

AALIYAH: Exactly. It wasn't just the bracelets. It was the support too.

NARRATOR: The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea.

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: *[Looks up and smiles.]* It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

AALIYAH: What was the hardest part?

MR. PATEL: There were many challenges. Sometimes business was slow. Sometimes I worried about paying bills. But I believed in my idea and kept working.

MATEO: Did people help you along the way?

MR. PATEL: They sure did. My family encouraged me. Customers told their friends about my store. The bank gave me a chance to get started.

AALIYAH: Sounds like a lot of people were part of your success.

MR. PATEL: That's true. Most successful businesses have people supporting them behind the scenes.

Scene 4: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

[They stop at a booth displaying homemade birdhouses.]

STUDENT 1: My grandfather taught me how to build these.

AALIYAH: They're really nice.

STUDENT 1: Thanks! My family helped me buy the supplies.

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork.

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

MR. PATEL: *[Standing nearby.]* That's often true. People may have great ideas, but support helps those ideas become reality.

AALIYAH: Support can come from lots of places.

MR. PATEL: Exactly. Family members, friends, customers, banks, teachers, and community members can all help.

MATEO: That sounds a lot like what Mrs. Chen taught us.

MR. PATEL: It is. A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

Scene 5: A New Idea

NARRATOR: Later that afternoon, Aaliyah and Mateo sit at a picnic table near the park.

AALIYAH: What if we started a small business?

MATEO: Really?

AALIYAH: Why not? We could sell bookmarks or greeting cards.

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

AALIYAH: It would take work, but I think it could be fun.

MATEO: Maybe that's how every business begins. First comes an idea.

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

Scene 6: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MRS. CHEN: Excellent observations.

AALIYAH: *[Nodding.]* So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen.

48. Student Annotation Guide

The evidence students learn to identify in each source with TRACKS. **4.7E**

A Lone Star Choice

TRACKS	Evidence
T Time	In 1845, a change was made
R Reactions	anger grew for all to see
A Actions	Texas joined the U.S.; neighbors gathered to discuss
C Character/ Concept	Texas, Mexico, citizens, and the decision
K Key Knowledge	choices reshape history
S Scenery/Setting	beneath wide skies; in towns and on ranches

Making It Happen

TRACKS	Evidence
T Time	Later that day; a few days later; the next day
R Reactions	people supporting them; the idea seems possible
A Actions	saved money; bought supplies; worked hard; planned
C Character/ Concept	Aaliyah, Mateo, Mrs. Chen, Mr. Patel, support
K Key Knowledge	support helps ideas become reality; free enterprise gives opportunities
S Scenery/Setting	classroom, walking home, store, community fair, park

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **4.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character / Concept	Names of people or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day follows the same GRADUATE cycle: Gather and Reveal, Attempt, Discuss and Use, Award and Target, then Explain to Others. Each day is 15 minutes and uses the poem "A Lone Star Choice" and the drama "Making It Happen."

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: introduce the Magnifying process and model how a reader gathers many possible reasons from both texts before choosing.

Standard	Focus
TEKS	4.11B(iv) develop an engaging idea with relevant details; 4.12B(j) use a clear central idea
ELPS	4(F)(i)-(ii),(v)-(vi) explain with supporting details for purpose and audience

GATHER ■ TEACH

CLASS SLIDE

Write: I can brainstorm, group, combine, narrow, and write three distinct reason sentences. I will read closely, speak about my thinking, record my work, and explain how my choices strengthen an informative ECR.

TEACHER SCRIPT

"Today, we are going to become writing magnifiers. We will take a big pile of ideas and zoom in until only the strongest ones remain."

CLASS SLIDE

Hear Choice A and Choice B. Choose the stronger paragraph-sized reason and defend your choice with the words distinct, focused, repeated, broad, narrow, or support.

Round 1: "decisions affect the future" is a reason; "Texas joined in 1845" is specific evidence. Round 2: "support helps ideas grow" and "support makes success possible" may belong in one group. Round 3: three different groups create three distinct body-paragraph angles.

REVEAL ■ TEACH

CLASS SLIDE

Magnifying Process: 1 Brainstorm many reasons. 2 Group like-minded reasons. 3 Combine or narrow each group. 4 Keep the best three. 5 Turn them into reason sentences.

TEACHER SCRIPT

"A reason is the big idea. Evidence is the specific proof. Today, our main habit is not stopping at the first idea."

Use the conflicts and ideas in both texts to model a wide list: decisions can change the future; decisions can cause conflict; support helps ideas grow; support helps people get started; choices affect many people; change can lead to new opportunities; leaders must think carefully; help from others can make success possible; conflict can push people to act; important events can shape history.

EMBEDDED CHECK

Students state the sequence from memory: brainstorm, group, combine or narrow, keep the best three, and write reason sentences.

Student product: a visible brainstorm of at least eight possible reasons connected to "A Lone Star Choice" and "Making It Happen."

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: brainstorm many reasons for the Why prompt, place them in like-minded groups, narrow them, and write three final reason sentences.

Standard	Focus
TEKS	4.11B(iv) develop an engaging idea with relevant details; 4.12B(i) use a clear central idea
ELPS	4(D)(i)-(iii) use varied sentence lengths, sentence types, and transition words

ATTEMPT ○ LEARN

CLASS SLIDE

Brainstorm wide. Sort into colored baskets. Combine repeated ideas. Narrow each basket to one strong reason. Keep only three distinct groups. Write one reason sentence for each.

TEACHER SCRIPT

"First, gather many possible reasons. Next, place similar reasons into colored baskets. Then narrow each group until only the strongest ideas remain. Finally, keep the best three and turn them into reason sentences."

Prompt: Explain the importance of decisions in both texts. Give each group reason cards or blank slips and three colored baskets labeled Change and Future, Support and Success, and Conflict and Results.

TEACHER SETUP

Use "A Lone Star Choice" and "Making It Happen" only. Students may use the interactive notebook page labeled Brainstorm, Groups, Best Three, and Reason Sentences.

Magnify the Reasons Routine

Step	Action	Check
1	Brainstorm as many reasons as possible.	Do not choose too early.
2	Place like-minded reasons into the three colored groups.	Change and Future; Support and Success; Conflict and Results.
3	Combine repeated ideas.	"Support helps people succeed" and "support makes ideas possible" belong together.
4	Narrow each group to one strong idea.	Broad enough for a paragraph and focused enough to stay clear.
5	Keep only the best three distinct groups.	Each group should create a different body-paragraph angle.
6	Write one reason sentence for each final idea.	One reason decisions are important in both texts is that they shape the future.

7	Write a second reason sentence.	Another reason decisions are important in both texts is that support helps ideas become reality.
8	Write a third reason sentence.	A third reason decisions are important in both texts is that conflict and choices lead to important results.

Possible final ideas: decisions shape the future; support helps ideas become reality; conflict and choices lead to important results.

EMBEDDED CHECK

Ask, "Could each of these become its own paragraph?" If two final ideas repeat the same meaning, combine them or keep the stronger one.

Access without lowering rigor: read cards aloud, provide colored baskets, and allow oral rehearsal. Students still compare meanings and select the final three. **Student product:** a four-section "Magnifying My Reasons" notebook page.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: discuss why writers magnify ideas, then independently apply the process to a new Why prompt about support in both texts.

Standard	Focus
TEKS	4.11C(i-iv) revise by adding and deleting ideas; 4.12B(i) use a clear central idea
ELPS	4(F)(i)-(ii),(v)-(vi) explain with supporting details for purpose and audience

DISCUSS ○ LEARN

CLASS SLIDE

Why brainstorm many first? What makes reasons like-minded? When should two reasons be combined? How do you know a reason can hold a full paragraph?

TEACHER SCRIPT

"Why is it helpful to brainstorm many reasons before choosing?"

Possible response: brainstorming gives writers more choices. Like-minded reasons go together because they share the same big meaning. A reason is too small if it sounds like one tiny detail. Writers narrow ideas so paragraphs stay focused. A reason is the big idea, and evidence proves it.

TEACHER RESPONSE

If two groups sound almost the same, compare them and keep the one that is broader and stronger. A reason not used now is not wasted. In a paired-text response, a strong reason sentence can connect to both texts.

Repeat the class chant: "Hear ye, hear ye, reasons are near me. I gather them, group them, and make them clear, see!" **4.7G**

USE (Try It On Your Own!) ✓ ASSESS

CLASS SLIDE

Prompt: Explain the significance of support in both texts. Brainstorm at least eight ideas, group, combine or narrow, keep the best three, and write three complete reason sentences.

Step 1: Brainstorm at least eight possible reasons.

Step 2: Place your reasons into like-minded groups.

Step 3: Narrow each group to one strong idea.

Step 4: Keep the best three and turn them into complete reason sentences.

CLASS SLIDE

Possible groups: Growth and Progress; Success and Possibility; Problem Solving and Change.

Independent Reason Sentence Check

Possible thesis (central idea): In both "A Lone Star Choice" and "Making It Happen," support is significant because it helps change happen, helps people move forward, and helps important goals become possible.

Possible reason sentences: One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success more possible. A third reason support is significant in both texts is that it helps important change happen.

EMBEDDED CHECK

Collect the four-section notebook page. Ask, "Could each of these become its own paragraph?" Check that the student separates big reasons from specific evidence.

Access without lowering rigor: read reason cards aloud and offer a sentence stem. The student still groups, narrows, selects, and writes the three final sentences.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: recognize strong magnifying work, then add, delete, combine, and revise ideas for coherence and accurate preposition use.

Standard	Focus
TEKS	4.11C(i-iv) revise by adding and deleting ideas; 4.11D(i,vi-xiv,xxxiii,xxxv) edit conventions and spelling
ELPS	4(C)(i), 4(D)(i)-(iii), 4(E)(ii) use content vocabulary, varied sentences, and grammatical structures

AWARD ✓ ASSESS

CLASS SLIDE

Circle your strongest reason sentence. Complete: "This reason shines because it is distinct, focused, and can be supported with ____."

TEACHER SCRIPT

"You did real writer work today. You gathered many ideas, sorted them carefully, and narrowed them into clear reasons."

Students may title themselves Careful Grouper, Clear Reason Writer, Magnifying Master, or Thoughtful Narrower, then add a star beside the sentence they are proudest of.

TARGET ✓ ASSESS

CLASS SLIDE

Look at one reason basket. ADD one relevant idea if the category is thin. DELETE one weak or off-topic idea. COMBINE two reasons that repeat the same meaning. Revise one final reason sentence with an accurate preposition or prepositional phrase. Check spelling rules.

Model: "Support helps ideas grow" plus "Support makes success possible" can combine into "Support helps ideas grow into successful outcomes." Revise with a prepositional phrase: "In both texts, support helps people move forward."

Embedded check: students choose one target: brainstorm more, group by meaning, combine duplicates, avoid evidence as a reason, or make each final reason different enough for its own paragraph.

TEACHER SCRIPT

"Strong writers always know what they want to improve next. Ask yourself whether you brainstormed enough, grouped clearly, removed repetition, and made your three reasons distinct."

Student product: a circled strongest reason, one revision using a preposition or prepositional phrase, a spelling check, and a written next goal.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: teach the Magnifying process to a partner and explain how three final reason sentences become three body-paragraph directions.

Standard	Focus
TEKS	4.12B(i) clear central idea; 4.12B(ii) genre characteristics; 4.12B(iii) craft
ELPS	4(F)(i)-(ii),(v)-(vi),(ix)-(x),(xiii)-(xiv) explain with supporting details or evidence

EXPLAIN ✓ ASSESS

CLASS SLIDE

Partner A explains Layer 1, Layer 2, and Layer 3. Partner B explains how the final three reasons are chosen and how those reasons become reason sentences. Then switch and add one example.

TEACHER SCRIPT

"Now you will turn and teach. If you can teach the Magnifying process clearly, you understand it deeply."

Partners say the chant, then explain: brainstorm as many reasons as possible; place like-minded reasons into groups; narrow each group to one strong idea; keep the best three; write reason sentences that guide distinct body paragraphs.

CLASS SLIDE

Teach-Back Checklist: explain Layers 1, 2, and 3; explain how to keep the best three; explain how reason sentences guide paragraphs; add one example from the poem or drama.

CLOSING SCRIPT

"You gathered many ideas, grouped them with care, narrowed them with purpose, and turned them into strong reason sentences. Each time you magnify your thinking, your writing grows stronger, clearer, and more confident."

Student Exemplars

Use this prompt: Explain the significance of support in both texts. The exemplars show the difference between one brainstorm idea, two final reasons, and three distinct reason sentences.

51. Low / Developing Exemplar

Field	Detail
Student response	support helps ideas grow
What the student did successfully	Generated a possible reason connected to the drama.
What is missing	It is not a complete reason sentence and does not show three distinct body-paragraph directions.
Why it falls at this level	It is still a brainstorm idea, not a narrowed final set.
Exact next instructional step	Brainstorm more, group like-minded ideas, narrow the group, and write three reason sentences.

52. Medium / Approaching Exemplar

Field	Detail
Student response	One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success more possible.
What the student did successfully	Wrote two complete, focused reason sentences.
What is missing	The response needs a third distinct reason sentence.
Why it falls at this level	The first two reasons are useful, but the set is incomplete.
Exact next instructional step	Find a third group and write a reason sentence about important change.

53. High / Secure Exemplar

Part	Example
Prompt	Explain the significance of support in both texts.
Thinking type	WHY, asking for reasons.
Three strong reason sentences	One reason support is significant in both texts is that it helps people move forward. Another reason support is significant in both texts is that it makes success more possible. A third reason support is significant in both texts is that it helps important change happen.
Why it works	Each reason is broad enough for a paragraph, focused enough to stay clear, and distinct from the other two.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Poem reason	WHY	One reason decisions matter is that they can shape the future.	Connects the choice about joining the United States to later results.

Drama reason	WHY	One reason support matters is that it can help ideas become reality.	Connects patrons, banks, family, friends, teachers, customers, and community members to growth.
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Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	In the poem, "The choice before them was not small, Since it could affect the lives of all."	Cites a detail showing the decision had a broad impact.
Explanation	This means the choice was large enough to create a paragraph about how decisions shape the future.	Explains what the evidence means and illustrates its impact.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can brainstorm at least eight possible reasons, group like-minded reasons, combine repeated ideas, remove weak or off-topic ideas, select three distinct reasons, and write three complete reason sentences. Accept varied wording when each reason is connected to both texts and can guide its own paragraph.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather	■ TEACH	Wide brainstorm of possible reasons from both texts.
T2	Day 1 Reveal	■ TEACH	Magnifying Process and reason versus evidence modeled.
L3	Day 2 Attempt	○ LEARN	Reasons sorted into Change and Future, Support and Success, and Conflict and Results.
L4	Day 3 Discuss	○ LEARN	Students explain grouping, narrowing, and the difference between a reason and evidence.
A5	Day 3 Use	✓ ASSESS	Independent eight-idea brainstorm and three reason sentences.
A6	Day 4 Award	✓ ASSESS	Student names a strong, distinct reason and supports the judgment.
A7	Day 4 Target	✓ ASSESS	Student adds, deletes, combines, and revises for coherence.
A8	Day 5 Explain	✓ ASSESS	Student teaches every Magnifying layer and gives an example.
A9	Day 5 Transfer	✓ ASSESS	Student explains how the three reason sentences guide three paragraphs.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can magnify many possible reasons into three distinct reason sentences.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Student notebooks, colored baskets, reason cards, sorting mats, pencils, highlighters, and both provided passages.
Related TEKS Breakout	4.11B(iv) engaging idea with relevant details; 4.12B(i) clear central idea; 4.11C(i-iv) revise for coherence.
Task	Students brainstorm at least eight reasons, group like-minded ideas, combine or delete, narrow each group, keep three, and write three reason sentences.
Expected Response	

	Three distinct, complete reason sentences connected to the significance of support or decisions in both texts.
--	--

Informal Assessment. During Days 1-2, watch whether students continue past one or two ideas, sort by meaning, and recognize that evidence is proof rather than a reason.

