



THE WRITING ACADEMY®, LLC



Module 1

Building the Full ECR

Grade 5 · Cluster 3

Low Stamina · ECR

Tackling TEKS · Reading & Writing

5.11(B)(iv) · 5.12(B)(i) · 5.12(B)(ii) · 5.12(B)(iii)



★ Meet Our Week!

Week 1 · Low Stamina · Cluster 3 (ECR)

★ Daily Deck

I Will...

- Analyze the prompt before I write.
- Write a thesis (central idea) that answers the exact prompt.
- Use the Magnifying process to narrow broad thinking into reasons or ways.
- Choose evidence from the poem and drama.
- Explain what each detail proves.
- Build a complete response with TREES.

I Can...

- Identify fairness, rights, voice, and conflict.
- Use DOT and TRACKS while reading.
- Test evidence with CSI.
- Connect a reason or way, evidence, explanation, and summary.
- Revise for focus, coherence, and precise word choice.



Building the Full ECR

Day 1 · Gather & Reveal

★ Daily Deck

Passage 1: “Our Rights, Our Voices”

poem · rights protect people and help guide laws

How do the parts of the ECR process work together to turn close reading into a clear, evidence-based explanation of conflict, rights, and voice?

Explain how the poem and drama both develop the idea that people want fairness and a voice. Use evidence from both texts.

An ECR is built piece by piece. First we understand the prompt. Then we write a thesis (central idea).



★ Read Both Genres

Day 1 · Gather

★ Daily Deck

Poem: “Our Rights, Our Voices”

Explains that rights protect people and help guide laws.

“They wrote down rights to make things fair.”

Drama: “A Voice of Their Own”

Shows Thomas and Mr. Harris considering a voice in decisions.

“If we live here and follow these laws, we should have a part in making them.”

Clean copies of the poem and drama; conflict, rights, fairness, and voice.



★ Dot the Tricky Words

Day 1 · Gather & Reveal

★ Daily Deck

D

Dot

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

O

Discover

Discover the meaning as we learn together through our lessons.

T

Drop

Erase the dot once you know what the word means.

Apply DOT to: amendment · representation · self-government · apprentice · conflict.

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

T

thesis (central idea)

the central answer about fairness
and voice

R

Reasons or Ways

Use the Magnifying process to
narrow broad ideas.

E

CSI Evidence

Cite, Say what it means, and
Illustrate or name the Impact.

**TREES: thesis (central idea), Reason or Way, Evidence, Explanation,
Summary.**

**Place six cards in order: Prompt, thesis (central idea), Reasons or Ways, Evidence,
Explanation, TREES Response.**

★ Model the Thesis (Central Idea)

Day 1 · Reveal (cont.)

★ Daily Deck

Two Details

Poem “They wrote down rights to make things fair,”

Drama “People want to be heard.”

Ask: *Explain that both details need interpretation.*

Watch Me!

Broad idea: Both texts are about rights and people.

Thesis (Central Idea): Both texts develop the idea that people want fairness and a voice by showing the need for rights that protect people, fair laws, and participation in decisions.

The thesis (central idea) answers the prompt and previews the response.



Magnify Ideas, Use CSI, Build TREES

Day 2 · Attempt

★ Daily Deck

Passages: “Our Rights, Our Voices” & “A Voice of Their Own”

Steps

- 1 Begin with fairness and voice.
- 2 Narrow fairness to rights that protect people and fair laws, then narrow voice to representation and participation in decisions.
- 3 Test “They wrote down rights to make things fair,” and “If we live here and follow these laws, we should have a part in making them.”

Teacher Script

“We are not picking a line because we like it. We are choosing evidence that connects, strongly supports, and matters enough for this exact reason or way.”



★ Magnify Ideas, Use CSI, Build TREES (continued)

Day 2 · Attempt

★ Daily Deck

Steps

- 1 Cite the words, Say what each means, and Illustrate or name the Impact on fairness or voice.
- 2 Orally connect thesis (central idea), reason or way, evidence, explanation, and summary.

Use Partner Rehearsal

One student reads the evidence. The other says what it means and how it supports the reason or way. Switch roles.



Discuss the Connection

★ Daily Deck

Day 3 · Discuss

Explain how the poem and drama develop the same idea in different genres.

What does the poem show about rights and fair laws?

What does the drama show about representation and self-government?

Ask why evidence without explanation is incomplete.

Invite a personal connection to a time a fair decision included people's voices.

Student Directions: “Explain how the poem and drama develop the same idea in different genres.”





What Makes an ECR Complete?

Day 3 · Discuss (cont.)

★ Daily Deck

An ECR is built piece by piece.

**a thesis (central idea) that answers
the exact prompt**

**evidence from
both texts**

**explanation that
proves the connection**

**We are choosing evidence that connects, strongly supports, and matters enough for
this exact reason or way.**



★ Write the Response

Day 3 · Use (Independent Practice)

THESIS (CENTRAL IDEA)

Write a thesis (central idea) that answers the prompt. Magnify the thesis (central idea) into two reasons or ways.

EVIDENCE

Select one CSI evidence detail from the poem and one from the drama. Write one explanation sentence for each detail.

SUMMARY

Finish with a summary that brings fairness and voice together.

Answer the exact prompt · use both genres · test evidence with CSI · end with a summary.

