



THE WRITING ACADEMY®, LLC



Module 4

The Evidence Branch of the ECR Tree

Grade 5 · Cluster 2

Week 4 · Very High Endurance

Tackling TEKS · Reading & Writing

5.11(B)(iv) · 5.12(B)(i)



★ Meet Our Week!

Week 4 · Very High Endurance · Cluster 2 (ECR)

★ Daily Deck

I Will...

- Find important nouns, the important verb, and the clue word in a prompt.
- Decide whether a prompt asks WHY or HOW.
- Identify the problem in the text.
- Write a thesis (central idea) that matches the prompt.
- Connect my thesis (central idea) to reasons, evidence, and explanation.

I Can...

- Shape a prompt with a circle, box, and triangle.
- Tell whether a prompt asks for reasons or a way something happened.
- Use the conflict in a text to help me think.
- Write a complete thesis (central idea) for an ECR.

★ A Problem & A Discovery

Day 1 · Gather

★ Daily Deck

Passage 1

A Harvest to Remember

Genre: Poem

A Harvest to Remember shows a system of survival and cooperation: Wampanoag knowledge, including Squanto's teaching, helped the Pilgrims use the land, grow food, and prepare for a productive harvest.

Passage 2

Spanish Rule in Early Texas

Genre: Informational passage

Spanish Rule in Early Texas shows a system of control: Spain used missions to spread Catholicism and Spanish customs, and presidios to protect missions and settlements, though this also caused Native Americans to lose land and freedom.

Both are built around a BIG idea: a PROBLEM and how people solved it.

★ Shaping the Prompt

Day 1 · Gather

★ Daily Deck

Read both informational passages and look for a specific detail that proves a reason or way.

A Topic Only

The Pilgrims got help.

A Matched Thesis (Central Idea)

Clue word: WHY

Thinking type: REASONS

Strong thesis (central idea): Wampanoag knowledge helped the Pilgrims adapt. The text states that Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. This shows that the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment and prepare for a productive harvest.

★ Dot the Tricky Words

Day 1 · Gather

★ Daily Deck

D

Dot

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

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

A little dot above a word means: “I’m not sure about this word yet.”
Words to DOT: mission · presidio · cooperation · Catholicism · significance

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

★ The Five Thinking Levels

Day 1 · Reveal

★ Daily Deck

Level 1

Foundational

Why did it happen? /
I can explain the
cause.

Level 2

Emergent

Why was it done? / I
can explain the
purpose.

Level 3

Visible

Why is it important
in the passage? / I
can explain why it
matters in the text.

Level 4

Independent

Why is it important
to me? / I can
explain what I can
learn, value, or
apply to my own
life.

Level 5

Reflective

Why is it important
to everyone? / I can
explain the universal
lesson or
significance.

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.

★ The ECR (TREES) Chart

Day 1 · Reveal

★ Daily Deck

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

T = Thesis (central idea), clearly answers the prompt.

R = Reason/Way, tells why or how the thesis (central idea) is true.

E = Evidence, gives text proof.

E = Explanation, connects the proof to the thesis (central idea).

S = Significance, states why the idea matters.

The CSI Chart

Connect What idea am I proving?

Support What does the text say?

Infer What does this mean?

Ask: *Use the passage to show that the detail connects to the reason, supports it with exact information, and leads to an inference.*

Watch Me!

Connect: Wampanoag knowledge helped the Pilgrims adapt.

Support: “Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area.” **Infer:** This shows the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment.

Point out that the quoted detail comes from the passage, matches the reason, and leads to an inference. A detail that is merely true is not enough.

★ CSI Match-Up Challenge

Day 2 · Attempt · Partner Game

★ Daily Deck

Passages: “A Harvest to Remember” &
“Spanish Rule in Early Texas”

How to Play

- 1 Choose a Reason card.
Check: State the idea being proved.
- 2 Choose an Evidence card from a passage.
Check: Read the exact detail.
- 3 Choose an Inference card.
Check: Say what the detail means.
- 4 Ask, Does it connect?
Check: The evidence matches the reason.
- 5 Ask, Does it support?
Check: The detail is specific and from the text.
- 6 Ask, What can I infer?
Check: The inference explains meaning.