Formative Assessment. The Day 3 independent notebook activity checks for at least eight ideas, clear groups, narrowed ideas, and three distinct reason sentences.

Exit Ticket Assessment. Students circle their strongest reason sentence, explain why it shines, and state the Magnifying sequence from memory.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Explain the importance of decisions in both texts.	WHY (reasons)	In both texts, important decisions matter because they shape the future, require support, and lead to change.
Explain the significance of support in both texts.	WHY (reasons)	Support is significant because it helps people move forward, makes success more possible, and helps important change happen.
Explain how the final three reasons strengthen an informative ECR.	HOW (a way)	Three distinct reason sentences make three focused body paragraphs possible.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: 4.11B(iv) / 4.12B(i) | **Student-Friendly Target:** I can magnify many reasons into three distinct reason sentences.

Directions: Review your notebook page for the prompt "Explain the significance of support in both texts." Check that you brainstormed widely, grouped like-minded ideas, combined duplicates, narrowed each group, and kept the best three.

1. Selected response. A reason is: [] the big idea that supports a thesis (central idea) [] one tiny evidence detail (2 points)

2. Constructed response. Write three distinct reason sentences about support in both texts: (4 points)

3. Underline the words that show each reason can guide a paragraph. (2 points)

4. Transfer / application. State the Magnifying sequence from memory: _____ (2 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	The first choice. A reason is a big idea that supports a thesis (central idea).	Separates a reason from specific evidence.	2	<u>4.11B(iv)</u>
2	A secure set includes: support helps people move forward; support makes success more possible; support helps important change happen. Award full credit for three complete and distinct sentences.	Produces three paragraph-sized directions.	4	<u>4.12B(i)</u>
3	Underlined language names each distinct reason and shows that it can be developed.	Connects reason sentences to body paragraphs.	2	<u>4.12B(ii)</u>
4	Brainstorm, group, combine or narrow, keep the best three, and write reason sentences.	Recalls the full process in order.	2	<u>4.11C(i-iv)</u>

59. Scoring Principle

Score the primary TEKS, the breadth of the brainstorm, the accuracy of the grouping, the distinctness of the final three reasons, and the completeness of the reason sentences. Minor spelling or convention errors should not remove reason points if they do not change the meaning.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Competing Sets of Reasons enrichment.
7-8	70-89%	Developing	Reteach grouping, narrowing, or the difference between a reason and evidence.
5-6	50-69%	Emerging	Use Color-Sort Reason Rescue with prewritten cards.
0-4	Below 50%	Beginning	Model the sequence slowly and supply sentence stems while requiring the student to make each final choice.

61. Recommended Gradebook Label

Gradebook label: "G4 C3 M3 Magnifying Reasons (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11B(iv) ; 4.12B(i) , 4.12B(ii) , 4.12B(iii)
Spiral TEKS	4.11C(i-iv) ; 4.11D(i,vi-xiv,xxxiii,xxxv)
Purpose	Students use both texts to write a thesis (central idea), three reason sentences, and a short TREES plan for a first full ECR.
Exact Student Prompt	Explain the importance of decisions in both "A Lone Star Choice" and "Making It Happen."
Exact Student Directions	DOT unfamiliar words. Collect evidence with TRACKS. Brainstorm at least eight possible reasons, group like-minded reasons, combine duplicates, narrow each group, keep the best three, and write three complete reason sentences. Use TREES and CSI to connect each reason to evidence from both texts.
Non-Negotiable Expectations	A thesis (central idea) that names the importance of decisions in both texts; three distinct reason sentences; relevant evidence from the poem and drama; an explanation of what the evidence means and its impact.

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. DOT unfamiliar words and read both texts closely.
2. Use TRACKS to collect time, reactions, actions, characters or concepts, key knowledge, and setting.
3. Write a thesis (central idea) that answers the Why prompt about both texts.
4. Brainstorm at least eight possible reasons.
5. Group like-minded reasons and name each group.
6. Combine repeated ideas, remove weak or off-topic ideas, and narrow each group.
7. Keep the best three and write one reason sentence for each.
8. Use CSI: Cite, Say what it means, Illustrate/Impact.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points. The rubric values the wide brainstorm, meaningful grouping, distinct final reasons, evidence from both texts, and conventions.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Brainstorm and grouping	At least eight ideas grouped accurately by meaning.	Several ideas grouped with minor overlap.	Few ideas or mixed groups.	One idea with no grouping.
Thesis (central idea) and reasons	Clear thesis (central idea) plus three distinct, paragraph-sized reason sentences.	Clear thesis (central idea) plus two strong reasons.	Related thesis (central idea) or reasons, but repetition or vagueness remains.	Topic only or no distinct reasons.
Evidence (CSI)	Relevant details from both texts are cited, explained, and connected to the reasons.	Details from both texts are mostly relevant.	One text or weak details used.	No relevant text evidence.
Explanation and impact	Explains what the evidence means and illustrates its impact for each reason.	Explains most evidence links.	Mostly repeats evidence.	No explanation.
Conventions and vocabulary	Complete sentences, accurate preposition or prepositional phrase, grade-appropriate spelling, and module vocabulary.	Mostly complete with minor errors.	Several convention or vocabulary gaps.	Meaning is difficult to follow.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: create competing sets of three reasons and defend the strongest set.
14-17	70-89%	Developing	Confer on grouping or distinctness and revise one reason sentence.
10-13	50-69%	Emerging	Use Color-Sort Reason Rescue with prewritten reason cards.
Below 10	Below 50%	Beginning	Reteach brainstorm, group, narrow, keep three, and write with sentence stems.

66. Teacher Feedback Shortcuts

- Strength: "You brainstormed widely before choosing."
- Strength: "Your groups show which reasons are like-minded."
- Target: "Combine these reasons because they repeat the same meaning."
- Target: "Choose a reason that is broad enough for a paragraph but focused enough to stay clear."
- Evidence: "You cited a detail. Now say what it means and illustrate its impact."
- Vocabulary: "Add the words distinct, relevant, coherence, or support to explain your writing choice."

Response to Student Need

67. Intervention: Color-Sort Reason Rescue

Field	Detail
Purpose	Support students who need help brainstorming, grouping, narrowing, or writing three reason sentences.
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prewritten reason cards, three colored baskets or envelopes, a teacher model chart, and sentence stems
Relevant TEKS Breakout	4.11B(iv) relevant details; 4.11C(i-iv) revise by adding and deleting ideas
Relevant ELPS	4(D)(i)-(iii) use varied sentence types; 4(F)(i)-(ii),(v)-(vi) explain with supporting details

Step 1: Give students six to nine prewritten reasons instead of asking them to generate their own first. Read each reason aloud together.

CLASS SLIDE

Which ideas sound alike? Place them in colored baskets.

TEACHER SCRIPT

"We are going to slow the process down and build it together. This card and this card sound alike. Let's place them together."

Step 2: Use the prompt "Explain the importance of decisions in both texts." Sort: decisions affect the future; support helps plans succeed; choices can lead to conflict; decisions shape history; help from others makes action possible; conflict leads to results.

Step 3: Talk through which card in each basket sounds strongest. Students use stems: "One reason _____ is important is that _____." "Another reason _____ is significant is that _____." "A third reason _____ matters is that _____."

Step 4: Ask, "Could each of these become its own paragraph?" Keep the comparison and final selection with the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to brainstorm.	Students continue past one or two ideas.	Students stop at the first reason.	Return to Layer 1 and ask for at least eight possible reasons.
Ask students to group cards.	Students explain the shared meaning of each group.	Students make a basket too broad or mixed.	Ask which words or ideas make the cards alike.
Ask students to narrow.	Students choose one paragraph-sized idea per basket.	Students keep repeated reasons in separate groups.	Combine duplicates or keep the stronger, broader reason.
Ask how evidence supports a reason.	Students cite, say what it means, and illustrate the impact.	Students confuse a detail with a reason.	Repeat: a reason is the big idea; evidence is the specific proof.

69. Student Support Quick Reference

If a student...	Support to Provide
Stops after one or two ideas	Provide six to nine prewritten reasons and ask the student to add one relevant idea.
Mixes unrelated ideas	Ask the student to explain the shared meaning of every card in the group.
Writes evidence as a reason	Ask whether the idea could hold a full paragraph or is only one specific proof detail.
Masters quickly	Route to Competing Sets of Reasons enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Competing Sets of Reasons

Field	Detail
Purpose	Challenge students to create more than one strong set of three reasons for the same prompt, then defend which set gives the best balance across both texts.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12B(i) clear central idea; 4.12B(iii) craft; 4.11C(i-iv) revise for coherence
Relevant ELPS	4(F)(i)-(ii),(v)-(vi) explain with supporting details; 4(D)(i)-(iii) use varied sentences

Part 1: Use the prompt "Explain the importance of decisions in both texts." Create one set of three reasons focused mostly on the poem, a second set focused mostly on the drama, and a final mixed set that works best for both texts.

CLASS SLIDE

Create three sets. Defend which set gives the best balance and the strongest evidence choices.

Poem-focused possibilities: decisions shape history; decisions affect the future; choices can lead to conflict. **Drama-focused possibilities:** support helps ideas grow; planning turns ideas into action; hard work and patience affect success.

Part 2: Write three complete reason sentences for each set. Mark repeated ideas and revise until each set has three distinct groups.

Part 3: Write a short reflection explaining which set is strongest and why. Use evidence from both "A Lone Star Choice" and "Making It Happen."

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain the importance of decisions in both "A Lone Star Choice" and "Making It Happen."

Connection to This Module: this week you learned to brainstorm widely, group like-minded reasons, combine or delete, narrow each group, keep the best three, and write reason sentences. Use TREES and CSI to develop a first full informative ECR with evidence from both texts.

Planning Support

1. DOT unfamiliar words and use TRACKS on both texts.
2. Write a thesis (central idea) that answers the importance prompt.
3. Brainstorm at least eight possible reasons.
4. Place like-minded reasons into groups and name the groups.
5. Add one relevant idea if a group is thin, delete one weak or off-topic idea, and combine two repeated reasons.
6. Narrow each group to one strong idea and keep only the best three.
7. Turn the three ideas into complete reason sentences.
8. Revise one final sentence with an accurate preposition or prepositional phrase and check spelling.

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then develop each reason with evidence from both texts, what the evidence means, and its impact.

Success Criteria

- I brainstormed at least eight possible reasons.
- I grouped like-minded reasons and combined repeated ideas.
- I kept three distinct, paragraph-sized reasons.
- I wrote a complete reason sentence for each body paragraph.
- I used relevant evidence from both texts and explained its meaning and impact.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11C**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and significance.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 3 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every student a chance to hear and say the thinking, not only read it. These moments are built around this module's work: brainstorming widely, grouping by meaning, narrowing ideas, and writing three distinct reason sentences.

- Read two possible reasons aloud. Students hold up the reason they think is more paragraph-sized and defend it.
- Say the chant: "Hear ye, hear ye, reasons are near me. I gather them, group them, and make them clear, see!" Then state the sequence.
- Read a reason card aloud. Students name the basket and explain which idea is like-minded.
- A student reads three reason sentences aloud; the class listens for distinct, focused, and paragraph-sized ideas.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: AFTER BRAINSTORMING

Did I generate at least eight possible reasons before choosing?

PAUSE POINT: DURING GROUPING

Which ideas sound alike? Can I explain the shared meaning of each group?

PAUSE POINT: BEFORE YOU FINISH

Are my final three reasons distinct enough for three paragraphs? Could each be supported with evidence from both texts?

75. At-Home Connection

These at-home tasks turn a student into a Magnifying process teacher. They need little or no materials and each ends in a short conversation.

TEACHER INFORMATION: TASK CARD 1

Ask a family member to listen while the student brainstorms eight possible reasons for "Explain the importance of decisions in both texts."

Task Card 1: Brainstorm Wide. The student says reasons about decisions, support, conflict, change, and the future. Family member asks, "What is one more possible reason?" Family signature: _____

TEACHER INFORMATION: TASK CARD 2

Use three paper baskets labeled Change and Future, Support and Success, and Conflict and Results.

Task Card 2: Group Like-Minded Reasons. Sort the ideas into the baskets and explain why each idea belongs. Family signature: _____

TEACHER INFORMATION: TASK CARD 3

Ask the student to narrow each group, keep the best three, and teach the sequence aloud.

Task Card 3: Teach the Process. The student explains brainstorm, group, narrow, keep the best three, and write reason sentences, then reads one reason sentence from the notebook. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Use this tracker as a private reflection tool. Check one response for each Magnifying skill after you practice it."

Directions: This tracker is for YOU. Be honest about which choices you can make independently.

I Can...	Not Yet	With Support	Independently
Brainstorm many possible reasons before choosing.			
Group like-minded reasons by meaning.			
Combine duplicates and remove weak or off-topic ideas.			
Narrow each group to one strong, paragraph-sized reason.			
Keep three reasons that are distinct from one another.			
Write three complete reason sentences.			
Use evidence from both texts with CSI.			

77. Student Award

What can I already do? One reason sentence or grouping decision I made successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for brainstorming, grouping, narrowing, or writing distinct reasons:

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you gathered many ideas, grouped like-minded reasons, narrowed each group, and kept the best three. You turned those ideas into reason sentences that can guide focused body paragraphs. That is the work of a thoughtful writer."

80. Essential / Overarching Question, Answered

How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Magnifying keeps writers from settling for the first idea. They brainstorm widely, group like-minded ideas, combine duplicates, remove weak or off-topic ideas, and select three distinct reasons. Each reason can then become a focused body paragraph with different evidence from "A Lone Star Choice" and "Making It Happen."

81. Teacher Reflection

- Which students brainstormed widely before choosing?
- Which students grouped and narrowed ideas independently?
- Which students wrote three distinct reason sentences?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Color-Sort Reason Rescue, and who is ready for Competing Sets of Reasons enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Day 1 wide brainstorm and teacher model
- Day 2 colored-basket grouping and three reason sentences
- Day 3 independent "Magnifying My Reasons" fold
- Day 4 application check with add, delete, combine, preposition, and spelling work
- Day 5 partner teach-back and the Module 3 My Progress Tracker
- Exit tickets at each level so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 14-slide Module 3 deck, listed in lesson order.