★ Award the Strength

Day 4 · Award

★ Daily Deck

Award 🏆

Notice one decision you made that helped your reader understand fairness and voice.

- thesis (central idea)
- reason or way
- poem evidence
- drama evidence
- explanation
- summary

The Strength

“Today I built a stronger ECR by _____.”

A valid answer names a specific move and cites evidence from the organizer.

★ Target the Revision

Day 4 · Target

★ Daily Deck

Target

Students choose one target.

- a more precise thesis (central idea)
- distinct reasons or ways
- stronger CSI evidence
- deeper explanation
- cross-text connection
- organization, sentence structure, word choice
- added coherence, deleted repetition

Revision Example

Original: “Rights protect people. Rights make laws fairer.”

Combined: “Rights protect people and help make laws fairer.”

Answer Key

The combined sentence is more coherent and precise.

1

Analyze

Analyze the prompt.

2

Write

Write a thesis
(central idea).

3

Magnify

Magnify reasons or
ways.

4

Choose

Choose CSI evidence
and explain it.

5

Organize

Organize the
response with
TREES.

Be clear, kind, and confident. Name one poem detail and one drama detail.

★ Answer the Question

Day 5 · Explain & Educate

★ Daily Deck

Prompt: Explain how the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” both develop the idea that people want fairness and a voice. Use evidence from both texts to support your answer.

My thesis (central idea):

Poem evidence:

Drama evidence:

My summary:

My reason or way:

What the poem evidence means and its impact:

What the drama evidence means and its impact:

Success criteria: answer the prompt, use both texts, quote accurately, explain both details, and connect the response to fairness and voice.

Explain how close reading becomes a clear ECR.



Name the Thinking

Small-Group Support

★ Daily Deck

The student builds one connected reason, evidence, and explanation chain and identifies where it belongs in a larger TREES response.

“They wrote down rights to make things fair”

“People want to be heard”

“These rights protect us every day”

Offer frames: “The poem shows ___ because ___.” and “The drama shows ___ because ___.”

We will slow the chain down: prompt, thesis (central idea), one reason or way, one quote, and one explanation.

★ Connect Across Texts

Enrichment

Challenge: Choose the stronger thesis (central idea): “Both texts are about people” or “Both texts develop the idea that people want fairness and a voice by showing protection, fair laws, and participation in decisions.”

Compare the poem's rights with the drama's representation.

The poem shows protections and fair laws. The drama shows that people want a voice in decisions and a part in making laws.

The second thesis (central idea) is stronger because it answers the prompt and previews focused reasons or ways.

Students defend their choices with CSI and DEEP FACTS + E.

★ My Progress Tracker

Use this tracker honestly. Mark what you can do independently, then choose the next step that will make your response clearer.

I Can...	Not Yet	With Help	Independently
Identify the shared idea of fairness and voice in both texts.	Not Yet	With Help	Independently
Use DOT and TRACKS to gather details.	Not Yet	With Help	Independently
Write a thesis (central idea) that answers the prompt.	Not Yet	With Help	Independently
Magnify broad ideas into reasons or ways.	Not Yet	With Help	Independently
Choose CSI evidence from the poem and drama.	Not Yet	With Help	Independently
Explain what each detail means and its impact.	Not Yet	With Help	Independently
Organize a complete TREES response.	Not Yet	With Help	Independently
Revise for sentence structure, word choice, coherence, and focus.	Not Yet	With Help	Independently

★ Citizenship Connection

How do rights and a voice help people work toward fairness?

★ **Rights, fairness, voice, representation, self-government, and conflict.**

“Our Rights, Our Voices” explains that rights protect people and help guide laws. “A Voice of Their Own” shows Thomas and Mr. Harris considering a voice in decisions.

Reflect & Discuss

How do rights and a voice help people work toward fairness?

Let's Look at an Answer!

Prompt: Explain how the poem and the drama both develop the idea that people want fairness and a voice.

LOW Level 1

“Both texts are about rights and people.”

What is working: The response names a related idea.

What Needs Improvement: Add a precise thesis (central idea), one detail from the poem, one detail from the drama, and explanation that shows how the details support fairness and voice.

Let's Look at Another Answer!

Prompt: Explain how the poem and the drama both develop the idea that people want fairness and a voice.

MEDIUM Level 2-3

“Both texts show that people want rights and a voice because fair laws and self-government matter.”

What is working: The response moves beyond a bare topic and begins to make a focused claim.

What Needs Improvement: Add exact evidence from both texts and explain how written rights and self-government develop the shared idea.

Our Strongest Answer!

Prompt: Explain how the poem and the drama both develop the idea that people want fairness and a voice.

HIGH Level 4

“Both the poem “Our Rights, Our Voices” and the drama “A Voice of Their Own” develop the idea that people want fairness and a voice by showing the need for protection, fair laws, and a say in decisions. The poem says, “They wrote down rights to make things fair,” showing that rights guide fair treatment. The drama says, “If we live here and follow these laws, we should have a part in making them.” This shows that people want a say in decisions that affect them. Together, the texts show that a strong community protects rights and listens to people.”

What is working: The response is focused, passage-grounded, uses both genres, and explains the evidence-to-idea connection. It is the target for this Low Stamina module.

★ **This is our target!**