With Your Partner...

Sample Match · Texas

“Reason: Presidios protected Spanish settlements. Evidence: soldiers guarded the area.”

infer

Complete the Chain

“Inference: This helped Spain keep settlements safer and maintain control.”

★ CSI Match-Up Challenge (continued)

★ Daily Deck

Day 2 · Attempt · Partner Game

Passages: “A Harvest to Remember” & “Spanish Rule in Early Texas”

How to Play

- 7** Match Native Americans helped the Pilgrims survive to Squanto's teaching and enough food.
Check: Complete CSI chain.
- 8** Match missions changed Native Americans' way of life to Spanish customs and Spanish control.
Check: Complete CSI chain.
- 9** Record the final match in the notebook.
Check: Use evidence vocabulary.
- 10** Move the Pencil Guy marker only when the full chain makes sense.
Check: Reason, evidence, inference.

With Your Partner...

Sample Match · Texas

“Reason: Presidios protected Spanish settlements. Evidence: soldiers guarded the area.”

infer

Complete the Chain

“Inference: This helped Spain keep settlements safer and maintain control.”

Why must evidence come from the text?

Why must evidence come from the text?

What happens if evidence does not match?

Why is inference important?

What has this passage reminded you of in your own life?

Student Directions: “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?”



What Makes Evidence Strong?

Day 3 · Discuss (cont.)

★ Daily Deck

A detail can be true and still be weak evidence for a particular reason.

**comes from
the passage**

**matches the
reason or way**

**specific and
relevant, not just true**

Evidence proves your thinking, and inference explains it.



★ Try It On Your Own!

Day 3 · Use

CONNECT

Write the reason in your notebook.

SUPPORT

Choose one specific detail from the passage. Write what the detail supports.

INFER

Infer what the detail means.

Use two vocabulary words · keep the detail specific · write what the detail supports.



The Moment They Figured It Out

Day 4 · Award

★ Daily Deck

Student Award

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

Award the Evidence Expert

Circle your strongest evidence choice.
Complete, “My evidence proves my idea
because _____.”





What Do I Still Need to Grow?

Day 4 · Target

★ Daily Deck

Student Target

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





Turn and Teach!

Day 5 · Educate and Explain to Others

★ Daily Deck

1

Connect

the evidence to the reason.

2

Support

the idea with a specific text detail.

3

Infer

what the detail means.

4

Coach

give one specific improvement suggestion.

“Teach your partner CSI. Explain how to connect the evidence to the reason, support the idea with a specific text detail, and infer what the detail means. Then give one specific improvement suggestion.”



★ Explain and Educate

Day 5 · Partner Teach-Back

★ Daily Deck

Explain It

- Explain that the roots are the passage and prompt, the trunk is the thesis (central idea),
- and the branches are the reason or way, evidence, and explanation.

Coach

- Coach one evidence choice from either passage
- Explain which part of CSI needs strengthening

★ Exit Ticket

Day 5 · Transfer

★ Daily Deck

Student-Friendly Target: I can shape a WHY prompt and write a clear thesis (central idea).
Prompt: Explain WHY Pilgrims need knowledge and cooperation in "A Harvest to Remember."

Directions: Read this excerpt from "A Harvest to Remember": "Many small problems quickly grew to one. Across the town, there were troubles over land and things. So people gathered, searching for a way..." Then circle important nouns, box the important verb, and triangle the clue word in the prompt.

1. Selected response. This prompt asks for: [] REASONS (WHY) [] A WAY (HOW) (2 points)
2. Constructed response. In one sentence, state the informational text's message about why Pilgrims need knowledge and cooperation: (4 points)
3. Underline the reason in your thesis (central idea). (2 points)
4. Transfer / application. Name the detail in the excerpt that BEST shows why people needed a solution: (2 points)

Total Score: _____ / 10





Build It, Fix It, Say It

Small-Group Support

★ Daily Deck

Build It: “The problem was: _____. This caused: _____. So, knowledge and cooperation were needed because: _____.”

“The Pilgrims got help”

“Squanto taught the Pilgrims how to grow crops, catch fish, and find food, so the Pilgrims learned to use the land and its resources”

Fix It: “The Pilgrims got help.” Add the specific detail that Squanto taught the Pilgrims how to grow crops, catch fish, and find food, then infer that the Pilgrims learned to use the land and its resources.