Slide	Title	Required Content	Lesson Location
1	Magnifying Many Ideas into Three Strong Reasons	Grade 4; Cluster 3; Module 3; High stamina; first full informative ECR	Cover
2	Today We Will Look For	Many reasons, like-minded groups, combined ideas, three distinct reasons, and reason sentences	Learning Destination
3	Listen, Decide, and Defend	Choose the stronger paragraph-sized reason and defend the choice	Day 1 Gather
4	The Magnifying Process	Brainstorm, group, narrow, keep the best three, write reason sentences	Day 1 Reveal
5	Magnify the Reasons	Colored baskets, reason cards, three final groups, and reason sentences	Day 2 Attempt
6	Discuss the Choices	Why brainstorm, group, combine, narrow, and distinguish reason from evidence	Day 3 Discuss
7	Magnify and Write	Support prompt, eight ideas, groups, best three, and reason sentences	Day 3 Use
8	Award the Work	Circle the strongest reason and explain why it shines	Day 4 Award
9	Target the Next Goal	Add, delete, combine, revise with a preposition, and check spelling	Day 4 Target
10	Turn and Teach	Partner A teaches Layers 1-3; Partner B teaches the final selection	Day 5 Explain
11	Our Three Reason Sentences	Three distinct sentences about support, change, and progress	Day 5 Explain
12	Exit Ticket	Circle the strongest sentence, explain why it shines, and state the sequence	Assessment
13	Competing Sets of Reasons	Poem-focused, drama-focused, and balanced sets	Enrichment
14	My Progress Tracker	Reflect on brainstorming, grouping, narrowing, and three reason sentences	Student Ownership

Guide routines and companion materials: DOT, TRACKS, TREES, CSI, reason cards, colored baskets, and the interactive notebook fold support the lesson. The deck stays centered on the Magnifying process and the two provided texts.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Remote students still brainstorm, group, narrow, keep three, and write reason sentences.

Element	Adaptation
Shared-screen adaptation	Show a shared slide with the prompt and move reason cards into three labeled groups.
Annotation	Students mark DOT and TRACKS on a shared document or digital copy of each text.
Breakout discussion	Pairs explain why cards are like-minded and defend one narrowed reason.
Oral response	Students say the Magnifying sequence aloud before typing their three reason sentences.
Asynchronous option	Students submit a four-section document labeled Brainstorm, Groups, Best Three, and Reason Sentences.
LMS submission	Collect the three reason sentences and one evidence detail from each text.
Digital tracking	Students update My Progress Tracker digitally and record one next goal.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	
One standard worth a second pass	

One idea to make this module even better next year	
Open notes	

Overarching Question, Answered

How does magnifying many ideas into three distinct reasons make an informative ECR more focused and developed?

Magnifying keeps writers from settling for the first idea. They brainstorm widely, group like-minded ideas, combine duplicates, remove weak or off-topic ideas, and select three distinct reasons. Each reason can become a focused body paragraph with different evidence from "A Lone Star Choice" and "Making It Happen."

THE WRITING ACADEMY®, LLC.

Teacher Lesson Plan Guide

Matching Reasons, Evidence, and Explanation with CSI

Grade 4 | Cluster 3 | Module 4

Grade: 4

Cluster: 3, Extended Constructed Response (ECR) with the TREES structure

Module: 4 of the cluster

Primary Instructional Category: Grade 4 informative Extended Constructed Response (ECR) across a poem and a drama

Module Title: Matching Reasons, Evidence, and Explanation with CSI

Content Connection / Passage Titles: the poem "A Lone Star Choice" and the drama "Making It Happen" (Week 4, Very High stamina, ECR Informational)

Primary TEKS: [4.11B\(iv\)](#), [4.12B\(i\)](#), [4.12B\(ii\)](#), and [4.12B\(iii\)](#)

Approximate Daily Instructional Time: exactly 15 minutes per day, across 5 days

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Response Strand (7-Strand) TEKS Woven Into This Module

Strand 7 is the Response strand. Every breakout below is built into this module at the point named in brackets. The verbatim TEKS wording is used.

- **[4.7A]** describe personal connections to a variety of sources, including self-selected text. *[Woven into the Day 3 DISCUSS section.]*
- **[4.7B]** write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources. *[This is a paired-passages module. Woven wherever students compare and contrast the two texts.]*
- **[4.7C]** use text evidence to support an appropriate response. *[Woven everywhere CSI (Cite Specific Information) and evidence are used.]*
- **[4.7D]** retell, paraphrase, or summarize texts in ways that maintain meaning and logical order. *[Woven into the Standards Slide Deck triplets.]*
- **[4.7E]** interact with sources in meaningful ways such as note taking, annotating, free writing, or illustrating. *[Listed every time TRACKS is used.]*
- **[4.7F]** respond using newly acquired vocabulary as appropriate. *[Added to every writing assignment in this module.]*
- **[4.7G]** discuss specific ideas in the text that are important to the meaning. *[Woven wherever explaining and DEEP FACTS occur.]*

1. A Little Inspiration Goes a Long Way!

This module opens by naming its purpose for the teacher: students are moving from answering questions to understanding ideas. Hold that purpose in front of the class all week.

TEACHER SCRIPT

"When you connect a reason to the right quotation and explain what the proof means, your informative writing becomes clear and strong."

Connection to this week's type of thinking: the whole week builds a CSI habit: mark Details with DOT, organize evidence with TRACKS, narrow ideas with the Magnifying process, then Connect, Support, and Infer.

2. Why This Module Matters

Students learn to match a reason to quoted evidence and a clear explanation. Using "A Lone Star Choice" and "Making It Happen," students complete the evidence, explanation, and summary work of TREES. CSI keeps the quotation tied to the reason: Connect, Support, Infer.

Where it fits into writing: evidence selection is the bridge between a thesis (central idea) and a developed informative ECR. A quotation without a reason or explanation does not yet do a job for the reader.

Why it matters beyond this assignment: students carry a durable habit of testing proof, explaining meaning, and teaching their thinking across subjects.

3. Module Essential / Overarching Question

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

Students record their first thinking at the start of the week and return to it after the partner teach-back.

My First Thinking (Monday):

My Final Thinking (Friday):

What changed in my thinking?

Family Communication

4. Parent Communication Purpose

Families are partners in this work, and partnership grows when families know the precise kind of thinking their student is practicing. This page gives every family a clear picture of the week's learning, questions for a natural conversation, and simple activities that require no special materials. Nothing here is homework for the family. It is an invitation to listen as a student explains an idea.

How to Send It: copy the letter in the language each family prefers, or send both. The conversation starters and family activities can be shared in a class stream, on a paper handout, or during a family conference.

5. Family Letter (English)

Dear Families,

This week your student is learning to match each reason to accurate quoted evidence and explain what the quotation proves. Students will use CSI: Connect the evidence to the reason, Support the reason with strong proof, and Infer what the evidence means and why it matters.

We will read the poem "A Lone Star Choice" and the drama "Making It Happen." Students will build one informative response from both genres using TREES: Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Summary. Ask your student to read one Reason + Evidence + Explanation set aloud and explain why the quotation is strong.

With appreciation, Your student's teacher, The Writing Academy, LLC

6. Family Letter (Spanish) / Carta para las Familias

Estimadas familias:

Esta semana su estudiante aprenderá a relacionar cada razón con evidencia citada y a explicar lo que demuestra la cita. Usará CSI: conectar la evidencia con la razón, apoyar la razón con una prueba sólida e inferir qué significa la evidencia y por qué importa.

Leeremos el poema "A Lone Star Choice" y el drama "Making It Happen". Su estudiante formará una respuesta informativa usando los dos géneros y el cuadro TREES: Tesis (idea central), Razones o maneras, Evidencia, Explicación y Resumen. Pídale que lea en voz alta un conjunto de Razón + Evidencia + Explicación y que explique por qué la cita es una prueba sólida.

Con aprecio, La maestra o el maestro de su estudiante, The Writing Academy, LLC

7. Family Conversation Starters

- How did CSI help you choose a quotation?
- What job does a signal marker do?
- How is explanation different from evidence?
- Which explanation type did you use: definition, expert testimony, or story/anecdote?
- How does your quotation directly prove your reason?

8. Simple Family Activities

Both activities need little or no materials and end in a conversation rather than a worksheet.

Family Activity: Triple Match Teach-Back

Read one reason, its quotation, and its explanation. Have your student explain how the quotation connects, supports, and allows an inference.

Family Activity: Quote Test

Offer two details from a story or conversation. Ask which one most directly proves the reason. Have your student use the frame, "This quotation connects because _____, supports _____, and helps me infer _____."

Teacher Road Map

9. Teacher Navigation Key

Symbols replace colors throughout this guide. This key is non-negotiable in every module. Use it to read every day at a glance.

- **TEACH** : teacher explicitly teaches or models the TEKS
 - **LEARN** : student practices or develops the TEKS
 - ✓ **ASSESS** : student independently demonstrates or transfers learning
- Teacher Script** : exact recommended teacher language
- Class Slide** : corresponding click-along slide

10. GRADUATE Evidence Alignment

This module explicitly connects each GRADUATE stage to the evidence it produces.

GRADUATE Stage	Evidence Role	What It Shows
Gather	■ TEACH	Activates the concept and frames the TEKS.
Reveal	■ TEACH	Makes teacher thinking and modeling visible.
Attempt	○ LEARN	Guided, structured student practice.
Discuss	○ LEARN	Students clarify and justify.
Use	✓ ASSESS	Independent, meaningful application.
Award	✓ ASSESS	Student recognizes a demonstrated strength.
Target	✓ ASSESS	Student identifies and acts on a next step.
Explain / Educate	✓ ASSESS	Student explains and transfers the learning.

11. Module at a Glance

Field	This Module
Cluster / Module	Grade 4, Cluster 3, Module 4
Module Category	Informational Writing / Extended Constructed Response (Matching Reasons, Evidence, and Explanation with CSI)
Primary TEKS	4.11B(iv), 4.12B / 4.12B(i)
Primary Breakout	Plan a first draft (4.11B(iv)); compose informational text with a clear central idea (4.12B / 4.12B(i))
Spiral TEKS	4.7A, 4.7B , 4.7C , 4.7D , 4.7E , 4.7F , 4.7G (Response strand); SS 4.11B(iv) and SS 4.11B(iv) (interdisciplinary content)
Recursive TEKS	4.11C revising and conventions retrieval (capitalization, punctuation, sentence structure); the DOT and TRACKS reading habit; the ECR (TREES) structure
Content Connection	Poem "A Lone Star Choice" and drama "Making It Happen"
Daily Lesson Time	About 15 minutes per day, 5 days

Weekly GRADUATE Map	Day 1 Gather + Reveal; Day 2 Attempt; Day 3 Discuss + Use; Day 4 Award + Target; Day 5 Explain / Educate
Student Product(s)	Shaped WHY/HOW prompts; CSI Triple Match theses; independent thesis (central idea); revised thesis (central idea); My Progress Tracker
Formal Assessment Product	Student Exit Ticket and the Module Writing Assignment (ECR)

Standards, Learning & Rigor

12. Learning Destination

Module Learning Objective: Students will use CSI to match each reason to accurate quoted evidence and a clear explanation, completing a full cross-genre informative ECR from "A Lone Star Choice" and "Making It Happen."

I Will Statements

- I will read closely and mark details that could prove a reason.
- I will use the Magnifying process to narrow many ideas to three strong reasons.
- I will test quotations with CSI: Connect, Support, Infer.
- I will introduce each quotation with a clear signal marker.
- I will write an explanation that adds meaning instead of retelling.

I Can Statements

- I can match a reason to quoted evidence.
- I can explain what the evidence proves and why it matters.
- I can compare possible quotations and choose the proof that most directly supports a reason.
- I can use evidence from both a poem and a drama in one informative response.

CLASS SLIDE

Daily Deck, physical slide 2 (Module Slide 1): the I Will and I Can statements for this module, so students see the week's target before anything else.

13. Success Criteria

Students should know exactly what successful work looks like, stated in student language.

- Each quotation directly supports its reason and remains accurate.
- Each quotation has a clear signal marker.
- Each explanation begins from the evidence and adds analysis.
- My response uses evidence from both the poem and drama.
- I use TREES to connect my thesis (central idea), reasons, evidence, explanations, and summary.

14. Evidence That Will Demonstrate Mastery

Identified before instruction begins so the teacher knows which products count as evidence.

- Day 2 guided practice: a reason, quoted evidence, and explanation matched in CSI Triple Match.
- Day 3 independent product: three complete Reason + Evidence + Explanation sets from both genres.
- Day 4 revision: one set revised for coherence, conventions, and stronger inference.
- Day 5 teach-back and transfer: a partner explanation plus a full cross-genre informative ECR foundation.
- Writing assignment: one thesis (central idea), three reasons, quoted evidence, signal markers, and explanations.

15. TEKS Correlations

Primary targets are **4.11B(iv)**, **4.12B(i)**, **4.12B(ii)**, and **4.12B(iii)**. Revision and editing are applied through **4.11C(i-iv)** and **4.11D(i)**, **4.11D(vi-xiv)**, **4.11D(xxxiii)**, and **4.11D(xxxv)**.

TEKS	Strand	Student Expectation (verbatim TEKS)	Where Taught	Where Practiced	Where Assessed
4.11B(iv)	Writing Process	develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	Days 1-5	Days 3-5	Writing Assignment
4.12B(i)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	Day 1	Days 3-5	Writing Assignment
4.12B(ii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	Day 1	Days 2-5	Quoted evidence and signal markers
4.12B(iii)	Writing Genre	compose informational texts, including brief compositions that convey information about a topic, using craft	Day 1	Days 2-5	Explanation and coherence
4.11C(i-iv) / 4.11D(i), (vi-xiv), (xxxiii), (xxxv)	Revising and Editing	revise drafts to improve sentence structure, word choice, and coherence by adding and deleting ideas; edit using standard English conventions and correct spelling	Day 4	Day 4; Writing Assignment	Standards Application Check

The Social Studies rows provide interdisciplinary context; they are not assessed as writing standards in this module.

16. Standards Coverage Matrix

This is separate from the correlation table. It classifies each standard as PRIMARY, SPIRAL, or RECURSIVE and names where it occurs. The central-idea focus within **4.12B** is labeled **4.12B(i)** in the Module 4 assessment companion.

Classification	TEKS	Student Expectation (verbatim, abbreviated)	Where It Occurs
PRIMARY	4.11B(iv)	plan a first draft by selecting a genre... using a range of strategies	Day 1 model; Days 1-3 planning
PRIMARY	4.12B	compose informational texts... using a clear central idea and genre characteristics and craft	Days 1-5; Day 3 Use; Day 5
RECURSIVE	4.11C	revise drafts to improve sentence structure and word choice...	Day 4; Additional Writing Opportunity
SPIRAL	4.7A	describe personal connections to a variety of sources...	Day 3 Discuss
SPIRAL	4.7B	write responses... comparing and contrasting ideas across a variety of sources	Day 3 cross-text; Day 5 transfer; Enrichment
SPIRAL	4.7C	use text evidence to support an appropriate response	Everywhere CSI and evidence are used; TREES
SPIRAL	4.7D	retell, paraphrase, or summarize texts... maintaining meaning and logical order	Standards Slide Deck triplets
SPIRAL	4.7E	interact with sources in meaningful ways such as note taking, annotating...	Every TRACKS treatment; annotation guides
SPIRAL	4.7F	respond using newly acquired vocabulary as appropriate	Every writing assignment in this module
SPIRAL	4.7G	discuss specific ideas in the text that are important to the meaning	Explaining and DEEP FACTS moments; Day 5
SPIRAL	SS 4.11B(iv) / SS 4.11B(iv)	reasons people form communities; individuals who made scientific breakthroughs	Day 1 content context (both texts)
RECURSIVE	Conventions	capitalization, punctuation, subject-verb agreement, verb tense (retrieval)	Conventions Connection; Day 4 editing
RECURSIVE	DOT / TRACKS / TREES	reading and evidence habit carried across modules	Anchor charts; all five days

17. ELPS Correlations

Matched to the actual language demands of this module: students listen for WHY or HOW, shape a prompt, explain a reason or a way something happened, and write a complete thesis (central idea).

ELPS	Domain	Language Pattern	Complete ELPS Student Expectation	Day Addressed
1(E)	Listening	Comprehension	Demonstrate listening comprehension of spoken language during classroom interactions by recalling, retelling, responding, or asking for clarification.	Days 1, 3, 4, and 5
1(C)	Listening	Following Directions	Follow oral directions with accuracy.	Day 2 and intervention
2(E)	Speaking	Discourse	Narrate, describe, or explain information orally with increasing specificity and detail during classroom interactions.	Days 2, 3, and 5
2(F)	Speaking	Respond to Information	Restate, ask questions about, or respond to information during formal and informal classroom interactions.	Days 1, 3, and 4
3(E)	Reading	Purpose for Reading	Use pre-reading strategies, including previewing text features, connecting to prior knowledge, and making predictions, to develop comprehension.	Day 1
4(D)	Writing	Language Structures / Syntax	Write using a variety of grade-appropriate sentence lengths and types and connecting words.	Days 3 and 5
4(E)	Writing	Conventions	Write using conventions such as capitalization, punctuation, subject-verb agreement, and verb tense.	Day 4 and the Additional Writing Opportunity

ELPS Woven Into Intervention

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
1(C)	Listening	Follow oral directions with accuracy.	Intervention, after Day 3
2(F)	Speaking	Restate, ask questions about, or respond to information during classroom interactions.	Intervention, after Day 3

ELPS Woven Into Enrichment

ELPS	Domain	Complete ELPS Student Expectation	Day Addressed
2(E)	Speaking	Narrate, describe, or explain information orally with increasing specificity and detail.	Enrichment, after Day 4
4(D)	Writing	Write using a variety of grade-appropriate sentence lengths and connecting words.	Enrichment, after Day 4

18. ELPS Linguistic Accommodations

These accommodations maintain grade-level rigor while opening clear language pathways as students shape WHY and HOW prompts, identify the conflict, and write a matching thesis (central idea).

Proficiency Level	Language Objective (access changes; the thinking demand stays intact)
Pre-Production	Point to WHY or HOW and place the prompt under WHY (reasons) or HOW (a way something happened) using the illustrated chart. Use gestures for circle, box, and triangle.
Beginning	Complete orally: "This prompt is asking for _____ because I see _____."
Intermediate	Use the frame, "_____ was needed because _____." for WHY or "_____ solved the problem by _____." for HOW.
High Intermediate	Explain in complete sentences how a clue word determines the thesis (central idea) type.
Advanced	Independently analyze a new prompt, write a thesis (central idea), and explain why its wording answers the prompt.

Language Supports

- Provide a two-column WHY / HOW visual plus a shape key: circle important nouns, box the important verb, and triangle the clue word.
- Offer oral rehearsal before writing; partners can point, sort, say, and then write.
- Keep the grade-level prompt intact. Read it aloud, define one needed word, and return the thinking work to the student.
- Use these frames: "This prompt asks for reasons because I see WHY." and "This prompt asks for a way something happened because I see HOW."
- Invite students to explain WHY, HOW, problem, or thesis (central idea) in their home language before rehearsing in English.

Evidence of Access Without Reduced Rigor: students can use a visual, a word bank, and an oral frame, but each student still shapes the prompt, decides WHY or HOW, identifies the conflict, and writes a prompt-matched thesis (central idea).

19. Language Domains

Domain	How This Module Builds It
Listening	Students hear one WHY or HOW prompt read aloud, then restate whether it asks for reasons or a way something happened.
Speaking	Students say their thinking aloud to a partner before they write, using the sentence frames provided.
Reading	Students read the module passage and the prompt closely, marking the words that carry the meaning.
Writing	Students shape a WHY or HOW prompt and write a matching thesis (central idea), moving from a spoken reason or way to a complete written sentence.

20. Rigor Safeguard

Teachers CAN provide	Teachers CANNOT do for students
Read a prompt aloud, repeat it, and let students use the prompt-shaping and WHY / HOW charts. Define an unfamiliar word and provide an oral frame.	Choose the important nouns, verb, or clue word for a student, supply the reason or way, or write the thesis (central idea) for the student.

The student must still analyze the clue word and create the prompt-matched central idea.

21. Rigor & Cognitive Demand

Level of Thinking	What Students Must Do	Expected Degree of Independence	Evidence of the Thinking
Literal	Locate important nouns, the important verb, and WHY or HOW in the prompt.	Supported on Day 1.	Important nouns are circled, the important verb is boxed, and the clue word is triangulated.
Inferential	Decide whether WHY asks for reasons or HOW asks for a way something happened; use the conflict to plan the answer.	Guided on Days 1-2; independent by Day 3.	The prompt is sorted and the student explains the choice.
Evaluative	Judge whether a thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the conflict.	Partner discussion on Days 2 and 5.	The student defends or revises a thesis (central idea).
Synthesis	Shape one prompt asking WHY AND HOW decisions improved communities and write a thesis (central idea) that answers both parts.	Independent challenge after mastery.	A thesis (central idea) with a reason and a way, ready to develop with TREES.

22. The Five Thinking Levels

Use this progression in every module to name the level of thinking a prompt and a student response require. Colors are shown as labels only; the symbol identifies each level in black and white.

Level	Symbol	Color Label	Thinking Stage	Description
Level 1	● circle	Red	Foundational	Student follows directions or repeats information exactly as taught with little independent thinking.
Level 2	■ square	Orange	Emergent	Student begins trying ideas independently but can be uncertain or inconsistent.
Level 3	▽ inverted triangle	Yellow	Visible	Student connects ideas directly to textual evidence or proof from the passage.
Level 4	△ triangle	Green	Independent	Student combines evidence with personal inference, applying understanding to self or deeper meaning.
Level 5	◆ diamond	Blue	Reflective	Student connects evidence to the world, morals, lessons, themes, or broader life understanding.

The Progression of Thinking

Level	Hidden Question	Student Thinking	Thinking Focus
Foundational (Red)	Why did it happen?	I can explain the cause.	Cause and Effect
Emergent (Orange)	Why was it done?	I can explain the purpose.	Purpose and Motivation
Visible (Yellow)	Why is it important in the passage?	I can explain why it matters in the text.	Importance and Contribution
Independent (Green)	Why is it important to me?	I can explain what I can learn, value, or apply to my own life.	Personal Meaning and Application
Reflective (Blue)	Why is it important to everyone?	I can explain the universal lesson or summary.	Universal Meaning and Life Lessons

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

23. Possible Teacher Misconceptions

The Misconception	What a Teacher Might Misunderstand	A Practical Way to Self-Correct
Finding WHY or HOW completes prompt analysis.	The teacher can skip the important nouns and verb or the text's conflict.	Model all three shapes, identify the conflict, and then write a thesis (central idea) that answers the exact prompt.
A HOW answer only needs to say the solution was helpful.	The teacher can accept a general judgment without the way the problem was solved.	Ask, "How did it solve the problem?" Model a by phrase that names the way.
Clue-word sorting is the final goal.	The teacher can stop before students write a thesis (central idea).	Protect the analysis-to-thesis (central idea) habit: shape the prompt, decide WHY or HOW, identify the conflict, then write a prompt-matched central idea.

24. Possible Student Misconceptions

What Students Can Misunderstand	What a Teacher Might Notice	A Practical Way to Correct or Reteach It
WHY and HOW ask for the same answer.	The student tells why a discovery matters without explaining how it solved a problem.	Contrast WHY = reasons, using because, with HOW = a way something happened, using by.
A true detail is enough for a thesis (central idea).	The student writes "People gathered" without answering why they gathered.	Return to the shaped prompt and the conflict. Ask for a complete sentence that answers WHY with a reason.
Evidence explains itself.	The student copies a detail but does not connect it to the thesis (central idea).	Prompt: "This shows _____ because _____."

Module Foundations: Review, Refresh & Readiness

This fixed section runs before Day 1. It is prerequisite retrieval, not another lesson.

25. TEKS Target

Exact standards and breakouts being taught: **4.11B(iv)** develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details; **4.12B(i)** compose informational texts using a clear central idea; **4.12B(ii)** use genre characteristics; and **4.12B(iii)** use craft. Students match each reason to quoted evidence and a clear explanation across the poem and drama.

26. How I Say the Standard!

TEKS says	How I say it
4.11B(iv) develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details	I can build a focused response by choosing details that fit my thesis (central idea), reason, and explanation.
4.12B(i) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea	I can write an informative response with one clear thesis (central idea) and reasons that teach the reader.
4.12B(ii) compose informational texts, including brief compositions that convey information about a topic, using genre characteristics	I can use informative writing moves, including quoted evidence, signal markers, and explanations.
4.12B(iii) compose informational texts, including brief compositions that convey information about a topic, using craft	I can choose precise words and connect my evidence to my explanation so my writing is clear.

27. This Week I Can...

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

28. Before I Can... Prerequisites

What needs to be in place before this week's new learning will work:

- Read a grade-level poem and drama and identify a problem and a solution.
- Recognize a writing prompt as the task a writer must answer.
- Write a complete sentence with a subject and a predicate.
- Use the DOT habit to mark an unfamiliar word.
- Know that evidence is proof taken from a text (an early CSI, Cite Specific Information, habit). **4.7C**

29. Remember This! (60-Second Retrieval)

TEACHER SCRIPT

"In 60 seconds, tell your partner a problem and a solution from a text we have read. Name one noun and one action word you could use to tell about them."

This is retrieval only. Do not add a new lesson here.

30. Vocabulary Infusion

A short, immediate-use set for Day 1. The complete tiered vocabulary follows in Part VI.

Word	Student-Friendly Meaning	Use It Today
prompt	the question or task a writer is asked to answer	I shape the prompt before I write.
WHY / HOW	WHY asks for reasons; HOW asks for a way something happened	I triangle WHY or HOW.
thesis (central idea)	a complete sentence that clearly answers the prompt	My thesis (central idea) matches the prompt.
conflict	a problem or struggle in a text	The conflict helps me think of my reason or way.

31. Conventions Connection

Recursive conventions review for the week: a thesis (central idea) is a complete sentence. Retrieve capitalization of the first word and end punctuation. When students draft on Day 3 and revise on Day 4, have them check that each thesis (central idea) begins with a capital letter, ends with a period, and keeps subject-verb agreement (TEKS 4(E) conventions).

32. Writing Connection

Analyzing a prompt correctly is what makes a written response accurate. When students name the thinking type before they write, their central idea answers the exact question and their reason or way, evidence, explanation, and summary develop that central idea. This is the habit that turns a guess into a planned ECR.

33. Watch Out!

Common misconception: students triangle WHY or HOW but skip the nouns and verb or write only a topic statement. **Teacher move:** return to all three shapes, name the conflict, and ask for a complete thesis (central idea) with a reason for WHY or a way for HOW.

34. Ready Check

Read one prompt aloud: "Explain WHY decisions affect people and the future." Ask students to point out a noun and an action word and tell what WHY asks them to explain. Use responses to decide who needs the shape key and oral rehearsal during Day 1.

35. Teacher Look-Fors

- Students circle important nouns, box the important verb, and triangle WHY or HOW.
- Students say, "WHY asks for reasons" or "HOW asks for a way something happened."
- Students name the conflict before writing a thesis (central idea) that answers the exact prompt.
- Students begin a thesis (central idea) with a capital and end it with a period.

Vocabulary, Content & Preparation

TEACHER SCRIPT

"These are academic thinking words that help us understand questions and explain answers."

36. Complete Tier 1 Vocabulary

TEACHER SCRIPT

"These are everyday words you need so you can read about our topic and talk about it clearly."

Word	Student-Friendly Definition	Oral Rehearsal Frame
match	to put things together because they fit	I match ____ with ____.
reason	a statement that tells why an idea is true or important	My reason is ____.
quote	exact words copied from a text	The quote says ____.
proof	information that shows an idea is true	My proof shows ____.
idea	a thought a writer develops	The idea becomes clearer when ____.
choose	to select from possible options	I choose this line because ____.
mean	to communicate an idea	This line means ____.
help	to make something possible or easier	The evidence helps the reader ____.
strong	able to do its job well	This is strong proof because ____.
tell	to communicate information	My explanation tells ____.

37. Complete Tier 2 Vocabulary

TEACHER SCRIPT

"These are the academic thinking words you will use in every subject. When you know them, you can understand a question and explain your answer."

Word	Student-Friendly Definition	Oral Rehearsal Frame
evidence	information from a text that proves an idea	The evidence proves ____.
explanation	thinking that tells what evidence means and why it matters	My explanation adds ____.
quotation	exact words repeated from a text	The quotation " ____ " proves ____.
signal marker	words that introduce quoted evidence	My signal marker is ____.
connect	to show how ideas fit together	The quote connects because ____.
support	to strengthen an idea with proof	The detail supports ____.
infer	to reach a meaning from evidence and thinking	I infer ____.
prove	to show that an idea is true	This proves ____.
anecdote	a brief story used to explain an idea	The anecdote explains ____.
testimony	a statement from someone with knowledge or experience	The testimony supports ____.

38. Complete Tier 3 Vocabulary

TEACHER SCRIPT

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

Word	Say It This Way	Student-Friendly Definition
CSI	see-ess-EYE	Connect, Support, Infer: a HABIT for testing evidence
reason sentence	REE-zuhn SEN-tuhns	a body-paragraph statement that supports the thesis (central idea)
quoted evidence	KWOH-tid EV-uh-duhns	exact text proof placed in quotation marks
signal marker	SIG-nuhl MAR-ker	a phrase that tells readers a quotation is coming
definition explanation	def-uh-NISH-uhn eks-pluh-NAY-shuhn	explanation that clarifies what an idea means
expert testimony	EK-spurt TES-tuh-moh-nee	explanation using knowledgeable guidance
story/anecdote	STOR-ee AN-ik-doht	a brief experience that helps explain evidence
text analysis	tekst uh-NAL-uh-sis	thinking that explores how evidence proves an idea
coherence	koh-HEER-uhns	the clear fit and flow among ideas
Summary	SUM-uh-ree	a brief statement that brings the evidence and explanation back to the thesis (central idea)

See the Vocabulary Opportunities page for 50 activities, and the companion TWA Vocabulary Practice.

39. Background Knowledge & Teacher Context

What the teacher needs to know. This very-high-stamina module uses the poem "A Lone Star Choice" and the drama "Making It Happen." The poem shows Texas standing alone, considering statehood, and living with the lasting effects of a decision. The drama shows Aaliyah and Mateo learning that ideas become real through opportunity, planning, hard work, patience, and support from family members, customers, banks, teachers, and community members.