Say It: turn to a partner and rehearse the frame, “The problem was... So... That means...”

★ Think Like an Author, Write Like a Scholar

Enrichment: Connect Across Texts

Part 1: Find the Conflict. Briefly compare the problems in the two texts, then return to the informational text and shape one prompt. 5.12(B)(i)

Prompt: Explain WHY AND HOW knowledge and cooperation improved Pilgrims.

Use the deck's dual lens: WHY, knowledge and cooperation improved Pilgrims because they created survival and reduced conflict; HOW, knowledge and cooperation improved Pilgrims by setting clear rules that guided behavior and prevented disagreements. Students circle knowledge and cooperation and Pilgrims, 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): “Knowledge improved Pilgrims because they created survival and reduced conflict by setting clear rules that guided behavior.” Partners check the thesis (central idea) against both parts of the shaped prompt.

★ Think Like an Author, Write Like a Scholar

★ Daily Deck

Enrichment: Connect Across Texts (continued)

Part 3: Develop and Transfer. Use TREES to plan text evidence, explanation, and significance for the knowledge and cooperation thesis (central idea). Then apply the same habit to one informational text prompt: “Explain HOW Squanto's teaching 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.

★ My Progress Tracker

Directions: This tracker is for YOU. As you practice shaping prompts and writing theses (central ideas), 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.	Not Yet	Getting It	I've Got It!
Tell whether a prompt asks for reasons or a way something happened.	Not Yet	Getting It	I've Got It!
Explain the difference between WHY and HOW.	Not Yet	Getting It	I've Got It!
Identify the problem or conflict in the text.	Not Yet	Getting It	I've Got It!
Write a thesis (central idea) that answers WHY with a reason.	Not Yet	Getting It	I've Got It!
Write a thesis (central idea) that answers HOW with a way something happened.	Not Yet	Getting It	I've Got It!
Add evidence that supports my thesis (central idea).	Not Yet	Getting It	I've Got It!
Explain how my evidence proves my thinking.	Not Yet	Getting It	I've Got It!
Revise my thesis (central idea) to make it clear and complete.	Not Yet	Getting It	I've Got It!

★ Citizenship Connection

★ Self-government and responsible citizenship; free enterprise and science in society.

People form Pilgrims and write knowledge and cooperation for security and survival.
Squanto's breakthrough in survival and cooperation still protects people today.

Reflect & Discuss

How do fair rules and shared knowledge help a community keep people safe?

Low Exemplar

Prompt: Explain WHY knowledge and cooperation were needed in “A Harvest to Remember.”

LOW Level 1

“The Pilgrims got help.”

What the student did successfully: Connected the idea to the passage's cooperation system.

What is missing: The response is vague, has no specific passage detail, and has no inference.

Why it falls at this level: It does not support the idea with evidence.

Exact next instructional step: Add, “Squanto taught the Pilgrims how to grow corn, catch fish, and find food,” then infer what this shows.

Medium Exemplar

Prompt: Explain WHY knowledge and cooperation were needed in “A Harvest to Remember.”

MEDIUM Level 2-3

“Squanto taught the Pilgrims how to grow corn and catch fish.”

What the student did successfully: The evidence is specific and matches the reason.

What is missing: The response stops before inferring what the detail means.

Why it falls at this level: It supports the idea but does not explain the evidence.

Exact next instructional step: Add, “This shows the Pilgrims learned to use the land, which helped them adapt and survive.”

High Exemplar

Prompt: Explain WHY knowledge and cooperation were needed in “A Harvest to Remember.”

HIGH Level 4

Clue word: WHY

Thinking type: REASONS

Strong thesis (central idea): Wampanoag knowledge helped the Pilgrims adapt. The text states that Squanto taught the Pilgrims how to grow crops like corn, catch fish, and find food in the area. This shows that the Pilgrims learned to use the land and its resources, which helped them adapt to their new environment and prepare for a productive harvest.

Why it works: It connects the evidence to the reason, supports it with a specific passage detail, and infers what the detail means.

★ **This is our target!**