Important conceptual background. Students already know TREES. Module 4 develops Evidence, Explanation, and Summary and Inferencing. The Magnifying process narrows many possible ideas to three strong reasons. CSI then tests each quotation: Connect it to the reason, Support it with direct proof, and Infer what the evidence means and why it matters.

Content context and connection to writing instruction. The poem and drama are different genres, yet both show how choices and support shape what happens next. Students use DOT to notice details and TRACKS to categorize evidence, then build one informative ECR with evidence from both sources.

The ECR Habit

Before writing, students DOT unknown words, circle important nouns, box the important verb, triangle WHY or HOW, and identify the conflict. They write a matching thesis (central idea), then use TREES: thesis (central idea), Reason/Way, Evidence, Explanation, and Summary. The reason or way develops the thesis (central idea); evidence gives text proof; explanation connects that proof to the thesis (central idea); summary states why the idea matters. **4.7G**

40. Materials Needed

Category	Items
Core print materials	Printed copies of both passages; interactive notebooks; anchor chart paper
Activity / game materials	WHY, HOW, and BOTH spinner; prompt cards using the module's displayed prompts; a simple movement path and markers for CSI Triple Match
Writing materials	Pencils; dry erase boards and markers; sticky notes
Assessment materials	Student Exit Ticket page; My Progress Tracker; the Module Writing Assignment
Technology	Projector or board for the Daily Deck slides
Accessibility supports	Circle, box, and triangle shape key; WHY / HOW sorting mat; sentence frames; picture-supported prompt cards

41. Preparation Before Day 1

- ☐ Prepare the TREES anchor chart and the CSI Evidence HABIT chart: Connect, Support, Infer.
- ☐ Prepare the reason cards, evidence cards, explanation cards, matching mats, highlighters, and interactive notebooks.
- ☐ Prepare three reason sentences, accurate quotations from both genres, signal markers, and definition, expert testimony, and story/anecdote explanations.
- ☐ Copy the provided poem "A Lone Star Choice" and drama "Making It Happen." Plan short reading and writing portions for this very-high-stamina module.
- ☐ Prepare a model thesis (central idea) about decisions and support, three CSI matches, and a revision that adds a direct quotation and meaningful explanation.
- ☐ Set out notebooks and pencils for shaping prompts and writing complete theses during CSI Triple Match.

42. Weekly Timing & Transition Overview

Day	Minutes	GRADUATE Stage	What Happens
Day 1	15	G Gather + R Reveal	Recall the jobs of reason, evidence, and explanation; introduce TREES, CSI, and signal markers with the poem and drama.
Day 2	15	A Attempt	Play CSI Triple Match with reason cards, quoted evidence cards, and explanation cards.
Day 3	15	D Discuss + U Use	Compare quotations, defend the strongest match, and independently build three CSI sets from both genres.
Day 4	15	A Award + T Target	Star the strongest explanation, revise one set for coherence and conventions, and choose a CSI goal.
Day 5	15	E Explain to Others	Teach CSI to a partner and complete a full cross-genre informative ECR foundation.

43. Tiny Times Transition

A Tiny Time is a quick, zero-material movement routine, under one minute, that reinforces the CSI evidence habit.

- Signal the class and say, "Tiny Time! CSI the match!"

- Read one reason and one quotation from the poem or drama.
- Students make three hand motions: connect, support, infer.
- Students say what the quotation proves and return quietly to their work.

Citizenship & Content Connection

44. The Citizenship Connection

This module connects to decision-making, civic discussion, free enterprise, and the ways people support ideas (the poem and drama).

Element	This Module
Suitability	A natural fit. The poem follows a public decision and the drama follows ideas gaining support.
Focus	Respectful discussion, opportunity, free enterprise, persistence, and community support.
Historical / Content Connection	The poem names 1845 and shows how a choice can affect land, government, and future plans. The drama names patrons, banks, customers, teachers, family members, and community members as sources of support.
Perspective Connection	People listen to different points of view, consider possible losses and gains, and help one another make ideas real.
Literacy-to-Citizenship Connection	Reading a quotation carefully mirrors listening carefully to another person's idea. Readers and citizens both need to distinguish a claim from the evidence that supports it.
Citizenship Question	"How can respectful discussion and support help people make choices and develop ideas?"
Teacher Script	<i>"People can disagree about a decision and still listen respectfully. People can also help an idea grow by offering time, effort, resources, or encouragement."</i>
Accuracy / Source Note	Use only the lesson plan's poem and drama for examples. Keep every quotation accurate and identify which genre supplies it.

Instructional Tools & Source Text

45. Anchor Charts / Core Strategy Visuals

CSI Evidence Habit

C - Connect	S - Support	I - Infer
Show how the quotation fits the reason.	Use exact words from the poem or drama as strong proof.	Explain what the evidence means and why it matters.

Signal Markers and Explanation Types

Move	Language	What the Writer Does
Signal marker	The poet said... The poem stated... The playwright said... The drama stated...	Introduces quoted evidence.
Explanation	This shows... This means... This proves... This helps the reader understand...	Explores what the quotation means and why it matters.

ECR (TREES) Thinking Chart

Letter	ECR Part	What It Means
T	Thesis (central idea)	The answer to the prompt.
R	Reason or Way	The reason or way that develops the thesis (central idea).
E	Evidence	Text proof. 4.7C
E	Explanation	How the evidence proves the thesis (central idea). 4.7G
S	Summary	A brief statement that brings the evidence and explanation back to the thesis (central idea).

46. Core Habit / Strategy Explanation

TEACHER SCRIPT

"Before you choose a quotation, use DOT to notice details, use TRACKS to classify them, and use CSI to test whether the proof belongs with your reason."

CLASS SLIDE

DOT the details. TRACK the evidence. CSI the match.

Encouragement: "A quotation is not strong just because it is interesting. Strong writers ask what job the quotation does for the reason."

CREATE THE ANCHOR CHART

Build an anchor chart titled "Reason + Evidence + Explanation." Add TREES: Thesis (central idea), Reason or Way, Evidence, Explanation, Summary. Add CSI: Connect the quote to the reason, Support the reason with specific proof, Infer what the evidence means and why it matters. Add signal markers and the three explanation types.

47. Student Source Passage(s)

Passage use: read the poem and the drama below at very high stamina. Keep the line numbers and character names for discussion and for citing evidence across genres.

Poem: "A Lone Star Choice" (Genre: Poem; Stamina: Very High)

Texas stood beneath wide skies,
A young republic in people's eyes.
Once part of Mexico long ago,
Now standing alone, unsure where to go.
5 Leaders talked both day and night,
About joining the U.S. and what was right.
Some were hopeful, while others felt hopeless.
Wondering what the choice was about.
In 1845, a change was made,
10 Texas joined the U.S., a choice that stayed.
But Mexico did not agree,
And anger grew for all to see.
Soon a war began to rise,
With soldiers marching under open skies.
15 Battles were fought both near and far,
Each side showing who they are.
The war came to an end at last,
But its effects were strong and vast.
The U.S. gained land across the West,
20 Changing the map and passing the test.
For Texas, the choice had shaped its way,
A state in the U.S. from that day.
Its story still helps people see
How choices reshape history.
25 Some believed the nation would grow,
With stronger trade and room to show
That Texas could become a place
To prosper, learn, and keep its pace.
Others worried what might come,
30 If Texas joined and became one.
Would laws and leaders stay the same?
Or would statehood bring a different name?
People shared opinions near and far,
In towns, on ranches, and by the bar.
35 The future seemed unclear to many,
Though hopes and concerns were both plenty.
As discussions spread throughout the land,
Citizens tried to understand.
The choice before them was not small,
40 Since it could affect the lives of all.
Newspapers printed thoughts and news,
Sharing different points of view.

Readers wondered what would be
The future of their country.

45 Neighbors gathered to discuss
The questions that surrounded us.
Each conversation helped explain
The possible losses and gains.
Some thought joining would bring more aid,

50 Helping roads and towns be made.
Others felt Texas should remain
Independent on its own plain.
Though opinions did not agree,
People spoke respectfully.

55 They knew the decision ahead
Would shape the path their state would tread.
Many families watched and waited,
As the question was debated.
They listened closely to each side,

60 Trying to choose with care and pride.
The decision would affect the land,
Its government and future plans.
People knew the choice they made
Could influence generations one day.

65 Across the republic, interest grew,
As citizens searched for what was true.
The discussions showed democracy,
With people sharing thoughts freely.

Drama: "Making It Happen" (Genre: Drama; Stamina: Very High)

Characters:

NARRATOR

AALIYAH, curious and always asking questions

MATEO, her friend

MRS. CHEN, teacher

MR. PATEL, business owner

STUDENT 1

STUDENT 2

MAYA, classmate

Scene 1: Classroom

NARRATOR: It is the middle of the school day. Students are sitting at their desks while Mrs. Chen writes on the board. Aaliyah raises her hand.

[Mrs. Chen turns from the board.]

AALIYAH: Mrs. Chen, how do people actually turn ideas into real stuff? Like businesses or art?

MRS. CHEN: *[Smiles.]* That's a good question. A long time ago, artists didn't always have money to do their work. So wealthy people, called patrons, would help them.

MATEO: *[Leans over.]* Like... they just paid for it?

MRS. CHEN: Pretty much. They believed in the artist or the idea, so they helped make it happen.

AALIYAH: So if someone had a great idea, a patron could help them get started?

MRS. CHEN: Yes. Many artists, writers, and inventors depended on support from others.

MATEO: That must have made a big difference.

MRS. CHEN: It did. Without that help, some important ideas might never have become real.

AALIYAH: Do people still help ideas today?

MRS. CHEN: Absolutely. The way people help may look different now, but support is still important.

MATEO: So people still need others to believe in them?

MRS. CHEN: Exactly. Whether it is a business, a piece of art, or an invention, support can help an idea grow.

MAYA: What if someone doesn't get help right away?

MRS. CHEN: Then they may have to work longer to reach their goals. Sometimes people save money. Sometimes they ask for loans. Sometimes family members help.

AALIYAH: It sounds like there are many ways to get started.

MRS. CHEN: There are. The important thing is that people have opportunities to try their ideas.

MATEO: That makes sense.

[The bell rings.]

NARRATOR: As students pack their bags, Aaliyah keeps thinking about the conversation. She wonders how many businesses and inventions started as simple ideas. She looks around the classroom and notices pencils, notebooks, desks, and computers. Someone had to imagine each of those things before they became real.

Scene 2: Walking Home

NARRATOR: Later that day, Aaliyah and Mateo walk home together, thinking about what they learned.

[They walk side by side with backpacks.]

MATEO: That kind of sounds like today, just... different.

AALIYAH: Yeah, like people still need help to get started.

MATEO: My uncle wanted to start a lawn care business. He had the skills, but he needed equipment first.

AALIYAH: What did he do?

MATEO: He saved money for a while. Then he bought what he needed little by little.

AALIYAH: That sounds like a lot of work.

MATEO: It was, but now he has customers all over town.

AALIYAH: It seems like good ideas take time and effort.

MATEO: And sometimes help from other people.

AALIYAH: My cousin sells handmade bracelets. At first, only a few people bought them.

MATEO: What happened after that?

AALIYAH: Her friends started telling other people about them. Soon she was selling lots of bracelets.

MATEO: So people helped her business grow.

AALIYAH: Exactly. It wasn't just the bracelets. It was the support too.

MATEO: I guess businesses need customers to survive.

AALIYAH: They do. Without customers, it would be hard for a business to stay open.

NARRATOR: The two friends continue walking. Everywhere they look, they begin noticing businesses that must have started with someone's idea.

AALIYAH: Look at that bakery.

MATEO: Someone probably dreamed of opening that place.

AALIYAH: And the bike shop.

MATEO: And the restaurant across the street.

AALIYAH: It's kind of amazing when you think about it.

MATEO: Yeah. Every business started with one person saying, "I think this could work."

Scene 3: At a Store

NARRATOR: As they pass a small shop, they see Mr. Patel working inside.

[Mr. Patel arranges items on a shelf. Aaliyah waves.]

AALIYAH: Hey, Mr. Patel! How did you open your store?

MR. PATEL: *[Looks up and smiles.]* It took some time. I had an idea, but I didn't have all the money I needed. So I got a loan from a bank.

MATEO: So the bank helped you start it?

MR. PATEL: Exactly. Banks help people turn ideas into businesses.

AALIYAH: Were you nervous?

MR. PATEL: Very nervous. Starting a business is a big responsibility.

MATEO: What happened after you got the loan?

MR. PATEL: I bought shelves, products, and supplies. Then I worked hard to serve my customers.

AALIYAH: Did people come right away?

MR. PATEL: Not at first. It took time for people to learn about my store.

MATEO: So you had to be patient too.

MR. PATEL: That's right. Success rarely happens overnight.

AALIYAH: What was the hardest part?

MR. PATEL: There were many challenges. Sometimes business was slow. Sometimes I worried about paying bills. But I believed in my idea and kept working.

MATEO: Did people help you along the way?

MR. PATEL: They sure did. My family encouraged me. Customers told their friends about my store. The bank gave me a chance to get started.

AALIYAH: Sounds like a lot of people were part of your success.

MR. PATEL: That's true. Most successful businesses have people supporting them behind the scenes.

MATEO: What made you choose this kind of business?

MR. PATEL: I noticed that people in our neighborhood wanted a convenient place to shop. I thought I could provide that service.

AALIYAH: So you saw a need and came up with a solution.

MR. PATEL: Exactly. Many businesses begin that way.

MATEO: That's pretty cool.

Scene 4: Research Project

NARRATOR: The next day, Mrs. Chen gives the class a project.

[Students sit quietly while Mrs. Chen speaks.]

MRS. CHEN: I would like each of you to research a business, invention, or artwork and learn how it got started.

MAYA: Can we work with a partner?

MRS. CHEN: Yes. You may choose one partner.

AALIYAH: Mateo, want to work together?

MATEO: Sure.

NARRATOR: During library time, the two friends begin researching.

[Aaliyah flips through a book while Mateo uses a computer.]

MATEO: Listen to this. This inventor failed several times before finally succeeding.

AALIYAH: Really?

MATEO: Yep. It says he kept trying even when things didn't work the first time.

AALIYAH: That takes determination.

MATEO: Here's another one. This artist received support from people who believed in her work.

AALIYAH: Just like the patrons Mrs. Chen talked about.

MATEO: Exactly.

NARRATOR: The more they learn, the more they notice a pattern. Many successful people had three things in common: a good idea, hard work, and support from others.

Scene 5: Community Fair

NARRATOR: A few days later, the school hosts a community fair.

[Students walk around looking at different booths.]

AALIYAH: Look at all these people sharing ideas!

MATEO: Some are selling products, and some are showing inventions.

[They stop at a booth displaying homemade birdhouses.]

STUDENT 1: My grandfather taught me how to build these.

AALIYAH: They're really nice.

STUDENT 1: Thanks! My family helped me buy the supplies.

MATEO: There's another example of support.

NARRATOR: The friends continue exploring the fair.

[They stop at another booth.]

STUDENT 2: I designed these bookmarks. My older sister helped me create the artwork.

AALIYAH: It seems like everyone got help from someone.

MATEO: Maybe nobody succeeds completely alone.

MR. PATEL: *[Standing nearby.]* That's often true. People may have great ideas, but support helps those ideas become reality.

AALIYAH: Support can come from lots of places.

MR. PATEL: Exactly. Family members, friends, customers, banks, teachers, and community members can all help.

MATEO: That sounds a lot like what Mrs. Chen taught us.

MR. PATEL: It is. A free enterprise system gives people opportunities to try new ideas, but hard work and support still matter.

AALIYAH: I think I understand it better now.

MR. PATEL: That's great. Remember, every business starts somewhere.

Scene 6: A New Idea

NARRATOR: Later that afternoon, Aaliyah and Mateo sit at a picnic table near the park.

AALIYAH: What if we started a small business?

MATEO: Really?

AALIYAH: Why not? We could sell bookmarks or greeting cards.

MATEO: We would need supplies.

AALIYAH: And a plan.

MATEO: And permission from our parents.

[They laugh.]

AALIYAH: We could make a list of everything we need.

MATEO: And figure out how much it would cost.

AALIYAH: We would also need people to buy our products.

MATEO: Maybe we could sell them at the next school event.

AALIYAH: That's a good idea.

MATEO: Maybe that's how every business begins. First comes an idea.

AALIYAH: Then comes planning.

MATEO: Then comes hard work.

AALIYAH: And support from people who believe in you.

NARRATOR: For the first time, the idea of starting a business seems possible to both of them.

Scene 7: Back in Class

NARRATOR: The next day, the class talks about what Aaliyah and Mateo learned.

[Students sit at their desks. Mrs. Chen stands at the front.]

AALIYAH: So back then, patrons helped artists and learning.

MATEO: And now, banks help people start businesses.

MRS. CHEN: That's right. It's all part of a free enterprise system. People can come up with ideas and try to make them work.

AALIYAH: We also learned that support can come from family, friends, teachers, and customers.

MATEO: And that success usually takes time.

MAYA: We found examples of inventors who kept trying even when they failed.

MRS. CHEN: That's another important lesson. Persistence matters.

AALIYAH: We noticed that many successful people faced challenges.

MATEO: But they didn't quit.

MRS. CHEN: Excellent observations.

AALIYAH: *[Nodding.]* So no matter what, people still need support to get started.

MATEO: And they need hard work and patience too.

MAYA: And determination.

MRS. CHEN: Exactly. When people have ideas, determination, and support, they can create amazing things.

NARRATOR: Aaliyah smiles as she thinks about all the possibilities. She realizes that every successful business, invention, or work of art began with a simple idea. With effort, opportunity, and help from others, those ideas can grow into something meaningful.

[The students begin discussing their own ideas as the scene ends.]

NARRATOR: Some students dream of becoming artists. Others want to invent new technology, open businesses, or solve problems in their communities. Although their goals are different, they all share one thing in common: they have ideas.

Those ideas may take years to develop. They may require learning new skills, asking for help, and working through challenges. But every accomplishment begins somewhere.

Sometimes the biggest accomplishments start with the smallest idea, and someone willing to help make it happen.

48. Student Annotation Guide

The evidence students learn to identify in each source. **4.7E**

A Lone Star Choice

TRACKS	Evidence
T Time	In 1845; long ago; generations one day
R Reactions	Some were hopeful; others felt hopeless; anger grew
A Actions	Texas joined the U.S.; neighbors gathered to discuss; people listened
C Character/Concept/Creature	Texas; Mexico; citizens; democracy
K Key Knowledge	The U.S. gained land; joining could bring aid; the decision affected government and future plans
S Scenery/Setting	wide skies; towns, ranches, and the bar; across the republic

Making It Happen

TRACKS	Evidence
T Time	A long time ago; the middle of the school day; the next day; a few days later
R Reactions	They believed in the artist; Aaliyah keeps thinking; they laugh; Aaliyah smiles
A Actions	saved money; got a loan; worked hard; kept trying; made a list
C Character/Concept/Creature	Aaliyah; Mateo; Mrs. Chen; Mr. Patel; support; free enterprise system
K Key Knowledge	support helps ideas become reality; success takes time; family, friends, customers, banks, teachers, and community members can help
S Scenery/Setting	classroom; walking home; a small shop; library; community fair; picnic table near the park

49. TRACKS Evidence Highlighting

Preview the passages with students before reading. Students TAP the TRACKS: they hunt for the six kinds of evidence and mark each one. TRACKS marks the evidence in the passage; the DOT shapes are used only to analyze the prompt. **4.7E**

Use the same six categories, the same wording, and the same TRACKS marking in every module. In this black-and-white guide the color names are given as labels so a teacher who uses colored highlighters can still match the TWA color key.

Mark	Category	What It Captures (Color Label)
T	Time	Age, era, dates, cultural or historical details. Often adjectives. (Pastel Green)
R	Reactions	Reactions, solutions, resolutions, or effects. Often verbs and adverbs. (Pastel Purple)
A	Actions	Actions, problems, conflicts, or causes. Often verbs and adverbs. (Pastel Yellow)
C	Character, Concept, Creature	Names of people, animals, or major concepts used as the central idea. Often nouns or proper nouns. (Pastel Yellow)
K	Key Knowledge	Other important information necessary to meaning (background knowledge). (Pastel Orange)
S	Scenery / Setting	Setting details acknowledged or measured through the five senses. (Pastel Green)

Game cards note: highlighted TRACKS copies and student annotation are produced in the Student Book. This teacher guide lists them rather than reprinting them to save paper.

50. Five-Day GRADUATE Lesson

Every day uses the same page anatomy: Day / Stage / Group / Minutes, Day Purpose, TEACH / LEARN / ASSESS evidence point, Class Slide cue, Teacher Script, student task, expected student thinking, embedded check, access without lowering rigor, misconception / teacher move, and student product.

DAY 1 | GATHER AND REVEAL | 15 MINUTES

Day Purpose: Gather attention and reveal how a writer connects a reason to quoted evidence and explanation with CSI.

Standard	Focus
TEKS	4.11B(iv) develop a focused, structured, coherent piece; 4.12B(i) use a clear central idea; 4.12B(ii) use genre characteristics; 4.12B(iii) use craft
ELPS	4(F)(i)-(ii), (v)-(vi) write to explain and respond with supporting evidence for purpose and audience

GATHER AND REVEAL

CLASS SLIDE

FINISH THE THOUGHT IN YOUR OWN WORDS: Strong evidence is... A signal marker helps because... The word this connects... Explanation is different from evidence because...

TEACHER SCRIPT

"I want your meaning, not my exact sentence. Say the idea in your own words, then write the shortest accurate version you can."

Students say that strong evidence directly proves the reason, a signal marker tells the reader that text proof is coming, and explanation explores what evidence means instead of repeating it. Then use three volunteers with cards labeled Reason, Evidence, and Explanation.

TEACHER SCRIPT

"Stand in three different places. Class, do these three belong together yet? Not yet. In strong writing, reason, evidence, and explanation have to match. They fit together like a team."

Display the two source titles, "A Lone Star Choice" and "Making It Happen." Briefly recall that the poem follows Texas's choice to join the U.S. and its effects, while the drama follows Aaliyah and Mateo as they learn how ideas gain support. Read the quoted evidence examples aloud:

Model sets: One reason decisions are important in both texts is that they shape the future. The poet said, "Texas joined the U.S., a choice that stayed." One reason support is important in both texts is that it helps people move forward. The playwright said, "Banks help people turn ideas into businesses."

TEACHER SCRIPT

"Use the CSI HABIT. Connect the quotation to the reason. Support the reason with strong proof. Infer what the evidence means and why it matters."

Explain that TREES holds the whole ECR: Thesis (central idea), Reasons or Ways, Evidence, Explanation, and Summary. In this module, students complete the evidence and explanation work that

turns each reason into a clear body-paragraph foundation. Introduce signal markers: The poet said... The poem stated... The playwright said... The drama stated... The text stated...

EMBEDDED CHECK

Ask students to distinguish the job of evidence from the job of explanation. Listen for: evidence proves the reason; explanation tells what the proof means and why it matters.

Student product: an oral paraphrase, a remembered definition of Reason, Evidence, and Explanation, and one modeled CSI match.

DAY 2 | ATTEMPT | 15 MINUTES

Day Purpose: Attempt CSI Triple Match by matching a reason card, an evidence card, and an explanation card.

Standard	Focus
TEKS	4.12B(i) clear central idea; 4.12B(ii) genre characteristics; 4.12B(iii) craft
ELPS	4(D)(i)-(iii) use sentence lengths, sentence types, and transition words; 4(F)(v)-(vi) explain with supporting evidence

ATTEMPT

CLASS SLIDE

Match one Reason card, one Evidence card, and one Explanation card. Test the quotation with CSI. Highlight the signal marker. Circle this in the explanation. Defend the match.

TEACHER SCRIPT

"Today your game is CSI Triple Match. Read a reason, match it to evidence with a signal marker, and choose an explanation that explores the evidence. You are building body-paragraph thinking."

Model Set 1. Reason: One reason decisions are important in both texts is that they shape the future.

Evidence: The poet said, "Texas joined the U.S., a choice that stayed." Ask: Does it connect? Yes. Does it support the reason? Yes. Can you infer that the decision had lasting results? Yes. Explanation: This shows that a decision is a choice that leads to change. Texas's choice shaped its future by changing its place in history.

Give teams the reason cards, evidence cards, and explanation cards from this module. Strong reason cards include: decisions shape the future; support helps ideas become reality; conflict and choices lead to important results. Strong evidence includes: "For Texas, the choice had shaped its way," "Banks help people turn ideas into businesses," "They believed in the artist or the idea, so they helped make it happen," and "I had an idea, but I didn't have all the money I needed. So I got a loan from a bank." Explanation cards can use definition, expert testimony, or story/anecdote.

Suggested Set 2: Another reason support is important in both texts is that it makes success more possible. The playwright said, "I had an idea, but I didn't have all the money I needed. So I got a loan from a bank." This proves that support matters because a bank gave Mr. Patel a way to begin, and the idea could move forward through work and patience.

Card Type	Teacher-Prepared Examples
Reason	Decisions shape the future; support helps ideas become reality; conflict and choices lead to important results.

Quoted Evidence	"For Texas, the choice had shaped its way"; "Banks help people turn ideas into businesses"; "They believed in the artist or the idea, so they helped make it happen."
Explanation	This shows that a decision leads to change; This means support allows an idea to move forward; This proves that belief and help can make an idea real.

EMBEDDED CHECK

Before a team records a match, ask: Does the quotation connect? Does it support? What can you infer? Require an explanation that adds meaning instead of retelling.

Student product: three recorded Reason + Evidence + Explanation sets with the signal marker highlighted and the word this circled.

DAY 3 | DISCUSS AND USE | 15 MINUTES

Day Purpose: Discuss why one quotation is stronger than another, then independently build three CSI sets from both genres.

Standard	Focus
TEKS	4.11B(iv) develop relevant details; 4.11C(i-iv) revise for coherence; 4.12B(j) clear central idea
ELPS	4(C)(i) use content-area vocabulary; 4(F)(i)-(ii), (v)-(vi) respond and explain with evidence

DISCUSS

TEACHER SCRIPT

"What made one piece of evidence stronger than another? How did CSI help you test it? Why do signal markers matter? What job did the explanation do after the evidence?"

Expected responses: strong evidence directly proves the reason; CSI shows if the quote really matches; signal markers show that proof is coming from the text; explanation tells what the quote means; this points back to the evidence. Invite students to ask whether more than one quote can fit. Confirm that more than one can fit, but writers choose the quote that proves the reason most clearly.

CLASS SLIDE

BUILD MY PARAGRAPH PARTS: Choose three reason sentences. Find one quoted piece of evidence for each. Add a signal marker. Write an explanation after each quote.

USE THE KNOWLEDGE AGAIN

Students work independently. Set 1: One reason decisions are important in both texts is that they shape the future. The poet said, "For Texas, the choice had shaped its way." This shows that the choice changed Texas's place and future in a lasting way. Set 2: Another reason support is important in both texts is that it makes success more possible. The playwright said, "Banks help people turn ideas into businesses." This means support can give an idea a practical beginning. Set 3: A third reason decisions are important in both texts is that conflict and choices lead to important results. The poem stated, "Soon a war began to rise." This shows that disagreement can create action and change that reaches many people.

Students can select different accurate quotations from the poem and drama. Require every set to include the reason, a signal marker, accurate quoted evidence, and an explanation that begins from the evidence and adds meaning. **4.7C** **4.7G**

EMBEDDED CHECK

Collect or scan the three sets. Mark whether each quote directly proves the reason and whether the explanation adds analysis.

Student product: three independent CSI sets using evidence from the poem and the drama.

DAY 4 | AWARD AND TARGET | 15 MINUTES

Day Purpose: Award careful evidence matching and target one next CSI goal through the cumulative standards application check.

Standard	Focus
TEKS	4.11C(i-iv) revise sentence structure, word choice, and coherence; 4.11D(i) , 4.11D(vi-xiv) , 4.11D(xxxiii) , 4.11D(xxv) edit conventions; 4.12B(iii) craft
ELPS	4(E)(ii) use grammatical structures; 4(F)(i)-(ii) write for purpose and audience

AWARD AND TARGET

TEACHER SCRIPT

"You did not just pick a quote. You made sure the quote had a job, and then you explained the job it did."

Students star the explanation they are most proud of and complete: This match is strong because the quote proves _____ and my explanation adds _____. Offer titles such as Evidence Expert, CSI Matcher, Explanation Builder, or Quote Connector.

CLASS SLIDE

Choose one target: tighter evidence match; stronger signal marker; explanation that goes beyond retelling; clearer inference; more precise quotation.

Students revise one Reason + Evidence + Explanation set. They check that the quoted evidence is accurate, the signal marker is clear, the explanation begins from the evidence, and the whole set is coherent. Ask students to add, delete, or combine ideas as needed. Edit prepositions, prepositional phrases, spelling rules, and previously practiced conventions.

TEACHER SCRIPT

"Write one goal that starts with, Next time I want to improve... Your goal should name a CSI habit you can practice."

EMBEDDED CHECK

Read one revised set aloud with the student. Ask: Which words in the quotation prove the reason? What meaning did your explanation add?

Student product: one revised set, one starred explanation, and one specific CSI goal.

DAY 5 | EXPLAIN TO OTHERS | 15 MINUTES

Day Purpose: Explain to a partner how to choose evidence with CSI and complete a full cross-genre informative ECR foundation.

Standard	Focus
TEKS	4.11B(iv) develop a coherent piece with relevant details; 4.12B(i) clear central idea; 4.12B(ii) genre characteristics; 4.12B(iii) craft

ELPS	4(D)(i)-(iii) use sentence types and transitions; 4(F)(ix)-(x), (xiii)-(xiv) explain and justify with supporting evidence
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EXPLAIN TO OTHERS

TEACHER SCRIPT

"Teach your partner how to build a strong Reason + Evidence + Explanation set. If you can teach it, you understand it."

Partner A explains how to choose evidence using CSI and why signal markers matter. Partner B explains what explanation does and how definition, expert testimony, and story/anecdote differ. Then partners switch and share one example from the lesson.

CLASS SLIDE

Hey, hey, hey, evidence is on the way! Wow, wow, wow, I'm explaining now!

For the final transfer, students assemble a full informative ECR from the poem and drama. Thesis (central idea): Decisions and support can shape what happens next because choices affect communities and people gain opportunities when others help ideas grow. Reason 1 uses the poem: The poet said, "The decision would affect the land, Its government and future plans." Explanation: This shows that the Texas decision reached beyond one moment and could influence generations. Reason 2 uses the drama: The playwright said, "Support can come from lots of places." Explanation: This means ideas become more possible when family members, friends, customers, banks, teachers, and community members contribute support. Reason 3 connects both: The poem stated, "Each conversation helped explain the possible losses and gains," and the drama stated, "Then comes hard work" and "support from people who believe in you." Explain how both texts show that ideas and choices develop through discussion, effort, and support.

FINAL CHECK

Ask each student to point to the thesis (central idea), three reasons, one quotation from the poem, one quotation from the drama, and the explanation after each quotation. Check that the response uses both genres.

Student product: a partner teach-back and a complete cross-genre Reason + Evidence + Explanation set for the first full ECR.

51. Low / Developing Exemplar

Field	Detail
Student response	The playwright said, "Banks help people turn ideas into businesses."
What the student did successfully	Copied accurate evidence from the drama and named a relevant idea.
What is missing	The quotation has no signal marker and no explanation of what it proves.
Why it falls at this level	The proof is present, but the reason-evidence-explanation connection is incomplete.
Exact next instructional step	Add "The playwright said," then write, "This shows that support can give an idea a practical beginning."

52. Medium / Approaching Exemplar

Field	Detail
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Student response	The playwright said, "Banks help people turn ideas into businesses." This means support helps.
What the student did successfully	Used a signal marker and added an explanation connected to the evidence.
What is missing	The reason and the explanation need more precise language about success and ideas becoming reality.
Why it falls at this level	CSI is visible, but the explanation is brief and does not yet infer why the support matters.
Exact next instructional step	Revise to explain that a bank gives a person a way to begin a business and make an idea real.

53. High / Secure Exemplar

Part	Example
Reason	Another reason support is important in both texts is that it makes success more possible.
Quoted evidence	The playwright said, "I had an idea, but I didn't have all the money I needed. So I got a loan from a bank."
Strong explanation	This proves that support matters because a bank gave Mr. Patel a way to begin. The quote shows that success becomes more possible when someone receives a chance to get started.
Why it works	It uses CSI: the quote connects to support, directly proves the reason, and allows an inference about opportunity and success.

Additional Secure Exemplars

Type	Clue Word	Strong Thesis (central idea)	Why It Works
Poem evidence	Quoted evidence	The poem stated, "The decision would affect the land, Its government and future plans."	Shows that a choice can shape a future.
Drama evidence	Quoted evidence	The playwright said, "They believed in the artist or the idea, so they helped make it happen."	Shows how support helps an idea become real.

Secure Response: Evidence and Explanation (Deck Slide 19)

Response Part	Text from the Secure Model	Why It Works
Evidence	The poem stated, "Each conversation helped explain the possible losses and gains."	Directly supports a reason about discussion and choices.
Explanation	This shows that people used conversation to understand what the choice could change before deciding.	Explains the quotation instead of repeating it.

Assessment & Evidence

54. Teacher Answer Guidance & Evidence Notes

What an adequate final understanding should include: a student who understands this module can use TREES to state a thesis (central idea), choose a reason, cite accurate evidence from both the poem and drama, introduce each quotation with a signal marker, and explain what each quotation proves. Accept varied wording when the reason, evidence, and explanation fit. CSI must be visible: Connect, Support, Infer.

55. Standards Evidence Trail

Evidence ID	Location	Role	What It Demonstrates
T1	Day 1 Gather and Reveal	■ TEACH	Reason, evidence, explanation, TREES, CSI, and signal markers modeled with both sources.
T2	Day 2 Attempt	○ LEARN	CSI Triple Match makes the reason, quotation, and explanation connection visible.
L3	Day 3 Discuss and Use	○ LEARN	Students compare possible quotations and defend the strongest match.
L4	Day 3 Independent	○ LEARN	Students build three Reason + Evidence + Explanation sets.
A5	Day 4 Standards Check	✓ ASSESS	Students revise one set for coherence, conventions, and stronger inference.
A6	Day 4 Award	✓ ASSESS	Student names a demonstrated strength with evidence.
A7	Day 4 Target	✓ ASSESS	Student chooses a precise CSI goal for the next response.
A8	Day 5 Explain	✓ ASSESS	Student teaches the skill back accurately.
A9	Day 5 Transfer	✓ ASSESS	Student teaches CSI and completes a cross-genre informative ECR foundation.

56. Assessment Opportunities

Field	Detail
Purpose	Determine whether students can match each reason to accurate quoted evidence and explain what the quotation proves across both sources.
Who Administers It	The classroom teacher during the lesson.
Materials Needed	Reason cards, evidence cards, explanation cards, matching mats, interactive notebooks, highlighters, and the poem and drama.
Related TEKS Breakout	4.11B(iv) focused, structured, coherent writing; 4.12B(i) clear central idea; 4.12B(ii) genre characteristics; 4.12B(iii) craft; 4.11C(i-iv) revision.
Task	Students match three reason cards to quoted evidence and explanations, add signal markers, test each set with CSI, and revise one set.

Expected Response	Each quotation directly supports its reason, each signal marker introduces accurate evidence, and each explanation adds meaning about what the proof means and why it matters.
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Informal Assessment. During Days 1-2, watch students shape prompts and listen as they identify WHY or HOW, name the conflict, and rehearse a matching thesis (central idea) before writing during CSI Triple Match.

Formative Assessment. The Day 3 independent activity is the formative check. Students build three sets, one from the poem and one from the drama, and defend why each quotation is strong.

Exit Ticket Assessment. The Day 5 exit ticket asks students to complete: "This match is strong because the quote proves ____ and my explanation adds ____." Review connection, support, inference, signal markers, and accurate quotation.

Assessment Prompt Bank (Teacher Reference)

Prompt	Prompt Type	Expected Thesis (central idea)
Match a reason to quoted evidence about Texas's decision.	Poem	The poem stated, "For Texas, the choice had shaped its way." This shows that the decision changed Texas's future.
Match a reason to quoted evidence about support.	Drama	The playwright said, "Banks help people turn ideas into businesses." This means support can help an idea begin.
Compare two quotations and choose the stronger proof.	Both texts	The stronger quotation connects directly to the reason and gives the writer more to explain.

Formal Module Assessment Addendum

57. Student Exit Ticket (Printable Page)

Name: _____ **Date:** _____

TEKS: [4.11B\(iv\)](#), [4.12B\(i\)](#), [4.12B\(ii\)](#), and [4.12B\(iii\)](#) | **Student-Friendly Target:** I can match a reason to quoted evidence and explain what the quotation proves using CSI.

Directions: Use "A Lone Star Choice" and "Making It Happen." Read each reason, choose the quotation that most directly supports it, add a signal marker, and write an explanation that begins from the evidence.

Reason: One reason decisions are important in both texts is that they shape the future.

1. Choose and introduce evidence. Select the stronger quotation: [] "Texas joined the U.S., a choice that stayed." [] "Texas stood beneath wide skies." Add a signal marker. (3 points)

2. Constructed response. Complete: This quotation connects to the reason because _____. It supports the reason by _____. I infer that _____. (4 points)

3. Cross-genre transfer. Use evidence from the drama to complete: The playwright said, "Banks help people turn ideas into businesses." This means _____. (3 points)

Total Score: _____ / 10

58. Exit Ticket Answer Key

Item	Answer	Expected Thinking	Points	TEKS Evidence
1	Choose "Texas joined the U.S., a choice that stayed" and introduce it with "The poet said" or "The poem stated." Award 3 for accurate choice and signal marker.	Connects the quotation to a decision with lasting results.	3	4.12B(ii)
2	Secure example: This quotation connects to the reason because it names Texas's decision. It supports the reason by showing that the choice lasted. I infer that the decision shaped Texas's future. Award 4 for connect, support, and infer.	Uses CSI rather than copying a quote without analysis.	4	4.12B(i); 4.12B(iii)
3	Secure example: This means a bank can give a person the chance to start a business, so support helps an idea become reality. Award 3 for	Explains the drama quotation and transfers the habit across genres.	3	4.11B(iv); 4.12B(iii)

	an explanation that adds meaning.			
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59. Scoring Principle

Score the primary TEKS, the accuracy of the clue word, thinking type, and a prompt-matched thesis (central idea). Minor handwriting or convention errors should not remove thesis (central idea) points if they do not change the meaning. A student who names the correct thinking type and writes a thesis (central idea) that answers the exact prompt earns the constructed-response points even when a small spelling or punctuation slip is present.

60. Gradebook Conversion

Raw Score	Percent	Interpretation	Next Instructional Step
9-10	90-100%	Secure	Route to Connect Across Texts enrichment.
7-8	70-89%	Developing	Reteach the missing shape or help the student use the conflict to state a clear reason.
5-6	50-69%	Emerging	Small-group Name the Thinking intervention.
0-4	Below 50%	Beginning	Reteach circle, box, and triangle with the shape key, WHY / HOW sorting mat, and thesis (central idea) frames.

61. Recommended Gradebook Label

Gradebook label: "G4 C3 M4 CSI Reason, Evidence, Explanation (Exit Ticket)."

Module Writing Assignment

62. Writing Assignment (Teacher Scoring Copy)

Field	Detail
Primary TEKS	4.11B(iv) ; 4.12B(i) , 4.12B(ii) , and 4.12B(iii)
Spiral TEKS	4.11C(i-iv) revising; 4.11D(i) , 4.11D(vi-xiv) , 4.11D(xxiii) , and 4.11D(xxv) editing; 4.7C text evidence; 4.7F vocabulary; 4.7G important ideas
Purpose	Students write a first full informative ECR across the poem and drama, using one thesis (central idea), three reasons, quoted evidence, and explanation with CSI.
Exact Student Prompt	Explain how decisions and support shape what happens next in "A Lone Star Choice" and "Making It Happen."
Exact Student Directions	Read both sources. Use TREES to state a thesis (central idea) and three reasons. For each reason, add accurate quoted evidence from the poem or drama, introduce it with a signal marker, and explain what it proves with CSI. Revise for coherence and conventions.
Non-Negotiable Expectations	The response uses both genres, includes three complete Reason + Evidence + Explanation sets, keeps quotations accurate, and makes the connection, support, and inference visible.

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

63. Student Planning Frame

Optional access support without lowering rigor. The student still writes every part.

1. Read both sources and use DOT to mark details that need attention.
2. Write a thesis (central idea) about how decisions and support shape what happens next.
3. Use the Magnifying process to narrow many possible ideas to three strong reasons.
4. Choose one quoted piece of evidence for each reason and test it with CSI.
5. Add a signal marker before each quotation. **4.12B(ii)**
6. Write an explanation after each quote that tells what it proves and why it matters. **4.7G**
7. Revise the sets for coherence, sentence structure, word choice, spelling, and conventions.

64. Writing Assignment Rubric

Five criteria, four levels, converting to 20 points (each criterion worth up to 4). The thesis (central idea) row follows the companion's central-idea progression; report that target separately from the supported TREES development.

Criterion	4 Secure	3 Developing	2 Emerging	1 Beginning
Thesis (central idea)	Clear cross-genre central idea that can support three reasons.	Clear central idea, but one part is general.	Topic is named without a complete idea.	No central idea.
Reason match	Three reasons are distinct and directly develop the thesis (central idea).	Three reasons fit, but one overlaps.	One or two reasons fit.	Reasons are missing or unrelated.
Quoted evidence 4.7C	Accurate quotations from both sources directly support each reason.	Quotations are mostly accurate and related.	Evidence is copied but weakly matched.	No usable quoted evidence.
CSI explanation 4.7G	Each explanation connects, supports, and infers meaning and importance.	Explanations connect and add some meaning.	Explanations mostly retell.	No explanation.
Conventions & vocabulary 4.7F	Complete sentences; uses two module vocabulary words.	Mostly complete; one vocabulary word.	Some fragments; no target vocabulary.	Meaning unclear.

65. Writing Gradebook Conversion

Rubric Score	Percent	Instructional Interpretation	Next Step
18-20	90-100%	Secure ECR writer	Enrichment: compare two strong quotations and defend the better CSI match.
14-17	70-89%	Developing	Confer on the weakest criterion; re-draft one part.
10-13	50-69%	Emerging	Intervention on thesis (central idea) and evidence.
Below 10	Below 50%	Beginning	Reteach prompt analysis with frames and models.

66. Teacher Feedback Shortcuts

- Strength: "Your quotation directly supports the reason because _____."
- Strength: "Your signal marker makes it clear that the poem or drama is speaking."
- Target: "Use CSI to test whether this quote connects, supports, and allows an inference."
- Target: "Your evidence is related, but choose the quotation that proves the reason most directly."
- Evidence: "You chose relevant evidence. Now explain what it proves and why it matters."
- Vocabulary: "Add one more module vocabulary word to strengthen your response."

Response to Student Need

67. Intervention: Name the Thinking

Field	Detail
Purpose	Support students who need help shaping a prompt, deciding WHY or HOW, finding the conflict, or writing a complete thesis (central idea).
Group Size	Small group (3-6 students)
Time	10-12 minutes
Materials	Prompt-shaping key, WHY / HOW sorting mat, dry erase boards, Build It / Fix It / Say It frames, and both provided passages
Relevant TEKS Breakout	4.11B(iv) planning; 4.12B clear central idea; 4.11C revising
Relevant ELPS	1(C) follow oral directions; 2(F) restate and respond

Step 1: Name the Thinking. Students shape one prompt at a time with a circle, box, and triangle. For each prompt, they identify WHY or HOW and complete the frame.

CLASS SLIDE

This prompt is asking for _____ because I see _____.

TEACHER SCRIPT

"WHY asks for reasons. HOW asks for a way something happened. Circle the important nouns, box the important verb, and triangle the clue word."

Use one prompt at a time. Have students touch the clue word, place the prompt on the WHY / HOW sorting mat, and name the conflict before writing.

Step 2: Build a Thesis (central idea).

CLASS SLIDE

Explain WHY decisions were needed in the poem.

Use the deck's Build It frame: "The problem was: _____. This caused: _____. So, decisions were needed because: _____." Help students name arguments and lost fairness, then complete a thesis (central idea) that answers WHY.

Step 3: Explain It. Give students the reason "Support helps ideas become reality" and two quotations: "Banks help people turn ideas into businesses" and "Some were hopeful, while others felt hopeless." Ask which quotation directly supports the reason. Select the bank quotation, add "The playwright said," and explain that a loan gives a person a chance to begin.

Step 4: Say It. Students turn to a partner and rehearse the deck's frame: "The problem was... So... That means..." For the decisions WHY prompt, start with because and finish together, then each student says and writes a complete thesis (central idea).

Small Group Teacher Table: Ask "What is the clue word?" "What kind of thinking does it ask for?" "What was the problem?" "Does your thesis (central idea) give a reason for WHY or a way for HOW?" Keep the prompt intact and return the final decision and writing to the student.

68. Embedded Checks & Student Support

Teacher Move	Expected Response	Common Misconception	Teacher Response
Ask students to name the clue word in a prompt.	Students identify WHY or HOW and triangle it.	Students point to a topic noun instead of the clue word.	Ask, "Which word tells the kind of thinking you must do?"
Ask students to shape and sort a card.	Students circle nouns, box the verb, triangle WHY or HOW, and explain whether the prompt asks for reasons or a way.	Students use the prompt topic instead of the clue word to sort.	Reread the whole prompt and use the shape key to distinguish the topic, action, and clue word.
Ask students to write a matching thesis (central idea).	Students use the conflict to give a reason for WHY or a way for HOW.	Students name a topic or detail without answering the question.	Return to the shaped prompt, name the problem, and rehearse a because or by phrase before writing.
Ask how evidence proves a thesis (central idea).	Students connect a text detail to the central idea.	Students repeat the evidence.	Use the frame, "This shows _____ because _____."

69. Student Support Quick Reference

If a student...	Support to Provide
Finds WHY or HOW but skips the other shapes	Use the shape key to locate important nouns and the important verb in the same prompt.
Confuses WHY with HOW	Contrast a reason using because with a way something happened using by.
Writes a topic statement such as "Decisions were needed because people disagreed about the future and their choices affected generations"	Name the conflict and rehearse "Decisions were needed because _____" before writing a complete thesis (central idea).
Masters quickly	Route to Connect Across Texts enrichment.

Supporting Materials in This Book: the prompt-shaping key, WHY / HOW chart, prompt cards, ECR (TREES) chart, sentence frames, exemplar theses, and My Progress Tracker support this module's checks.

70. Enrichment: Connect Across Texts

Field	Detail
Purpose	Challenge students who shape prompts accurately to answer the deck's WHY AND HOW prompt about decisions, then transfer the same shaping and thesis (central idea)-writing habit to the drama.
Group Size	Pairs or small groups
Materials	Both rendered passages, notebooks, clue-word chart, and prompt cards
Relevant TEKS Breakout	4.12B clear central idea, genre characteristics, and craft; 4.11C revising; 4.7B
Relevant ELPS	2(E) explain information; 4(D) grade-appropriate sentences

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the poem and shape one prompt. **4.7B**

CLASS SLIDE

Explain WHY AND HOW decisions improved communities.

Use the deck's dual lens: WHY, decisions improved communities because they created discussion and support; HOW, decisions improved communities by setting clear rules that guided behavior and prevented disagreements. Students circle decisions and communities, box improved, and triangle WHY and HOW in this single prompt.

Part 2: Write a Matching thesis (central idea). Students combine a reason and a way in a complete thesis (central idea): "Support helps ideas become reality because people receive opportunity, effort, and help." Partners check the thesis (central idea) against both parts of the shaped prompt.

Part 3: Develop and Transfer. Use TREES to plan text evidence, explanation, and summary for the decision-and-support thesis (central idea). Then apply the same habit to one reason from the drama: support makes success more possible. Choose a quotation, test it with CSI, and explain why the proof is strong.

Expert Reflection: have students explain how the shaped words and conflict helped them write a matching thesis (central idea) for each prompt.

71. Additional Writing Opportunity: Plan and Draft

Writing Prompt: Explain how quoted evidence supports a reason in the poem "A Lone Star Choice."

Connection to This Module: this week you learned to circle important nouns, box the important verb, and triangle WHY or HOW. Use the conflict to write a matching thesis (central idea), then develop it with TREES: thesis (central idea), Reason/Way, Evidence, Explanation, and Summary.

Planning Support

1. DOT unfamiliar words. Circle important nouns, box the important verb, and triangle WHY or HOW.
2. Decide whether WHY asks for reasons or HOW asks for a way something happened.
3. Identify the problem or conflict in the text and use it to plan your answer.
4. Write a thesis (central idea) that clearly and completely answers the prompt.
5. Plan one reason or way and one piece of evidence from the passage. **4.7C**
6. Plan an explanation: how does the evidence prove your thesis (central idea)? **4.7G**
7. Plan a summary statement: why does this idea matter?

WRITING REQUIREMENT **4.7F**

Use at least two vocabulary words from this module's vocabulary list in your written response.

Drafting Space: write your Extended Constructed Response. Start with your thesis (central idea), then add a reason or way, evidence, explanation, and summary.

Success Criteria

- I circle important nouns, box the important verb, triangle WHY or HOW, and name the conflict.
- My thesis (central idea) answers the exact WHY or HOW prompt with a reason or way grounded in the text.
- I use relevant evidence from the passage.
- I explain how the evidence proves my thinking.
- I state why the idea matters.

72. Additional Writing Opportunity: Revise, Edit, and Share

Revise. Read your response aloud. Improve one sentence for clarity, sentence structure, or word choice (TEKS **4.11C**).

Edit. Check for complete sentences, capitalization, punctuation, subject-verb agreement, and correctly spelled grade-appropriate high-frequency words.

Share. Read your response to a partner. Your partner identifies the clue word, thesis (central idea), evidence, explanation, and summary.

Companion Resources: additional revising and editing daily slides, teacher lesson plans, student interactive workbooks, and Module 4 answer keys are available in the companion resources.

Engagement & Home Connection

73. Auditory Engagement Moments

Give every learner a chance to hear and say the thinking, not only read it. These moments are built around this module's work: shaping a WHY or HOW prompt, finding the conflict, and writing a matching thesis (central idea).

- Read one prompt aloud. Students name the important nouns, important verb, and WHY or HOW while making the three shape motions.
- "Say what it asks": partners explain that WHY asks for reasons and HOW asks for a way something happened, then rehearse an answer to one prompt.
- Read a CSI Triple Match card aloud; students say WHY or HOW and name the conflict before writing.
- A student reads a thesis (central idea) aloud; the class listens for a reason that answers WHY or a way that answers HOW.

74. Pause Points

Pause the lesson at these moments and give students a few quiet seconds to think before they answer.

PAUSE POINT: BEFORE WRITING

What is the prompt really asking me to do? Say it in your own words before you write.

PAUSE POINT: MIDWAY

Have I circled important nouns, boxed the important verb, and triangulated WHY or HOW? Does my thesis (central idea) use the conflict to answer that question? Revise any missing part.

PAUSE POINT: BEFORE YOU FINISH

Does my complete thesis (central idea) answer the exact prompt? Underline the reason or way, then check how TREES can develop the idea.

75. At-Home Connection

These at-home tasks turn a student into a clue-word detective and thesis (central idea) writer. They need little or no materials and each ends in a short conversation, not a worksheet. When a student explains the learning to someone at home, the learning grows stronger. Time: a few minutes each. Materials: none needed.

TEACHER INFORMATION: TASK CARD 1

Send this card home first. It practices identifying WHY (reasons) and HOW (a way something happened) in everyday prompts. (Task cards are produced in the Student Book.)

Task Card 1: Name the Thinking. Ask a family member one question using WHY or HOW. Complete: "This prompt asks for _____ because I see _____." Explain whether the answer needs reasons or a way something happened. Family signature: _____

TEACHER INFORMATION: TASK CARD 2

This card helps students shape one prompt and find the problem before writing a matching thesis (central idea).

Task Card 2: Shape a Prompt. Use "Explain HOW taking turns solved a problem at home." Circle the important nouns, box the important verb, and triangle HOW with hand motions. Name the problem,

then say a thesis (central idea) explaining the way taking turns solved it. Family signature:

TEACHER INFORMATION: TASK CARD 3

Card 3 provides language support without reducing the thinking demand.

Task Card 3: Thesis (central idea) Builder. Choose one: "Explain WHY we need a rule at home" or "Explain HOW a rule solved a problem at home." Shape the prompt with hand motions and name the problem. Use "We need the rule because _____" for WHY or "The rule solved the problem by _____" for HOW. Read your complete thesis (central idea) aloud to a family member. Family signature:

Student Ownership

76. My Progress Tracker

TEACHER SCRIPT

"Introduce the tracker as a private reflection tool. Students color or check one response for each skill after they have practiced it."

Directions: This tracker is for YOU. As you practice shaping prompts and writing theses, look at each skill below. If you can do it all by yourself without help, check the box that matches how you feel. Be honest with yourself. This helps you see your growth.

I Can...	Not Yet	Getting It	I've Got It!
Circle important nouns, box the important verb, and triangle WHY or HOW.			
Tell whether a prompt asks for reasons or a way something happened.			
Explain the difference between WHY and HOW.			
Identify the problem or conflict in the text.			
Write a thesis (central idea) that answers WHY with a reason.			
Write a thesis (central idea) that answers HOW with a way something happened.			
Add evidence that supports my thesis (central idea).			
Explain how my evidence proves my thinking.			
Revise my thesis (central idea) to make it clear and complete.			

77. Student Award

What can I already do? One prompt I shaped or thesis (central idea) I wrote successfully, and the evidence in my work:

78. Student Target

What do I want to practice next? One next step for shaping a prompt or writing a matching thesis (central idea):

These connect directly to Thursday's Award and Target work.

Teacher Closure & Reviewer Evidence

79. Teacher Closure Script

TEACHER SCRIPT

"Today, you matched reasons to quoted evidence and used CSI to explain what the proof means. You used a signal marker, selected evidence from a poem and a drama, and strengthened your thesis (central idea) with explanation. Keep asking: Does it connect? Does it support? What can I infer?"

80. Essential / Overarching Question, Answered

How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR?

CSI checks that a quotation connects to the reason, supports it with specific proof, and allows the writer to infer meaning. A signal marker introduces the quotation, and the explanation tells what the evidence proves and why it matters. TREES organizes the thesis (central idea), reasons, evidence, explanations, and summary into a coherent cross-genre response.

81. Teacher Reflection

- Which students matched each reason to a quotation independently?
- Which students explained rather than retold?
- Which students used CSI to defend the strongest proof?
- Who demonstrated mastery, and who showed partial understanding?
- Who needs Name the Thinking intervention, and who is ready for Connect Across Texts enrichment?
- Which evidence should I preserve?

Teacher Notes:

82. Teacher Artifacts of Effectiveness

Collect and date evidence that shows the skill was taught and learned:

- Student Reason + Evidence + Explanation sets from CSI Triple Match
- Day 3 independent three-way matches with evidence from both genres
- Day 5 partner teach-backs and cross-genre informative ECR foundations
- Revised weak-thesis (central idea) cards
- The Module 4 My Progress Tracker
- Exit tickets at each level (still developing, approaching, and secure) so a reviewer can see the range of the class

Production & Implementation Support

83. Module Slide Deck Build Sheet

The actual 19-slide Module 4 deck, listed in physical slide order. Physical slide 2 carries the internal label Module Slide 1.

Slide	Title	Required Content	Lesson Location
1	Matching Reasons, Evidence, and Explanation with CSI	Module 4; Grade 4 Cluster 3; Week 4; Very High stamina; ECR Informational	Cover
2	Meet Our Week!	Five I Will statements and four I Can statements; labeled Module Slide 1 in the deck	Learning Destination; Day 1
3	Source Set and Evidence HABIT	"A Lone Star Choice" and "Making It Happen"; DOT details and introduce CSI	Day 1 Gather
4	Reason + Evidence + Explanation	Model one reason, one quotation, a signal marker, and an explanation	Day 1 Reveal
5	Watch Me Use CSI	Connect, Support, Infer with "Texas joined the U.S., a choice that stayed."	Day 1 Reveal
6	The ECR (TREES) Chart	thesis (central idea); Reason/Way; Evidence; Explanation; Summary	Day 1 Reveal
7	CSI Triple Match	Match one reason, one quoted evidence card, and one explanation card	Day 2 Attempt
8	Discuss the Match	Compare quotations, defend direct support, and explain the job of a signal marker	Day 3 Discuss
9	Build My Paragraph Parts	Choose three reasons, add quotations from both genres, and write explanations	Day 3 Use
10	Award Your Evidence + Explanation	Star the strongest explanation and name what the quote proves	Day 4 Award
11	Target Your CSI HABIT	Choose tighter evidence match, stronger signal marker, clearer inference, or more precise quotation	Day 4 Target
12	Turn and Teach	Teach how CSI chooses evidence and how explanation adds meaning	Day 5 Explain
13	Cross-Genre ECR Transfer	Use a poem quotation and a drama quotation in one informative response	Day 5 Transfer
14	Quote-to-Reason Rescue	Compare two quotations, choose the stronger proof, and complete an explanation	Intervention

15	Triple Match Plus	Find two possible quotes, test both with CSI, and defend the strongest combination	Enrichment
16	My Progress Tracker	Reflect on matching, signal markers, CSI, explanation, and revision	Day 5 reflection
17	Low Exemplar	Accurate quotation but missing signal-marker connection and explanation	Section 51
18	Medium Exemplar	Evidence matches, but explanation needs a more precise inference	Section 52
19	High Exemplar	Signal marker, direct quotation, CSI explanation, and cross-genre connection	Section 53

Guide routines and companion materials: retrieval, the overarching question, and citizenship reconnection remain guide routines rather than invented deck slides. **Standards Slide Deck triplets** carry the retell, paraphrase, or summarize work (**4.7D**). **Game cards** support CSI Triple Match; slide 7 supplies the directions and sample prompt.

84. Virtual / Online Adaptation

Keep the skill and rigor identical; change only the delivery and access method. Teaching this module to remote learners? Keep every activity and adjust how students share and respond.

Element	Adaptation
Shared-screen adaptation	Screen-share one student's shaped WHY or HOW prompt and matching thesis (central idea) for live, whole-class feedback.
Annotation	Students circle important nouns, box the important verb, and triangle WHY or HOW on a shared document or slide.
Breakout discussion	Send pairs to breakout rooms to shape one prompt, name the conflict, and rehearse a matching thesis (central idea), then share back.
Oral response	Students say the frame aloud on camera before typing a thesis (central idea).
Asynchronous option	Use a digital WHY/HOW/BOTH spinner and prompt cards for CSI Triple Match. Students submit a shaped prompt and matching thesis (central idea); a correct thesis (central idea) moves the marker two spaces.
LMS submission	Collect each thesis (central idea) through a form or shared doc so the teacher can give the same feedback as in person.
Digital tracking	Keep the Pause Points; a few seconds of quiet think-time works the same on camera. Students update My Progress Tracker digitally.

PART XIX

Teacher Reflection

85. Teacher Reflection (This Module)

Fill this in after you teach the module. Your honest notes here are what make this module even stronger next year. Write right on the page.

What worked so well that I want to keep it	
What I would change next time	
My favorite moment this module	
A student who surprised me, and how	
Did the pacing fit? Where did we need more or less time?	
Students to pull for a quick small group next	

One standard worth a second pass	
One idea to make this module even better next year	
Open notes	

Overarching Question - Answer How do CSI, quoted evidence, and explanation work together to prove a reason and deepen an informative ECR? CSI checks that a quotation connects to the reason, supports it with specific proof, and allows the writer to infer meaning. A signal marker introduces the quotation, and the explanation tells what the evidence proves and why it matters. Together, the parts move an informative ECR from a thesis (central idea), to a reason, to accurate proof, to deeper understanding across the poem and drama.
